



**Position:** Director, Mathematics  
**Location:** Remote  
**Employment type:** Full-time, Exempt  
**Reports to:** Chief Academic Officer  
**Reporting Team:** Mathematics Team (4 staff)

### **Mission**

EdReports.org is at the forefront of the curriculum reform movement. By increasing the capacity of educators to identify and demand the highest quality curriculum, EdReports.org is both disrupting a multibillion-dollar market and transforming teaching and learning. With the firm belief that what is taught matters and that all students deserve high quality materials, EdReports.org publishes free, online, evidence-rich reviews of instructional materials.

### **Purpose of Position**

The Director of Mathematics will ensure that the highest quality reviews are published on EdReports.org by overseeing all mathematics materials reviews, leading strategic initiatives within and across the Academic Office, and collaborating with mathematics leaders nationwide. EdReports has an impressive track record of success in providing information about curricular programs through our online reports. Beginning with K-8 Math, we have now expanded to providing reports for K-12 curricula and have close to 425 published mathematics grade/course program reports on our website. We have documented use by districts representing over 11M students and national surveys show that EdReports is the best known and utilized resource for supporting curriculum decision-making in the country.

The Director of Mathematics will build on this success and deepen the work of the mathematics team. They will partner closely with content area directors in science and ELA to revise and enact strategies for training educator reviewers, conducting curriculum reviews, and maintaining a robust materials pipeline. In addition, they will partner with teams throughout the organization to identify and drive thought leadership opportunities across the country, particularly in mathematics, and ensure that public-facing efforts represent the reports and market trends in an accurate and compelling manner. Ideal candidates have a deep knowledge of College and Career Readiness Standards, including the Common Core State Standards, and mathematics curriculum development and implementation. We are looking for a mission-focused, seasoned leader and strong manager who enjoys highly collaborative work and has a passion for ensuring that all students have high quality mathematics instruction. The Director of Mathematics reports directly to the Chief Academic Officer and serves as an integral member of the EdReports leadership team.

### **Key Responsibilities**

#### **Lead Organization's Mathematics Reviews and Review Strategy - 60%**

- Supervise the mathematics team
  - Lead, coach, and support the team of full-time staff and consultants to execute on activities that advance the organization's mission, meet annual performance goals, and support the field with more information about the quality of mathematics instructional materials;

- Work with the team to set annual team goals and ensure all members are a part of a robust performance management process;
- Lead the mathematics team to recruit, train, and support outstanding mathematics educators to serve as Content Review Team members and leaders on an ongoing basis; and
- Develop, cultivate, and maintain relationships with key stakeholders in the mathematics community, including leading a mathematics advisory panel.
- Plan and oversee rolling reviews of K-12 mathematics year-long instructional materials, including ensuring a robust pipeline and making semi-annual projections about the number and timing of reviews;
  - Ensure all mathematics reviews are high-quality, evidence-rich, and well-calibrated;
  - Represent EdReports with publishers to acquire curricular series, explain the review process, and communicate during and following a review; and
  - Partner with other content area directors to develop, refine, and lead teams of educator reviewers throughout review processes;
- Work with the Chief Academic Officer and Academics Directors on special projects in research and development to provide the field with new, timely information.

#### **Thought Leadership and External Engagements 15%**

- Work with the communications and outreach teams to identify and execute upon thought-leadership opportunities, including advocacy for high quality mathematics curricular materials and educating the field about trends in the materials market;
- Conduct outreach to explain the results of EdReports mathematics reviews for a variety of external audiences, including educators, districts, states, and partner nonprofits that use our resources to select curriculum; and
- Serve as subject matter expert to EdReports with respect to research, trends, and shifts within the mathematics community.

#### **Knowledge Management and Organizational Learning - 15%**

- Institute and maintain a robust feedback loop between educator-reviewers, staff, and stakeholders to ensure reports and processes are effective, efficient, and support the short- and long-term development of EdReports reviews and processes;
- Codify impact and learning from reviews and translate into Academics Office strategy and organizational storytelling; and
- Develop and ensure execution of processes to respond to new projects, produce scopes of work with consultants as needed, and strategically staff projects.

