

**MONTVILLE PUBLIC SCHOOLS
JOB DESCRIPTION**

Math Department Chairperson

QUALIFICATIONS:

- Connecticut Certification-Mathematics (229 or 029)
- Minimum of five years of successful secondary classroom teaching experience.
- Demonstrated instructional leadership experience.
- Experience leading curriculum development and professional learning.
- Strong knowledge of Connecticut Core Standards, assessment systems, and current educational research.
- Experience with MTSS, data-informed decision making, and school improvement planning.
- Excellent communication, facilitation, and organizational skills.
- Valid Connecticut certification in the assigned content area.

The Instructional Coach demonstrates:

- Strong knowledge of curriculum design, instructional practices, assessment, and professional learning.
- Ability to facilitate adult learning and lead collaborative teams.
- Ability to analyze student achievement data and translate findings into instructional action.
- Ability to manage multiple initiatives, timelines, and priorities.
- Ability to build productive relationships with administrators, department leaders, teachers, and other stakeholders.
- Ability to communicate clearly in both written and verbal formats.

REPORTS TO:

Assistant Superintendent

JOB GOAL

The Secondary Curriculum Leader serves as the district instructional and curriculum leader for grades 6–12. Working collaboratively with the Assistant Superintendent, principals, department leaders, teachers, and district committees, the Secondary Curriculum Leader provides leadership for curriculum development, instructional improvement, assessment, professional learning, program development, and implementation across all secondary content areas.

The Secondary Curriculum Leader is not an evaluator of teachers. The position serves as a collaborative district leader, facilitator, resource, and partner to administrators and staff in advancing high-quality teaching and learning across grades 6–12.

PERFORMANCE RESPONSIBILITIES

Curriculum Leadership

- Provide district leadership for the development, implementation, alignment, monitoring, and continuous improvement of grades 6–12 curriculum.
- Lead and coordinate district processes to ensure vertical and horizontal curriculum alignment across grades, schools, and secondary departments.
- Coordinate curriculum review cycles and monitor implementation of approved district curriculum.
- Lead and facilitate curriculum development, revision, mapping, and documentation processes.
- Support departments in aligning curriculum with Connecticut standards, district expectations, and established instructional priorities.
- Coordinate the implementation and evaluation of High-Quality Instructional Materials (HQIM).
- Monitor current state initiatives, legislation, standards, and educational research and recommend appropriate curriculum or program adjustments.
- Support the development and review of secondary course offerings, pathways, course descriptions, and the Program of Studies.
- Assist departments and administrators in evaluating programs and recommending changes based on student needs, achievement data, research, and program effectiveness.
- Promote coherence and continuity of curriculum and instruction across grades 6–12 and between middle and high school.
- Coordinate interdisciplinary curriculum initiatives and programs when appropriate.
- Support the development and implementation of special academic programs, enrichment opportunities, Advanced Placement opportunities, and other secondary instructional initiatives.
- Monitor state initiatives and recommend curriculum updates

Instructional Leadership

- Collaborate with principals and department leaders to strengthen high-quality instructional practices across secondary classrooms.
- Facilitate district-wide instructional initiatives aligned with the district instructional vision and priorities.
- Promote evidence-based instructional practices that increase student engagement, discourse, critical thinking, independence, and rigorous learning.
- Support implementation of district instructional frameworks and expectations.
- Assist administrators and teachers in selecting and effectively implementing instructional materials, technology, and other resources.

- Support appropriate differentiation, scaffolding, intervention, enrichment, and equitable access to rigorous learning opportunities.
- Assist in identifying instructional priorities through classroom evidence, student work, assessment data, and other indicators of student learning.
- Provide resources and problem-solving support to departments related to instructional and curricular challenges.
- Promote consistency and coherence in instructional expectations across secondary schools while respecting the unique needs of individual departments and disciplines.
- Support administrators, and teachers through the implementation of curricular and instructional changes by providing planning, professional learning, resources, and ongoing problem-solving support.

Professional Learning and Teacher Support

- Design, coordinate, and facilitate district professional learning aligned with strategic and instructional priorities.
- Lead or coordinate curriculum writing, curriculum revision, and summer curriculum projects.
- Support department in identifying professional learning needs based on curriculum, instructional, and student achievement priorities.
- Provide professional learning and resources related to curriculum implementation, instructional practices, assessment, and educational initiatives.
- Assist teachers in implementing new curriculum, instructional materials, technology, and district initiatives.
- Maintain current knowledge of research, curriculum developments, instructional practices, legislation, and state and national educational initiatives.

Assessment and Accountability

- Support use of state, national, Advanced Placement, and other required assessments.
- Assist teachers and administrators in analyzing student achievement and assessment data.
- Support district and department data meetings focused on instructional improvement and student achievement.
- Support departments in developing and utilizing common assessments and other measures of student learning.
- Monitor student achievement trends across grades 6–12 and recommend instructional or curricular responses.
- Support the use of assessment results to identify strengths, areas of need, achievement gaps, and opportunities for improvement.
- Assist with the ongoing evaluation of secondary curriculum, programs, and instructional initiatives.
- Coordinate or assist with required curriculum, assessment, and program reports.
- Prepare summaries of secondary curriculum, assessment, program accomplishments, needs, and priorities as requested.

School Improvement and District Initiatives

- Support district strategic initiatives through curriculum, instructional, assessment, and program leadership.
- Participate on district leadership teams, committees, and working groups as assigned.
- Collaborate with principals and district leaders to monitor progress toward district instructional goals.
- Support implementation of district improvement initiatives within secondary schools and departments.
- Use evidence and data to monitor the effectiveness of district instructional and curricular initiatives.

Communication and School/Community Relations

- Foster productive and professional working relationships among teachers, administrators, students, families, and community partners.
- Serve as a liaison between secondary schools and the district office.
- Coordinate communication regarding curriculum initiatives, instructional programs, assessment, professional learning, and secondary academic opportunities.
- Communicate district expectations and initiatives clearly and consistently to secondary staff.
- Articulate secondary curriculum initiatives and programs to administrators, staff, families, and the community.
- Support communication and coordination related to secondary programs, course selection, registration, and the Program of Studies.
- Present curriculum, instructional, assessment, and program information to the Board of Education as requested

Professional Responsibilities

- Demonstrate professionalism, integrity, and ethical conduct.
- Maintain confidentiality in all matters.
- Engage in continuous professional learning.
- Stay informed of current educational research, legislation, and best practices.
- Manage multiple projects, timelines, and responsibilities effectively.
- Communicate regularly with the Assistant Superintendent regarding progress, challenges, accomplishments, and recommendations.
- Perform other duties assigned by the Assistant Superintendent consistent with the responsibilities of the position.

TERMS OF EMPLOYMENT:

- Pay consistent with the Montville Education Association Collective Bargaining Agreement
- Participation in summer curriculum work, district planning, and professional learning is expected

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