

## PHILLIP JAMES GEDEON

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### EDUCATION

**Loyola Marymount University**, Los Angeles, CA  
**Major:** Masters of Arts in School Administration

May 2009

**Connecticut College**, New London, CT  
**Major:** Bachelors of Arts in Mathematics and Race Relations

May 2005

### CERTIFICATION

**Clear Single Subject Teaching Credential:** Mathematics, State of California  
**Certificate of Eligibility for the Administrative Services Credential**, State of California  
**Crosscultural, Language and Academic Development Permit**, State of California  
**Advanced Placement Certified**, College Board

July 2011 - Present  
May 2009 - Present  
July 2008 - Present  
August 2007 - Present

### LEADERSHIP EXPERIENCE

**Leadership Public Schools**, Oakland

July 2020 – March 2022

*Chief of Schools*

- Provide leadership, advice, and assistance to the Superintendent in the planning for implementation and monitoring of Board direction, policies, district goals, LCAP and Strategic Plan related to assigned responsibilities
- Provide vision and strategic direction for the District's curriculum, instruction and school improvement initiatives, aligned with the long term strategy to improve student achievement and narrow the achievement gap between racial, ethnic and economic groups;
- Contribute to the development of LPS Public Schools strategic goals and objectives as well as the overall management of the organization
- Effectively communicate and present critical school data at select Board of Directors and committee meetings
- Directly manage all members of the Teaching & Learning Team, including school teams
- Provide leadership on talent assessment and selection for new leaders across the organization
- Oversee annual school planning processes to include goal-setting, budget and staffing at each school, School Leader Management, Development and Support
- Build capacity of school leaders using LPS's core competencies for leadership
- Evaluate School Leaders; provide feedback in real time ways to address areas of growth
- Assist school leaders in organizational planning and design, to clearly define roles, functions, goals and accountability
- Assist School Leaders in evaluating the effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Ensure that school leadership teams leverage distributed leadership such that teacher capacity is strengthened and student achievement increases.
- Consult with principals and school leadership teams to design systems, structures, and processes to support distributed leadership
- Train Assistant Principals, Instructional Coaches, and Teacher Leaders in best practices for leading teams, establishing strong adult culture, designing and facilitating professional development, data analysis, and coaching using an observation and feedback model
- Provide regular, in-person coaching and other support instructional leaders as they conduct formal classroom observations, and provide feedback to teachers.

- Lead strategy and high-level of implementation of restorative, non-oppressive practices and policies that affirm students within all schools that ensures a healing-centered approach to addressing the impacts of trauma
- Ensure compliance with all relevant regulations and laws. Provide fiscal oversight of Academics, Special Education and School Site teams

*Director of  
School Services*

- Assists the CEO in the general planning, organization and management of the CMO.
- Supervises the development of all courses of study and curriculum guides and oversee their adaptation and implementation throughout the District in accordance with Education Codes and District policy
- Coordinates programs and services with other Director of School Services and CMO Leaders to promote effective vertical and horizontal articulation with all K-12 schools.
- Supervises, evaluates, counsels, and assists assigned managers in the organization and the daily operation of the schools and instructional programs.
- Through regular collaboration with CMO Leaders review, audit, observe, monitor, counsel, assist, and evaluate the performance of assigned K-8 Principals and Site-Administrators.
- Direct, support, and promote instructional leadership training and mentoring program for principals, vice principals, and aspiring leaders.
- Coordinates the development, implementation and evaluation of the CMO's LCAP.
- Participates in the planning, research, development, implementation, and evaluation of the CMO's instructional programs in accordance with Education Codes and District policy.
- Provides relevant and accurate information as appropriate to meet the need of the Board of Trustees, CEO, Principals and other staff including government and private service agencies, the community, and others in need.
- Models a service approach in all schools, carefully balancing autonomy and consistency of practice.
- Assists in guiding school leaders in successfully preparing for oversight, accreditation and charter renewal processes (including WASC accreditation) and participate in associated school visits.
- Serves as an advocate and mutual conduit between site principals and CMO Leaders to optimize communication, outcomes and services.
- Supports and directs quality implementation and effectiveness of school plans that are aligned to the ISANA's Vision, Mission and Goals through individualized support and collaborative principals' meetings.
- Understand and interpret performance data to identify areas for development, and share and support implementation of best practices across schools.
- Build capacity of school leaders to ensure effective teaching and learning aligned to ISANA's leadership and teaching frameworks.
- Supports and direct school leaders in developing and maintaining positive relationships with parents, advocates, and community organizations.
- Oversees the instructional priorities by school sites and coordinates the deployment of resources to teachers and school leaders.
- Ensure school leaders effectively use assessment data and results to drive school goals and initiatives.
- Ensure the alignment of school support, effective use of time, quality of service, and customized supports for each school based on the operational and instructional needs of the school and organizational goals of the CMO.
- Coordinates and oversees the selection process and subsequent recommendations for adopted textbooks and supplementary instructional books, materials, equipment, and supplies.