#### **Organizational Leadership - 10%**

- Contribute to the organizational strategy and governance as a member of the leadership team (Directors, Chief Academic Officer, Chief Finance Officer, Chief Strategy Officer, and Executive Director).

#### **Travel: Up to 20%**

National travel will happen occasionally throughout the year (COVID-19 dependent), as needed for partner relations, service delivery, organizational retreats, and professional learning.

## Qualifications

- Passion for the EdReports.org’s mission and vision;
- A commitment to uphold EdReports organizational norms and values;
- A minimum of 10 years experience in school districts, state departments of education, and/or nonprofit instructional leadership;
- Deep content expertise in mathematics curriculum and curricular design to meet mathematics CCR standards;
- Deep expertise in mathematics education, education policy, and standards landscape at the national, state, or district level;
- Demonstrated respect for elevating and promoting educator voice and educator leadership;
- 5+ years supervising teams, with a preference for candidates with experience leading multi-layered teams in either a start-up, non-profit, or growing environment;
- Exceptional written and spoken communications and interpersonal skills, including the ability to build support for current and new initiatives across a diverse range of stakeholders and audiences;
- A proven strategic and project management skill set, including the ability to effectively manage multiple stakeholders and meet ambitious timelines;
- An ability to work independently and collaborate with colleagues and educators in a virtual work environment;
- Experience overseeing budgets and staffing complex projects;
- Ability to multi-task and manage competing demands and deadlines, while continuing to produce high-quality work;
- Experience providing high-quality, engaging adult learning and facilitation; and
- A degree in mathematics, education, or a related field is required, advanced degree preferred.

## Core Competencies

ACCOUNTABILITY	
<b>Framing/planning the work</b>	Plans and effectively organizes more complex projects and tasks; Identifies and sets contingencies for possible roadblocks; and Systematically monitors / course-corrects plans and communicates changes proactively.
<b>Timeliness</b>	Always meets deadlines or delivers early; Communicates roadblocks, lessons learned for the learning of the organization; Adjusts plan to manage roadblocks and remain on schedule; and Supports others to have high quality and deliver on schedule.
<b>Quality of work products</b>	Work products (e.g. reports, documents, files, etc.) are Consistently audience-ready and accurate; and Has a consistent track record of being prepared and delivering work that meets or exceeds expectations.
ADAPTABILITY	
<b>Ability to adjust</b>	Changes work priorities to meet feedback and changing

	demands; Identifies how own work and formal responsibilities needs to adjust to meet the needs of the organization; Models thoughtful flexibility for peers and direct reports; and Understands changing circumstances and identifies impacts across the work, suggests and leads improvements to systems and processes to meet the demands of these changes.
<b>Openness</b>	Able to thoughtfully consider new ideas and different perspectives; Encourages individuals with different perspectives to share; Proactively creates space to solicit and discuss different perspectives; and Demonstrates the ability to change a strong perspective based on new ideas and different perspectives.
<b>COLLABORATION</b>	
<b>Team-orientation</b>	Focuses on accomplishing organizational goals rather than a personal agenda; Willing to take on additional tasks as needed to achieve shared objectives; Reflects upon team and organizational goals and process and own contributions to continuously improve team performance; and Appropriately assumes and completes additional tasks needed to achieve shared objectives.
<b>Collaboration</b>	Actively participates as a team member and shows willingness to contribute and be open to feedback; Identifies self and others' areas of expertise to ensure the right people are part of a team; Appropriately applies areas of expertise and steps back and encourages others to apply their areas of expertise; Is sought out by others as a collaborator on projects; and Promotes collaborative decision making processes and demonstrates ability to lead a team to reach consensus.
<b>COMMUNICATION</b>	
<b>Written/Verbal communication</b>	Communicates messages concisely; Consistently adjusts style and tone to suit the target audience; Participates comfortably in small group meetings, contributing where appropriate; Contributes to organizational messaging, succinctly and effectively expressing ideas; and Writes internal and external communications in a concise, clear, and professional manner that is always appropriate to the audience.
<b>Verbal Communication</b>	Engages in public speaking or participates actively and effectively in group meetings; and Is viewed by peers and others as an effective spokesperson for his or her field.
<b>Inquiry and listening</b>	Fully engages in both in-person and virtual settings; Uses open-ended questions to clarify understanding and gain information; Consistently uses thoughtful questions to advance the thinking of the team; and Thoughtfully weaves in others' contributions in ways that improve the quality of the work.

