



NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS

**National Council of**  
**Teachers of Mathematics**

**Executive Director**

**Position Profile**

**March, 2013**

This profile provides information about the National Council of Teachers of Mathematics (NCTM) and the position of Executive Director. The profile is designed to assist individuals in assessing their interest in and qualifications for the position.

The search for the Executive Director of NCTM is being conducted by Association Strategies, Inc., 1111 North Fairfax Street, Alexandria, VA 22314. Applicants should submit a cover letter and resume to the Association Strategies, Inc., website: <http://www.assnstrategies.com>. To learn more about NCTM, go to <http://www.nctm.org>. The deadline for applications is April 19, 2013; candidates are urged to submit materials at the earliest date possible. NCTM is an Equal Opportunity Employer and participates in E-Verify

## **Executive Director Position Profile**

### **For the National Council of Teachers of Mathematics**

#### **Position Overview**

The National Council of Teachers of Mathematics, a 501(c)(3) professional association of 80,000 members and more than 230 Affiliates throughout the U.S. and Canada. NCTM is the largest nonprofit professional association for mathematics educators in the world and is recognized as a global leader in the field. It provides professional experiences through annual, regional, leadership conferences and institutes. Additionally, NCTM supports mathematics educators with many high quality publications and electronic resources. Headquartered in Reston, VA, NCTM is seeking a visionary leader who will lead, cultivate, and provide strategic direction as the organization continues to make a difference in the lives of thousands of teachers and their students.

Since its inception in 1920, NCTM has positioned itself as a leader in efforts to ensure an excellent mathematics education for every student and to provide sustained professional development opportunities for mathematics educators. NCTM offers vision, leadership, and avenues of communication for its individual members and for mathematics education. The association has a \$17 million operating budget and 90 full-time employees.

The Executive Director, who reports to a 14-member Board of Directors, provides leadership and policy direction for the association and its staff. The Executive Director is responsible for overseeing the planning, execution, implementation and evaluation of all NCTM programs under the direction of the NCTM President and Board of Directors. The NCTM President serves as the chief external spokesperson and representative of NCTM to the Affiliates and external organizations and agencies. The Executive Director works with and supports the President and Board of Directors on establishing policy and setting strategic direction and may serve as a spokesperson for the Council when requested and when the President or his/her designee is not available.

#### **Profile Methodology**

The profile for the position of Executive Director of the National Council of Teachers of Mathematics (NCTM) was developed using organizational data; discussions with key leaders and staff; and responses to an online survey of volunteer leaders. The survey was conducted to identify and prioritize the skills, knowledge, experience, qualifications and qualities required in an executive director. Information regarding programs and services, organizational and cultural factors, and challenges and opportunities for NCTM was also developed from the survey responses and discussions, as well as from existing information prepared by NCTM staff and leaders.

## **About the Organization**

With 80,000 members and more than 200 Affiliates, NCTM is the world's largest organization dedicated to improving mathematics education in prekindergarten through grade 12. In meeting its responsibility to provide broad, international leadership in matters related to mathematics education, NCTM supports and develops standards for school mathematics that address content, teaching and assessment.

The Council's *Principles and Standards for School Mathematics* includes guidelines for excellence in mathematics education and issues a call for all students to engage in more challenging mathematics. Its *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics* identifies the most important mathematical topics for each grade level. *Focus in High School Mathematics: Reasoning and Sense Making* advocates practical changes to the high school mathematics curriculum to refocus learning on reasoning and sense making.

After Common Core State Standards for Mathematics (CCSSM) were released in 2010, NCTM joined with the Association of Mathematics Teacher Educators (AMTE), Association of State Supervisors of Mathematics (ASSM), and the National Council of Supervisors of Mathematics (NCSM), in a task force formed to develop recommendations on how to support implementation of the CCSSM and to discuss how the four organizations could collaborate while supporting their memberships and a shared vision of mathematics education. Members of the Task Force are committed to promoting an equity agenda that considers the impact of CCSS on all students. In order to meet this goal the framework focuses on developing the capacity of the field through:

- Supporting and informing the nation's teachers about the meaning and implications of CCSS;
- Providing current and emerging leaders --mathematics supervisors, mathematics teacher educators, teacher leaders, school administrators and members of the four organizations (ASSM, NCSM, AMTE, NCTM)-- with common materials and messages related to CCSS;
- Encouraging the development of new approaches to teacher professional development based on elements of the CCSS; and
- Helping affiliated groups to support this work in their local environments.

