Poudre School District

HUMAN RESOURCES DEPARTMENT

# JOB DESCRIPTION

| | | | |
|---|---|---|---|
| Job Title: | **Coordinator Mathematics & Computer Science** | FLSA Status: | **Exempt** |
| Job Family: | **Professional** | Pay Range: | **A/P Schedule, Grade Q** |
| Prepared/Revised Date: | **March 31, 2026** | Job Code: | **33614** |
| | | Days: | **218** |

**SUMMARY:** Responsible for the development, implementation, and continuous improvement of the K-12 Mathematics and Computer Science curriculum and instruction. Work closely with administrators, teachers, and other educational professionals to ensure alignment with district goals and state standards, while fostering a culture of academic excellence through effective professional learning, computational thinking, mathematical modeling, and instructional support.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Lead implementation of high-quality mathematics and computer science curriculum with a focus on conceptual understanding, procedural fluency, and real-world application. Stay current on national (NCTM-National Council of Teachers of Mathematics, CSTA-Computer Science Teachers Association) and state trends, research, and best practices to ensure the district's curriculum remains rigorous, research-based, and technologically relevant.
2. Ensure vertical alignment of mathematics from kindergarten through grade 12, focusing on consistency and coherence across grade levels and schools and on seamless transitions between elementary, middle, and high school. Worth with department leads, teachers, and administrators to implement evidence-based instructional routines.
3. Develop success criteria for computational thinking to support students as digital architects who can communicate their logic.
4. Drive the integration of Math Standard 4 (Model with Mathematics) and Computer Science Practice 4 (Developing and Using Abstractions) to provide teachers with the framework to use computational tools and simulations to deepen student understanding of complex mathematical relationships and model real-world mathematical phenomena.
5. Design a K–12 universal vertical alignment map that bridges the gap between procedural fluency and conceptual mastery, ensuring pedagogical continuity and targeted intervention strategies that prepare all students for higher-level courses and post-secondary success.
6. Monitor and assess the integrity of curriculum implementation, providing ongoing support and guidance to buildings to ensure equitable access to high-level math pathways and computer science pathways.

7. Design and facilitate high-quality professional learning focused on the 8 Mathematical Practice Standards, differentiation in the math classroom, and the integration of adopted digital and physical resources.
8. Develop a group of school-based math content leaders and a group of computer science content leaders to build capacity around the integration of adopted curriculum and digital resources in their respective learning communities.
9. Coach and mentor teacher leaders and math interventionists to improve instructional practices and enhance curriculum delivery, specifically in the areas of numeracy and algorithmic literacy.
10. Foster collaboration among teacher leaders to ensure coherence in curriculum implementation across schools and vertical alignment from elementary to middle and middle to high school.
11. Collaborate with teacher leaders and administrators to develop and implement formative and summative assessment practices that align with the district adopted curriculum
12. Collaborate with Career and Technical Education (CTE) to align high school Computer Science pathways with state-recognized industry certifications.
13. Support use of data dashboards to track numeracy and computational proficiency growth.
14. Analyze student performance data to identify trends, address achievement gaps, and recommend instructional adjustments.
15. Serve as the primary point of contact for K-12 mathematics and computer science within the district, working closely with school leaders, teacher leaders, and instructional staff.
16. Participate in district-wide committees and workgroups to ensure that curriculum decisions support the overall educational mission and strategic plan of the Poudre School District.
17. Foster a culture of innovation in teaching and learning, encouraging the integration of technology, inquiry, and other innovative instructional strategies into the curriculum.
18. Demonstrate a commitment to:
    a. Equitable, inclusive, and culturally responsive practices for all students and staff.
    b. Partner with families in the student's education.
    c. Follow all district policies, procedures, and expectations.
    d. Personal and professional excellence.
19. Participate in:
    a. Department, team, and district meetings and discussions.
    b. Professional growth opportunities.
20. Perform other duties as assigned.

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor's degree in a related field required
- Master's degree in a related field preferred
- Experience instructing students in a classroom setting required
- Instructional coaching experience preferred
- Leadership at school or district level preferred

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire
- Valid US driver's license
- Valid Colorado teaching or special service provider license with appropriate endorsement preferred
- Colorado Principal or Administrator's License preferred

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment
- Ability to communicate with students, parents/guardians, staff, and community members
- Ability to be a part of and work with a team
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge and experience with standard educational/instructional technology equipment and programs
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

| | POSITION TITLE | # of EMPLOYEES |
|---|---|---|
| **Reports to:** | Director of Curriculum & Instruction | |
| **Direct reports:** | This job has no direct supervisory responsibilities. | |

**STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS:** *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | | X | |
| Sit | | | X | |
| Use hands to finger, handle or feed | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | X | | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | X | | | |
| Up to 50 pounds | X | | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | X | |
| Analyze | | | X | |
| Communicate | | | | X |
| Copy | | X | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Coordinate | | | | X |
| Instruct | | | | X |
| Compute | | X | | |
| Synthesize | | X | | |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | X | | |
| Negotiate | X | | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | X | | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|---|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | |
| Depth perception | |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|---|---|
| Very quiet | |
| Quiet | |
| Moderate | X |

| NOISE LEVEL: | Exposure Level |
|---|---|
| Loud | |
| Very Loud | |