<b>CULTURAL SENSITIVITY</b>	
<b>Valuing diversity</b>	Demonstrates understanding that differences among team members contribute value to the environment; Models behaviors that support and increase equitable experiences for and inclusion of all team members; and Proactively considers ways to increase diverse viewpoints and representation across our work.
<b>Advancing diversity and inclusion</b>	Demonstrates awareness and understanding of own biases; Challenges personal biases; Offers observations about cultural proficiency within the organization.
<b>GROWTH MINDSET</b>	
<b>Learning orientation</b>	Takes initiative to expand knowledge and skills for self and colleagues; Often thinks about ways to perform duties more effectively; Regularly reflects on challenging situations as opportunities to identify learning opportunities; Engages others in reflection; Approaches self and others, including peers, direct reports, and supervisors, with a growth mindset; Ties personal growth and learning to organizational needs and goals.
<b>Seeking, providing, and using feedback</b>	Regularly seeks feedback and coaching to succeed in doing more complex work; Uses new information and experiences to identify opportunities to adjust work/and or professional style; Is attentive to growth of others at all levels and identifies ways to help them develop; and Commits to regular, two-way feedback with peers and supervisors.

**Leadership Competencies**

<b>DECISION-MAKING</b>	
<b>Gathering and interpreting data</b>	Regularly identifies critical internal or external data needed to inform decision-making; Derives insights from data and makes suggestions based on findings; Advises team members on deriving insights from data; and Creates and implements systems to facilitate regular data review, reflection, insight generation, and continuous improvement.
<b>Executing decisions</b>	Makes necessary decisions in a timely manner even when information is limited or unclear; Considers implications of decisions and demonstrates follow through; Owns and stands by team decisions; Communicates decisions and gains buy-in from team and other related stakeholders; Considers both the long-term strategic direction and short-term outcomes of decisions; Shares the impact of past decisions with team to collectively guide future decision-making; and Holds team accountable for decisions and progress against them.

<b>DEVELOPS AND MOTIVATES OTHERS</b>	
<b>Motivating/Inspiring</b>	Looks for positive attributes and concretely reinforces them, promoting confidence and optimistic attitudes; Provides a variety of motivational styles, as appropriate, to team members they supervise; and Motivates and inspires colleagues to achieve full potential through sharing success stories and learning from struggles.
<b>Individual Coaching</b>	Uses a range of tools and tactics to help staff of varying abilities grow; Stays informed of development opportunities and resources within the organization and links staff to them where appropriate; Effectively addresses marginal and unsatisfactory performance on their team; and Proven record of building capacity in others through coaching, modeling, and feedback.
<b>Conflict resolution</b>	Addresses and manages conflict directly; Determines best path for mitigating fallout and takes steps to prevent future conflict; Takes ownership of impact of own behaviors on self and others and adjusts accordingly; Effectively defuses conflict and helps others to select appropriate venues and actions to address conflict; Promotes collaborative decision-making processes and demonstrates ability to reach team consensus.

**Physical Requirements**

Including, but not limited to standing and sitting for long periods of time; speaking loudly and clearly; seeing and hearing things both near and far away; and reaching, stooping, kneeling, and fine-finger and hand manipulation in use of a computer, chalkboard, dry erase board, or projector. Employee is required to have close visual acuity to perform an activity such as preparing and analyzing data and figures, transcribing, viewing a computer terminal, and extensive reading. This person will travel by car, air, or other transportation (as indicated above) and should be able to physically withstand the demands of frequent travel. Employee may be required to walk for long distances at event venues, conference and training locations, or other relevant sites.