Mission

- To develop or establish a mathematics curriculum that is consistent in its philosophy and instructional approach throughout grades K-12, with the philosophy being the inclusion of all students and the approach being problem-based and inquiry-oriented.
- To facilitate and ensure the complete alignment of the written, taught, and assessed curricula for K-12 mathematics.
- To support teachers in their acquisition of knowledge, skills, and practices that will enable all students to develop a deep, conceptual understanding of the operational principles and applications of the field of mathematics.

Position Summary

The K-12 Curriculum Administrator - Mathematics provides leadership for the planning, development, implementation, and evaluation of K-12 curriculum and instructional practices within mathematics—in accordance with state criteria that include rigorous content, pacing, and common assessments—to ensure that all students meet and exceed the Common Core State Standards (CCSS). The K-12 Curriculum Administrator - Mathematics serves as the expert curricular resource, coach, and mentor to all schools within the District; works collaboratively with administrative and instructional staff; and communicates effectively with parents, members of the community, and colleagues in other districts and agencies—all with the goal of raising student achievement. The K-12 Curriculum Administrator - Mathematics supports teachers and administrators in designing and delivering math instruction that includes a balance of conceptual and computational components intended to nurture students as independent problem solvers. This position provides professional development and support to licensed staff and administrators in the implementation of the Common Core State Standards, including training in instructional strategies that are effective with diverse student groups. The K-12 Curriculum Administrator - Mathematics is responsible for preparing all requisite Title I reports, and provides oversight for Title I coordinators and Title I schools, including charter and private schools. K-12 Curriculum Administrator - Mathematics is a member of the District's Instructional Directors.

Supervisory Relationship

This position reports to the Superintendent and has supervisory responsibility for professional, licensed, and classified staff.

Essential Functions

1. Plans and directs the development and/or establishment of a unified, District-wide K-12 mathematics curriculum, ensuring that it is rigorous, culturally responsive, and reflects current research and theory in instruction.
2. Promotes a math curriculum and teaching practices that engage the learner in tasks that require analytical and critical thinking, problem-solving and creativity; that address each student’s needs, interests and skill levels; that encourage the student to define individual goals and accept responsibility for learning; and that provide a variety of methods for the student to demonstrate performance and achievement.

3. Provides leadership in the implementation of math programs throughout the District, including the evaluation of classroom instruction.

4. Coordinates with Educational Support Services and ELL staff to design and implement innovative math programs that address the needs of students with identified learning challenges.

5. In collaboration with building principals, observes classroom instruction to evaluate the implementation of math curriculum including content, materials, pedagogy, pace and standards, student performance and curricular effectiveness.

6. Collects and analyzes performance data including, but not limited to, easyCBM™ benchmarks, state and District assessments regarding the achievement of students, work samples, and other pertinent information affecting the design and evaluation of curriculum and instructional practices.

7. Prepares reports and presentations reflecting the strengths and needs of the District’s math curriculum by area and grade, and formulates recommendations for alterations or additions to the curriculum, with specific focus on raising student achievement.

8. Directs the annual review and revision of the K-12 mathematics curriculum and ensures alignment with the Common Core State Standards for mathematics.

9. Provides support to principals, site/District resource teachers (coaches), and staff in the development or adoption and implementation of mathematics curriculum K-12.

10. Encourages differentiated instruction in mathematics and the use of a variety of strategies and materials consistent with research on learning and child growth and development.

11. Works with schools’ professional learning teams K-12 to increase teachers’ knowledge of effective math skill development strategies.

12. In collaboration with principals, evaluates math and science teachers, including oversight of Intensive Support Plans, and serves as secondary evaluator for teachers (including resource teachers and math coaches) as needed.

13. Identifies staffing needs and assists with the recruitment and selection of math-licensed staff.

14. Communicates frequently with principals, teachers, data teams, community agencies, and others to ensure coordination of math-related programs and services, including vertical and horizontal articulation of skills and content sequence.
15. Using staff-identified criteria that reflect the needs of the program and students, organizes and implements a system for the evaluation and selection of equipment, instructional materials, and assessment tools that are free of bias and designed to meet the Common Core State Standards in mathematics.

16. Collaborates with the Director of Research, Planning, and Technology to ensure that appropriate software and online resources are available to support the math program, and that teachers are adept at integrating technology into their instructional practices.

17. Plans and provides professional development for principals, staff development specialists, coaches, teachers, and support staff that is relevant to the CCSS for math, that is research-based, that assists administrators and teachers in meeting the Adequate Yearly Progress (AYP) targets in math, that meets the standards of the National Staff Development Council and the Association for Supervision and Curriculum Development, and that builds the capacity of teachers to transform learning experiences in order to reach student achievement objectives.

18. Collaborates with building administrators to create support plans for Title I schools that have not met AYP.

19. Ensures that the professional development program for mathematics is focused on how students learn, encompasses both content and pedagogical knowledge and skills, promotes collegial learning, and includes job-embedded opportunities for growth.

20. Assists in the development and management of budgets for curricular and other projects within the scope of responsibility for mathematics.

21. Assists in the external/internal program review for Curriculum and Instruction projects.

22. Develops, implements, and evaluates grants and special projects, including initiatives that are made possible through state or federal legislation, local or cooperative partnerships, and/or foundation grants.

**Required Knowledge, Skills and Abilities**

- Commitment to the belief that all students can learn, to educational equity, and to the District’s vision and mission.
- Knowledge of research-based mathematics curriculum/curriculum development, instruction and assessment practices, especially relative to interventions with struggling learners and students of varying cultural heritages and English proficiencies.
- Ability to evaluate mathematics instructional programs and teaching effectiveness and to interpret data.
- Ability to coordinate District-wide programs and initiatives K-12 in accordance with policies and procedures.
- Demonstrated ability to work collaboratively with teachers and district/school administrators and to promote collaborative practices.
- Demonstrated ability to prepare and present comprehensive and effective reports, both oral and written, as appropriate to varied audiences.
- Ability to manage budgets and multiple priorities, lead and supervise staff, adapt to change, and meet timelines.
Minimum Qualifications

Education
- Master’s degree in mathematics required,
- Valid teaching license with a single-subject math endorsement required,
- Valid administrator’s license required.

Experience
- Seven (7) years of experience, as follows:
  - Five (5) years as a successful classroom teacher at multiple levels in math
  - Two (2) years district-level administrative/leadership experience, including experience as a building principal, teacher and/or instructional coach
- Experience in curriculum development at the district level
- Demonstrated knowledge of research-based curriculum development, program implementation and evaluation, child growth and development K-12, effective instructional strategies, classroom management, and learning assessment and diagnosis
- Experience in designing and leading professional development, with emphasis on mathematics
- Experience in using technology to support teaching and learning, curriculum development, staff training, student assessment, and program accountability

Work Environment

☐ Duties are performed in office, school, and community settings.
☐ Execution of responsibilities may require overtime work beyond the standard workday and workweek.

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