



The Calculus Project | *Director of School and District Support*

About the Organization

The Calculus Project Inc. (TCP) is a nonprofit that partners with school districts to dramatically increase the number of Black, Latino, and low-income students who excel in advanced mathematics. Our comprehensive approach is anchored by research-supported components that engage the three major stakeholder groups vital to students' academic success: students, parents, and educators. Since its inception as a program in 2009 to address the lack of diversity of Black and Latino students in advanced level math classes at Brookline High School, TCP has established a track record of successfully working with school districts in Massachusetts to dramatically narrow student performance gaps in mathematics.

Additionally, through TCP's peer teacher program, Black and Latino students have passed the Massachusetts Test for Educator Licensure for middle school math (MTEL 47). Consequently, several of our alumni are teachers or currently in the pipeline to become math and science teachers. In addition to entering the teaching profession, several of our alumni work in science, technology, engineering, and business-related careers.

To learn more about The Calculus Project model and its components, please visit <http://thecalculusproject.org/>

The Opportunity

We are looking for an educational leader with a proven track record of success in systemic change and adult learning to promote equity as our founding Director of School and District Support. The Director of School and District Support will report directly to the Chief Program Officer and provide TCP district personnel with systems and supports that foster student success. Specifically, the Director of School and District Support will be responsible for overseeing district implementation of TCP programs and ensuring fidelity to the TCP model, supporting ongoing district improvement efforts aligned with TCP, and providing professional development to teachers. A skillful facilitator, the Director of School and District Support will work with district administrators, teachers and parents.

We currently work with 10 districts in MA and each is in a different phase of implementing TCP. After an annual review of data and collaborative planning with district leaders we determine the support that districts need in order to fully maximize the program for the benefit of all students. For example, two districts might need support in implementing the Pride curriculum while two other districts might need support in ramping up their peer teaching practice or their after school support center.



Key responsibilities will include:

Provide ongoing District Support and Accountability

- Ensure components of TCP are implemented with fidelity in each district
- Conduct monthly meetings with district personnel to support annual progress and troubleshoot
- Build relationships with district personnel through site visits and other methods
- Support districts in data collection efforts that track progress
- Coordinate district review process to identify strengths and areas for TCP improvement
- Highlight TCP student success and develop networking opportunities for TCP schools
- Develop and maintain a robust TCP Advisory Council

Provide Adult Learning Opportunities

- In conjunction with the Chief Program Officer, create annual plan to expand the capacity and team building of senior leaders within Calculus Project School districts
- Develop and conduct workshops relating to seven components of TCP
- Select and support teacher(s) from each district to develop a workshop for TCP conference
- Identify areas of need across TCP districts and design adult learning workshops accordingly
- Develop and conduct workshops designed specifically for TCP parents

Shape TCP Organizational Strategy and Systems

- Collaborate with the Founder and Chief Executive Officer and the Chief Program Officer to build TCP organizational structure and continually improve internal systems
- Identify opportunities existing in current work with districts and provide potential systems and structures to better support implementation of TCP in districts



Candidate Profile

The Director of School and District Support will be a natural relationship-builder and communicator who brings a systems and adult development orientation as well as strong project management capabilities. The individual will be acutely aware of the importance of building and stewarding trusting relationships to execute organizational priorities effectively and will bring an understanding of how schools and school districts operate.

While no one candidate will possess every quality outlined for this position, the successful candidate will bring many of the following professional qualifications and personal attributes:

- Commitment to and passion for the mission and work of TCP to close achievement and performance gaps in mathematics
- Teaching experience and experience working with adolescents
- Relevant professional experience working with school/district teachers on math curriculum, instruction and assessment
- Experience in coaching teachers
- Exceptional relationship-building and communication skills demonstrated through a track record of working with school and district leaders as well as teachers
- Demonstrated project management experience, including scoping, planning, and executing, keeping within budget and timeline, and identifying necessary resources/partnerships, financial and human
- Outstanding written and verbal communication skills
- Flexibility and the ability to handle the uncertainties associated with a new role in a fast-paced environment; able to help create order and structure and systems in a complex environment while prioritizing relationships
- Creative, collaborative, entrepreneurial and action-oriented, with an eagerness to grow the organization
- Enthusiasm, positive sense of humor, ability to take initiative, and professionalism
- Must be organized, reliable, responsible, collaborative, receptive to constructive feedback, and creative
- Experience working effectively with students and staff of various cultures and linguistic backgrounds



TCP is committed to a diverse workplace and to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, or any other category protected by law ("protected class status"). To learn more about TCP visit us at www.thecalculusproject.org.

INTERESTED CANDIDATES SHOULD SUBMIT COVER LETTER and RESUME, OR QUESTIONS TO:

Spencer Blasdale, Chief Program Officer
The Calculus Project
EMAIL: sblasdale@thecalculusproject.org



TCP Components

Component	Impact
<p>Summer Academy: Students (rising 8th through 12th graders) are pre-taught some of the upcoming year's math.</p>	<p>Provides an opportunity to get ahead and build confidence and teaches how to develop high capacity, collaborative study groups.</p>
<p>Student Cohorts: Students are grouped into designated sections to drive continued collaboration and a sense of belonging.</p>	<p>Allows students to support each other and continue to hone the collaborative study skills learned during the summer.</p>
<p>Academic Center: Tutoring support is available through the school year from math teachers and TCP Peer Teachers (see below).</p>	<p>Supports students throughout the year and builds teacher to student and student to student relationships.</p>
<p>Peer teaching: Junior/senior TCP scholars can become paid Peer Teachers for the Summer Academy and Academic Center.</p>	<p>Research shows the benefits of peer tutoring in driving persistence and achievement for both peer teacher and student.</p>
<p>Pride Curriculum: Students build and explore identity, passion, pathways and learn about the accomplishments of STEM professionals of color.</p>	<p>Reinforces efficacy and beliefs of high achievement and belonging.</p>
<p>Advisory Council: Composed of TCP students' parents, school administration and student representatives, this committee meets regularly to learn how to best support their student and TCP.</p>	<p>Provides families with regular updates on the program, learning opportunities for how to best support their student and serves as an advocate for TCP.</p>
<p>Training for Educators: Rethink systems, structures and behaviors that suppress minority achievement, curriculum building and PRIDE curriculum support.</p>	<p>Supports district professional learning on culturally responsive education, including curricular alignment, instruction and feedback.</p>