

Job Title	Math School Support Specialist
PVN ID	VA-2508-006983
Category	Managerial and Professional
Location	OFFICE OF SR. UNIV DEAN FOR ACADEMIC AFFAIRS
Department	CUNY Early College
Status	Full Time
Annual Salary	\$95,000.00 - \$105,000.00
Hour(s) a Week	35
Closing Date	Oct 19, 2025 (Or Until Filled)

General Description

The Math School Support Specialist will serve as a thought partner, instructional and leadership coach, and program strategist to a small group of the CUNY Early College Network schools, specifically within the realm of Algebra and/or Algebra II. Reporting to the Associate Director of School Support, the Math School Support Specialist will be expected to collaborate with team members and contribute to the overall capacity of the CUNY Early College Team, tapped to support schools across the entire network when appropriate. As a member of the Team, the Math School Support Specialist will help shape priorities and be given ample opportunity for growth and development.

Typically, School Support Specialists will spend 3-4 days a week in the field, visiting schools, working with teachers, teacher team leaders, assistant principals, and/or principals. Additionally, Specialists will provide contact information (phone and email) to principals and respond to queries.

MISSION

CUNY's Office of K16 Initiatives creates innovative pathways for young New Yorkers to envision and achieve success, by engaging strategic partners in confronting systemic educational inequities.

CUNY K16 Initiatives leads and coordinates CUNY's partnership with New York City Public Schools (NYCPS), including programs and direct services reaching over 100,000 NYCPS students annually. CUNY and New York City Public Schools – the two largest education systems of their kind in the country – are deeply connected by the students they serve, and K16 Initiatives serves as a vital bridge, leveraging policy development and service delivery to address key drivers of student success. With a focus on equity, access, and economic mobility, K16 Initiatives harnesses unique CUNY resources – including students and curriculum – at scale to achieve shared goals.

Work Environment and Physical Requirements

- This position is partially based in a professional office and partially based within and across school environments and follows a hybrid work schedule: 70% in-person (7 days) and 30% remote (3 days) during each two-week payroll cycle.

- A laptop and other necessary equipment may be provided to support remote work
- While performing these duties, the employee may be required to:
 - Sit for extended periods
 - Use a computer and other office equipment
 - Occasionally lift or move items up to 20 pounds
- Reasonable accommodations will be provided to individuals with disabilities or other needs in accordance with RFCUNY policies and applicable laws
- Ability to travel to schools and other CUNY sites as needed

Other Duties

The Specialist will be responsible for:

* Developing positive working relationships with principals, assistant principals, and teacher leaders, and district team to support the achievement of school goals and growth within priority areas, especially in regard to Illustrative Math Curriculum translation and implementation (*training will be provided*);

* Coaching, mentoring, and thought partnering with various leaders using both a dialogical and facilitative-based approach;

* Helping to provide or coordinate access to all aspects of school support to assist school leaders in achieving their goals and addressing challenges. Areas of support and planning **may** include:

- Coaching Algebra I/Algebra II teachers across a small portfolio of schools to achieve higher outcomes per the Regents and/or other metrics
- Collaborating with our additional Math School Support Specialist to develop and refine math-related resources and develop math-related professional learning workshops and series
- Supporting/Liaising with the district regarding school curriculum implementation for math
- Student data analysis
- Coordinating learning walks and PLCs across subsets of schools; Supporting interim assessment/benchmark exam planning, administration, and action planning
- Leadership development, inclusive of teacher leaders
- Restructuring and strengthening the Early College program at given schools, as it relates to mathematics, so that all students have access and opportunities for success
- Strengthening and monitoring initiatives and efforts as they relate to college readiness, especially within the domain of mathematics
- Coordinating, organizing, and operationalizing support and planning by proactively communicating with key constituents within NYCPS, CUNY, and the greater community of stakeholders
- Serving as a key contributor to the CUNY Early College Team by communicating school needs to internal staff, and devising strategies to meet those needs in collaboration with the Early College Team, as well as tuning team members' work and providing collegial feedback
- Keeping clear and concise records of communications with school staff and other support personnel
- Co-constructing and co-facilitating CUNY Early College network-wide professional development including principal meetings and assistant principal meetings, sometimes in collaboration with the district team
- Perform special projects and other duties as assigned

Qualifications

- A Bachelor's Degree in Education is required
- A background in teaching and coaching within the realm of mathematics is required
- A minimum of five years of successful professional experience as a math department leader, instructional or leadership coach, curriculum specialist, mentor and/or professional developer/trainer
- Proven ability in helping schools use student-level and school-based data to plan, implement, and monitor instructional programs to reach end-of-year targets
- Outstanding organizational skills and attention to detail
- Excellent written and oral communication skills
- Ability to multi-task and to respond quickly to various requests
- Attention to deadlines
- Proven ability to work well with others
- Proficiency in Microsoft Office
- Openness to continued professional development and growth

Preferred Qualifications:

- A master's degree is preferred
- Proven track record of Algebra Regents success
- Preferred use/understanding of Illustrative Math Algebra Curriculum
- A demonstrated commitment to preparing students at Title I public high schools to succeed in college;
- Keen understanding of educational reforms and structures in New York City and New York State, including new accountability initiatives