The importance of this work is underscored by the scope of the stakeholders who will play a role in the enactment of CCSS. NCTM is dedicated to ongoing dialogue and constructive discussion with all stakeholders about what is best for all students of mathematics.

NCTM maintains a set of core beliefs about students, teaching, learning, and mathematics:

- Every student deserves an excellent program of instruction in mathematics that challenges each student to achieve at the high level required for productive citizenship and employment.

- Every student must be taught by qualified teachers who have a sound knowledge of mathematics and how children learn mathematics and who also hold high expectations for themselves and their students.
- Each school district must develop a complete and coherent mathematics curriculum that focuses, at every grade level, on the development of numerical, algebraic, geometric, and statistical concepts and skills that enable all students to formulate, analyze, and solve problems proficiently. Teachers at every grade level should understand how the mathematics they teach fits into the development of these strands.
- Computational skills and number concepts are essential components of the mathematics curriculum, and knowledge of estimation and mental computation are more important than ever. By the end of the middle grades, students should have a solid foundation in number, algebra, geometry, measurement, and statistics.
- Teachers guide the learning process in their classrooms and manage the classroom environment through a variety of instructional approaches directly tied to the mathematics content and to students' needs.
- Learning mathematics is maximized when teachers focus on mathematical thinking and reasoning. Progressively more formal reasoning and mathematical proof should be integrated into the mathematics program as a student continues in school.
- Learning mathematics is enhanced when content is placed in context and is connected to other subject areas and when students are given multiple opportunities to apply mathematics in meaningful ways as part of the learning process.
- The widespread impact of technology on nearly every aspect of our lives requires changes in the content and nature of school mathematics programs. In keeping with these changes, students should be able to use calculators and computers to investigate mathematical concepts and increase their mathematical understanding.
- Students use diverse strategies and different algorithms to solve problems, and teachers must recognize and take advantage of these alternative approaches to help students develop a better understanding of mathematics.
- The assessment of mathematical understanding must be aligned with the content taught and must incorporate multiple sources of information, including standardized tests, quizzes, observations, performance tasks, and mathematical investigations.
- The improvement of mathematics teaching and learning should be guided by ongoing research and by ongoing assessment of school mathematics programs.

Supporting mathematics education in ways that reflect these beliefs requires collaborative efforts and ongoing discussions among all the stakeholders in the process. NCTM stands ready to work with all those who care about improving mathematics education for all students. Through such dialogue and cooperative efforts, we can improve the mathematical competence of the students in mathematics classes across the continent.

Strategic Organizational Focus:

**Vision:**

The National Council of Teachers of Mathematics is the global leader and foremost authority in mathematics education, ensuring that all students have access to the highest quality mathematics teaching and learning. We envision a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities mathematics affords.

**Mission:**

NCTM is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.

**NCTM Foundational Priorities:**

- **Access and Equity:** Advance knowledge about, and infuse in every aspect of mathematics education, a culture of equity where everyone has access to and is empowered by the opportunities mathematics affords.
- **Advocacy:** Engage in public and political advocacy to focus policymakers and education decision makers on improving learning and teaching mathematics.
- **Curriculum, instruction, and assessment:** Provide guidance and resources for developing and implementing mathematics curriculum, instruction, and assessment that are coherent, focused, well-articulated, and consistent with research in the field, and focused on increasing student learning.
- **Professional Development:** Provide professional development to all stakeholders to help ensure all students receive the highest quality mathematics education.
- **Research:** Ensure that sound research is integrated into all activities of the Council.
- **Technology:** Promote strategic use of technology to advance mathematical reasoning, sense making, problem solving, and communication.

Structure, Governance and Staff: NCTM is governed by a 14-member Board of Directors which sets the direction, establishes policy, and oversees the activities of the Council. Under the direction of the Executive Director, the 90-member staff administers the programs, services and activities of the organization within a \$17 million annual operating budget. Numerous committees and editorial panels, appointed by the Council President, provide members with an opportunity to participate in the major activities of the Council.

*Key External Interactions:* NCTM Affiliates include state, provincial, local, student and focused national mathematics organizations across Canada and the United States that have a mission similar to the NCTM. NCTM has a more public voice, a broader perspective, and a wider scope of activity than its Affiliates, while Affiliates have a specialized role at the grassroots level. Each Affiliate has a unique role to play in improving mathematics education. The purpose of the affiliation partnership is to enhance both NCTM's and its Affiliates' ability to build effective relationships within their respective communities. Strong, open relationships with teachers, school leaders, parents, legislators, businesses, media, and others are all vital to the process of improving mathematics education. Because NCTM's Affiliates are independent organizations, membership in one does not automatically mean membership in NCTM.