*Chief Academic Officer*

- Serves as the chief instructional leader for the organization.
- Provides leadership in the evaluation of instructional methods and programs, and recommends such changes and improvements as are needed.
- Assists with all assessment and accountability programs, data analysis, interpretation and action plans.
- Provides leadership and effective management in all areas of teaching and learning, curriculum development, data analysis, and professional development.
- Leads, guides and directs members of the administrative, instructional, and supportive service team in setting and achieving high standards of excellence in educational programs and operating

systems.

- Ensures that instructional leaders and teachers receive outstanding coaching and professional development that accelerates their own growth and the academic achievement of their students.
- Serves on Oakland School for the Arts' Executive Team; help drive organizational strategic decisions that will ensure Oakland.
- School for the Arts is able to grow while still providing the highest quality education for students.
- Serves as a critical thought-partner to the Executive Director and Executive-Team, providing sound counsel and maintaining confidentiality.
- Directs and coordinates all matters related to school selected curriculum, state frameworks, and content standards.
- Provides vision and leadership with the implementation of professional learning communities (PLC), professional development, and curriculum for Grades 6 through High School Education programs, including the selection, adoption and implementation of instructional materials.
- Provides leadership and support for departments on the integration of technology to improve student achievement.
- Working with teachers, counselors and principal to implement best instructional practices, monitor student achievement, differentiate instruction, and advise on master schedule build.
- Communicate regularly with the Director of Special Education regarding student achievement, curriculum development and professional development for teachers of students with disabilities.
- Direct and coordinate English Language Development annual testing, curriculum and instruction.
- Serves as a liaison for the school with city and county agencies, and other allied school-community groups and organizations.
- Serves as a liaison to consultants, colleges and universities, and other agencies that partner with Oakland School for the Arts.

**Synergy Quantum Academy, Los Angeles**

July 2014 – June 2017

*Director/Principal*

- Served as the instructional leader of the school by assuming primary responsibility for curriculum, instruction and discipline.
- Mentored and supported teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Evaluated and coached teachers and staff (57 employees) in accordance with organizational policy, including implementing support plans when necessary.
- Regularly collected, analyzed, and shared data to drive student achievement and inform instructional practices.
- Oversaw/coordinated after school intervention, Saturday school, and/or summer school programs.
- Coordinated and facilitated weekly Professional Development and staff meetings.
- Organized parent meetings and workshops both during the school day and in the evenings and weekends.
- Oversaw/coordinated the LAUSD Oversight and WASC Accreditation process.
- Monitored the compliance and effectiveness of the school's special education programs and services by working with the Director of Special Education and Student Services and the school site's Special Education team.
- Developed the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.

- Oversaw the implementation of student testing programs, including Smarter Balance Testing, PSAT, SAT/ACT, and AP tests.
- Managed and oversaw the school's budget.
- Developed and maintained partnerships with community members, businesses, and organizations.
- Assumed responsibility for enrollment of all students in the school.
- Served as the main liaison between the school and the school's authorizer.
- Served as the main liaison between the school and Synergy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.
- Developed clearly understood procedures and provided regular drills for emergencies and disasters
- Established schedules and procedures for the supervision of students in classroom and non-classroom areas (including before and after school).

**Alliance College-Ready Public Schools, Los Angeles**

June 2012 – June 2014

*Director  
of Math  
Instruction*

- Supported the development of high-quality math instruction in all 22 schools district-wide.
- Supported and monitored the growth and practice of district-wide teacher leaders and coaches.
- Analyzed benchmark data and standard classroom practice to develop, implement, and monitor a district-wide plan for increasing student achievement.
- Developed annual district-wide professional development plans aligned to high priority initiatives, expected teacher outcomes, and Common Core Content & Practice Standards.
- Continuously tracked and analyzed student achievement data to identify needed supports and strategies.
- Trained, supervised, and evaluated Mathematics Common Core Implementation Coaches.
- Developed, facilitated, and implemented common core training to math teachers and principals.
- Served as the secondary mathematics instructional programs liaison between the home office and 22 school-sites.
- Brokered partnerships with external partners (Gates Foundation & Loyola Marymount University).
- Obtained Common Core Black Belt Certification via The Common Core Institute; Engaging in Pearson Common Core Systems of Courses training.
- Supported and sustained existing effective math practices, including math support and intervention initiatives; Reviewed and guided selection of effective math instructional resources.
- Conducted joint classroom observations and evaluations with school-site principals using The College-Ready Promise (TCRP) Rubric to identify areas of strength and growth.

**Aspire Public Schools, Los Angeles, CA**

June 2010 – June 2012

*Instructional  
Secondary  
Mathematics  
Coach*

- Organized and facilitated differentiated instructional professional developments for teachers.
- Co-planned standards-based lessons; Co-taught and modeled math instructional guidelines.
- Scheduled, conducted and debriefed classroom observations regularly using The College Ready Promise (TCRP) Rubric to identify areas of strength and growth.
- Developed, implemented and evaluated Interim Assessments for Geometry, Pre-Calculus, and CAHSEE.
- Organized and facilitated summer training for new teachers.
- Assisted and supported classroom teachers in analyzing formative and summative assessment results to determine areas of growth and coordinate appropriate instructional materials and techniques to improve student performance.
- Evaluate the effectiveness of the instructional program and make recommendations for improvement.
- Worked with principals and math leads to assist with planning and implementation of the school's professional development plan as needed.
- Facilitated data talks for principals and teachers on Interim Assessments.

