



**POSITION DESCRIPTION**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Math Coordinator	<b>Department / Building:</b> Teaching & Learning / District Office
<b>Reports To:</b> Director of Teaching & Learning	<b>FLSA Status:</b> Exempt
<b>Grade / Subgrade:</b> Coordinator	<b>Bargaining / Work Unit:</b> Non-Classified / Non-Affiliated
<b>Duty Year:</b> 210 days	<b>Position Last Updated:</b> 03-03-2025

**SECTION II: JOB SUMMARY**

The math coordinator is responsible for leading the development, implementation, and continuous improvement of the district’s mathematics curriculum and instructional practices. This position involves coaching teachers, ensuring alignment with state standards, and fostering a culture of innovation and excellence in math education. The coordinator will collaborate with administrators, teachers, and other stakeholders to enhance student achievement and engagement in mathematics.

**SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES**

<b>Duty/Responsibility #</b>	1	<b>Statement of duty/responsibility:</b> Curriculum and Instruction
<b>Percent of Time</b>	60%	

**Tasks involved in fulfilling above duty/responsibility:**

- Coordinates closely with the supervisor of curriculum to ensure mathematics curriculum is aligned with state standards, incorporating best instructional practices.
- Evaluates and updates curriculum materials and resources regularly.
- Provides coaching, mentoring, and support for math teachers at all grade levels.
- Collaborates with teachers in classrooms to model effective instructional practices and implement innovative teaching methodologies. Support teachers and staff in adopting and sustaining changes.



- Designs and delivers high-quality professional development sessions that focus on research-based instructional strategies.
- Works closely with school principals, instructional coaches, and teachers to foster a cohesive approach to math instruction.
- Promotes inclusive practices that ensure all students, including those with diverse learning needs, have access to high-quality mathematics instruction.
- Engages families and community members in understanding and supporting math education.

<b>Duty/Responsibility #</b>	2	<b>Statement of duty/responsibility:</b> Educational and Data Driven Curriculum Support
<b>Percent of Time</b>	30%	

**Tasks involved in fulfilling above duty/responsibility:**

- Supports Multi-Tiered System of Support (MTSS) model of differentiated instruction and tiered intervention processes.
- Assists in the selection, administration, and interpretation of math assessments. Use data to identify trends, inform instruction, and improve student outcomes.
- Develops and implements guidelines for identifying students in need of math intervention. Provide strategies and resources to support struggling learners.
- Establishes clear guidelines for learner driven, evidence informed decision-making processes. Assists educators in using data effectively to enhance instructional practices and student achievement.

<b>Duty/Responsibility #</b>	3	<b>Statement of duty/responsibility:</b> Special Projects
<b>Percent of Time</b>	10%	

**Tasks involved in fulfilling above duty/responsibility:**

- Attends meetings, workshops, and training sessions as directed.
- Performs other job-related duties as requested or assigned.

**SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of current Minnesota curriculum standards and the eight math practices.
- Proficiency in training and leading adult learners.
- Proficiency in analyzing data and using the data to provide recommendations for improvement.
- Basic knowledge of reading, writing, and math concepts sufficient to assist students and staff.



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- Ability to work purposefully, confidently, and independently within authority and responsibility parameters of the position with minimal supervision.
- Demonstrated listening skills.
- Ability and willingness to collaborate and cooperate with other staff in accomplishing the goals of the literacy program.
- Knowledge and ability to maintain a good working knowledge of the site, area(s), and student population(s) to which assigned.
- Ability to develop and maintain effective working relationships with students, staff, and parents.
- Ability to communicate in oral or written form in a grammatically correct manner.
- Ability to read and interpret simple directions and comprehend written information.
- Ability to interpret directions and clearly articulate expectations to students.
- Knowledge of and compliance with all District policies and procedures applicable to effectively performing this position as outlined in the job description.
- The knowledge, skill, and ability to set up, maintain, and ensure the security and confidentiality of data and information, particularly student related records.

## SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's degree in mathematics education.
- Master's degree in education and/or administrator license is strongly preferred.

## SECTION VI: EXPERIENCE REQUIREMENTS

- Minimum of five years of successful teaching experience in mathematics at the K-12 level.
- Experience in instructional coaching, professional development facilitation, or curriculum leadership.

## SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to provide a safe educational environment where students develop lifelong learning skills that nurture positive attitudes and self-worth.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS



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The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical		Lifting/Carrying		Exposure to Environmentals
Standing	F	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through body and/or body fluids
Walking	F	Up to 25 pounds	O	Toxic chemicals
Sitting	F	Up to 50 pounds	O	Moving parts
Talking in person/on the phone	F	Up to 75 pounds	N	Electrical shock risk
Pushing/pulling	O	Up to 100 pounds	N	Explosives
Hearing	F	More than 100 pounds	N	Fumes
Feeling, grasping, finger dexterity	C	<b>Noise Levels</b>		Extreme cold (non-weather)
Climbing, balancing	N	Quiet (i.e. private office)	F	Extreme heat (non-weather)
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions
Crouching, crawling, kneeling, squatting	N	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O	<b>Sight</b>
Stretching/reaching with hands and arms	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus
Distinguishing smell	N			Looking at computer monitor
Distinguishing temperature	N			Color vision (identify and distinguish colors)
Traveling by automobile	O			Peripheral, depth perception

## NOTICES

### Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Executive Director of Administrative Services, at 763-497-6504.



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## **Equal Employment Opportunity Employer Notice**

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.