The President, the Executive Director, Board Members, and other volunteers and staff, as appropriate, represent NCTM's interests through interaction with a wide range of entities, including federal and state policymakers, numerous mathematics and mathematics education professional organizations, STEM agencies and coalitions, the U.S. and State Departments of Education, foundations and grant making organizations, business organizations, and other groups that promote and advance mathematics education for students at all levels.

### **Programs, Services and Resources**

Members give NCTM high marks for its offerings of programs, services and resources, particularly the National and Regional Conferences, journals, professional development resources, publications, and resources for classroom teachers. Since 2010, when the initial draft of the Common Core State Standards (CCSS) was developed, NCTM has been engaged in the process as a reviewer and has provided extensive comments and detailed suggestions to the developers and writers on every successive draft over the past year. The Council has diligently monitored the development of the CCSS and advised the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) throughout the process, pointing out common ground between the common core standards and NCTM's own K–12 mathematics standards publications. The underlying philosophy and intent of these NCTM foundational publications will support the future implementation of Common Core Standards. Implementation of the standards and development of related assessments consistent with the standards will be significant next steps in a reaching the initiative's ideal of a common core standards environment.

These foundational publications and NCTM's key programs and services include the following:

#### ***Principles and Standards 2000***

- *Principles and Standards for School Mathematics* (PSSM) outlines the essential components of a high-quality school mathematics program and presents a common foundation of mathematics to be learned by all students. It provides guidelines for excellence and calls for all students to engage in more challenging mathematics.

- NCTM's Navigations series, written to support PSSM in the classroom, journals, and other resources assist teachers in bringing the Standards to life in the classroom.
- Curriculum Focal Points, published in 2006, identifies three important topics at each grade level pre-K–8, and is the next step in implementing the Standards.
- *Focus in High School Mathematics: Reasoning and Sense Making* advocates practical changes to the high school mathematics curriculum to refocus learning on reasoning and sense making.

### **Publications and Resources**

- NCTM publishes five professional journals: *Teaching Children Mathematics*, *Mathematics Teaching in the Middle School*, the *Mathematics Teacher*, the *Journal for Research in Mathematics Education*, and *Mathematics Teacher Educator*, which is co-published with the Association of Mathematics Teacher Educators. NCTM also publishes *NCTM Summing Up*, the semimonthly member newsletter, and a catalog of more than 200 educational books, videos, and other materials.
- NCTM's website, [nctm.org](http://nctm.org), features resources such as *Student Explorations in Mathematics*. NCTM's website also includes information about jobs and new products as well as information about NCTM and its programs.
- *Illuminations* is an online collection of hundreds of activities and lessons that illuminate the vision of mathematics education set forth in NCTM's Principles and Standards for School Mathematics.

### **Professional Development**

The Council holds an annual meeting and exposition along with three regional meetings each year, with a combined attendance of 20,000. Teachers of mathematics and others attend lectures, panel discussions, and workshops and view exhibits of the latest mathematics education materials, technology and innovations.

- NCTM offers a diverse array of professional development events, services, and resources. The Professional Development website ([nctm.org/profdev](http://nctm.org/profdev)) has information about future offerings, including annual and regional conferences, smaller institutes focused on teaching mathematics with reasoning and sense making at the core, and NCATE report compiler training sessions.
- NCTM develops and presents professional development institutes for teachers that focus on supporting teachers in implementation of the Common Core State Standards for Mathematics.

### **Research**

- NCTM works with Council leaders, staff, researchers, and practitioners to synthesize and summarize existing research that supports the organization's mission and objectives, products, and services.
- NCTM's Research Clips and Briefs focus on research that links research on mathematics education to classroom practice.

### ***Legislative and Policy Leadership***

- To represent the interests of its members, NCTM engages in government relations activities dedicated to constructive policy discussions among all stakeholders to determine what is best for students.
- The NCTM Advocacy Toolkit, available to all NCTM members, is a collection of materials to give individuals the tools and guidance they need to advocate for mathematics and education.

### ***Grants and Awards***

- NCTM's Mathematics Education Trust (MET) provides funds directly to teachers, Affiliates, and institutions to enhance mathematics education. MET offers grants, scholarship and award programs, and a lifetime achievement award.

