District Math Lead - (TOSA)

Job Summary:
The District Math Lead (TOSA) partners with teachers, learning coaches, and administration to improve student learning outcomes in math. Through professional development, modeling, and side-by-side coaching, the District Math Lead supports implementation of state math standards, by leveraging the district's core curricular resources, and using research-based instructional practices

Responsibilities:
- Facilitates mathematics curricular resource and instruction review.
- Collaborate with teachers and administrators to plan, implement and refine effective mathematics instruction aligned with district competencies and MN standards.
- Provide direct instructional support to teachers by providing personalized support through modeling, co-teaching, and collaborative planning based on the specific goals of individual teachers and the needs of their students.
- Analyze student performance data (formative and summative) to identify trends, address achievement gaps, and support teachers in adjusting instruction to meet the needs of all learners.
- Design and lead professional development sessions focused on mathematics pedagogy.
- Support the implementation of district-wide math initiatives and provide coaching aligned with district goals.
- Stay informed of current research and trends in math instruction and share relevant findings with staff.
- Build strong relationships with educators to establish a culture of continuous learning and reflection.
- Plan and facilitate professional learning communities and collaborative planning sessions with teachers and administrators at all learning levels.
- Work with administrators to support school operational plans, particularly in mathematics.
- Provide ongoing support and follow-up to ensure sustained instructional change.
- Performs other responsibilities as apparent or assigned.

Knowledge, Skills, and Abilities Required
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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Current state of Minnesota teaching licensure.
- At least three years of successful classroom teaching experience in mathematics is preferred.
- Prior experience in coaching or mentoring teachers preferred.

- Deep knowledge of evidence-based math instruction, pedagogy, standards, and interventions.
- Proven ability to plan and facilitate the professional development of adult learners, fostering a culture of continuous improvement.
- Ability to model and support mathematics best practices across all grade levels.
- Demonstrated knowledge of relevant technology, including the use of 1:1 devices and digital math tools to support personalized and adaptive learning.
- Ability to create positive, trusting relationships with a diverse staff, administration, and community.
- Exceptional oral and written communication skills, with the ability to explain complex mathematical concepts to various stakeholders.
- Ability to implement culturally responsive teaching strategies that recognize and value the diverse mathematical identities of all students.
- Familiarity with data-driven instruction and assessment strategies.
- Exhibits initiative, creativity, curiosity, flexibility, and teamwork.

Schedule: 184 Days (Teacher Calendar)

Reports to: Director of Elementary Learning & Director of Secondary Learning