- Mathematics Department Chair*
- Organized and facilitated monthly department meetings on integrating graphing calculators, Geometer Sketchpad and PowerPoint within the curriculum to enhance student learning.
  - Developed quarterly departmental course offering in collaboration with the head counselor.
  - Developed, implemented and evaluated departmental common final exams; 100% of teachers participated in administering and analyzing common errors.
  - Developed intervention program for 9th grade Algebra I resulting in 83% of students successfully completing Algebra I.

- Testing Coordinator*
- Developed and implemented testing schedules and proctor trainings; Oversee the inventory and packing of testing materials.
  - Collaborated with the administrative team to develop and facilitate a student investment guide for students to analyze previous year's test scores and setting target scores for this year's test.
  - Planned and coordinated the implementation of the state mandated tests.

- Attendance Coordinator*
- Developed, implemented, and evaluated school-wide student attendance protocol; Organized and facilitated over 100 parent conferences in which individualized attendance plans for 60 students were outlined.
  - Published monthly attendance report to inform teachers, administrators and parents of attendance trends for the students on the individualized attendance plan.
  - Worked cooperatively and closely with members of the Administrator of Attendance and the Pupil Services and Attendance Counselor to identify and provide advocacy, child welfare and attendance services to students.
  - Developed and maintained school site attendance plans and incentive programs.

## TEACHING EXPERIENCE

- Secondary Mathematics Teacher*
- Taught remedial classes during the summer and school year (Algebra I, Geometry and Algebra II) to at-risk students with a 75% or higher pass rate.
  - Modeled best practices on how to reengage at risk students in the classroom.
  - Modeled to the Math Department how to incorporate writing strategies and opened-ended math problems on summative assessments.
  - Modeled Teach Like a Champion classroom management & student accountability strategies.

- Secondary Mathematics Teacher*
- Recruited and selected to serve in the national corps comprised of exceptional recent college graduates to teach for two years in this nation's most under-resourced and struggling urban and rural public schools.
  - Designed and implemented lessons for student learning of content material in Algebra I & II, Geometry, Pre-Calculus and CAHSEE Prep.
  - Backwards planned units and project-based learning using Understanding by Design.
  - Selected to pilot the Geometry Periodic assessment for Los Angeles Unified Public Schools.
  - Redesigned and published geometry curriculum for Teach For America for Summer School geometry courses taught in 2006.
  - Served on the Los Angeles Unified School District Algebra I Textbook Adoption Committee for the 2007-2008 academic school year.

*Secondary  
Mathematics  
Teacher*

- Planned, prepared, and implemented online instructional activities so that students were actively engaged in appropriate standards-based learning experiences.
- Identified, selected, created and/or modified online instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Established and maintained online threaded discussions with students and parents on curricular topics
- Attended and participated in online staff meetings and professional growth opportunities.
- Implemented effective management strategies to ensure optimal learning in the online environment
- Conducted virtual parent/teacher/student conferences.
- Welcomed students and parents to ensure a smooth transition to the online teaching program.

### EVALUATOR OF INSTRUCTION EXPERIENCE

**The Accrediting Commission for Schools, Western Association of Schools and Colleges, CA** July 2015 – Present

- Evaluator*
- Selected to serve on three full self-study review teams.
    - Evaluate the instructional program of charter high schools in Southern California.
      - Review student performance data to identify areas of school-wide strength and needed growths.
      - Conduct and evaluate classroom observations of students engaged in learning and assess the quality of teaching and learning.
      - Coordinate and facilitate dialogues individually and collectively with administrators, teachers, students, and other stakeholders to corroborate the schools' self-study report.
      - Assist in preparing a report outlining the findings for the school and ACS WASC Commission.

### ADVISORY BOARD MEMBERSHIP EXPERIENCE

**Teach For America Associates Board, Los Angeles, CA**

August 2015 – June 2018

*Member*

- Assist the Board in carrying out its fiduciary responsibilities such as reviewing annual financial statements, budgets and accounting practices.
- Assist in the recruitment of volunteers and committee members to augment the Board.
- Contribute to the fundraising projects and events through personal contributions and/or by generating support from friends and other contacts or networks.
- Fundraise over \$50,000 annually for Teach For America Los Angeles.
- Serve as a goodwill ambassador and spokesperson for the organization and its programs.
- Periodically review the organization's long range goals and strategies and use benchmarks to compare them against other Teach For America regions.

### PUBLICATIONS

**Connecticut State Board of Education (2004).** *CMT Fourth Generation Mathematics Handbook*. [Provided educators with information, lesson plans and practice standardized questions that parallels and scaffolds to the rigor of the standardized mathematics tests given in Connecticut.]