As is often the case with large and diverse organizations, members anticipate opportunities to see programs or services expanded or strengthened. These include opportunities to expand membership recruitment and retention; attract young teachers as members; enhance the professional development offerings; offer downloadable, digital publications and web-based tools to strengthen professional development and communication among members; market and deliver evidence-based models for improving mathematics teaching methods and the achievement of students; and deliver innovative and research-based best practice models that improve student performance and how that performance is assessed at the classroom, local, state, provincial and national levels. It is a goal of the Council to be increasingly relevant and to continue building its well-respected advocacy efforts, increase /strengthen the coalitions in which it is working, and broaden its grass roots advocacy. The Council aspires to seize on the opportunity to provide leadership and expertise in the ongoing national conversation at both the federal and state levels regarding mathematics educational standards, implementation of the Common Core State Standards for Mathematics (CCSSM), and in STEM (Science, Technology, Engineering and Mathematics) programs and advocacy. NCTM believes it is uniquely positioned as the global voice for mathematics educators in prekindergarten through grade 16+.

### **Organizational Culture**

The culture of NCTM is an important part of the value that the Council provides to its members and to mathematics education.

The NCTM staff is described as a hardworking, dedicated group of professional, skilled and knowledgeable team members who are committed to the mission and vision of the Council. NCTM volunteer and elected leaders are characterized as passionate, diverse, dedicated, and serious about achieving the goals of the Council. Members are dedicated people who love mathematics and teaching and are eager for high quality resources and knowledge to improve their competence and success in educating children. They bring that same passion for learning and innovation to the work of NCTM. The

culture reflects a high desire for involvement and engagement, including a deep concern for the impact of the new Common Core State Standards in mathematics education and a commitment to participate in the development of state and national policy around both implementation of those standards and related measures of student achievement. Members are engaged in Affiliate Groups and numerous allied organizations, and they are appreciative of the opportunities provided at all levels to share and gain knowledge.

The NCTM Board of Directors seeks an executive director who will partner with the Board to further these objectives and assume a strong role in leading the staff to achieve operational goals, while retaining a strong focus on the external environment and organizations that impact budgets, policies, and programs for mathematics education.

### **Challenges and Opportunities**

Stakeholders agree that the rapidly changing environment, particularly in terms of financial pressures and changes in education funding and expectations, create challenges and opportunities for NCTM. To meet the challenges and take advantage of opportunities, the Council must move effectively and efficiently. In this Common Core era, there are significant and timely opportunities for the Council.

1. Serving members beyond the traditional paths of professional organizations. This includes taking full advantage of social networking and social media, providing high-quality professional development in a variety of ways beyond conferences and written publications, and taking the lead on research related to current standards implementation and assessment.
2. Partner more closely with NCTM Affiliates to provide information and leadership as well as to get information to Affiliate members who are not members of NCTM and to use this Affiliate relationship to recruit new members and retain lapsed members.
3. Partner with other educational professional organizations that have impact on the quality of mathematics education in our schools such as NAESP, NASSP, ASCD, and NSDC.
4. Forming alliances and partnerships, including federal, state and local initiatives with groups that have shared concerns on issues related to mathematics education and on behalf of mathematics educators.
5. Efficiently and effectively leveraging the extensive members' knowledge, expertise, and capabilities to respond to the emerging issues facing members and the profession.
6. Building upon the leadership position of NCTM in the mathematics education field to create a stronger, more unified message for policymakers on the value of effective, evidence-based methods of mathematics education.
7. NCTM standards being maintained as the "gold standard."

Current challenges to NCTM's financial viability, ability to remain relevant, and success in membership recruitment include:

1. Implementation of Common Core State Standards in Mathematics, giving NCTM the opportunity to have a leadership role, given its rich knowledge resources and constituency;

2. Need for member services delivered online and through the Council's web site, while maintaining revenue streams;
3. Concern that, like many membership organizations, those entering the field find the Council to be relevant, compelling, valuable and worthy of their investment of time and money;
4. Concern that NCTM can be better positioned as the central voice for mathematics education and teachers in preK-12;
5. Organizational revenue growth and stability in a technologically challenging and competitive environment;
6. Public, business and governmental attention focused on STEM education, providing an opportunity for NCTM to exert its knowledge, strength and voice as well as leverage collaborative relationships; and
7. Growing public expectations that entities engaged in the education of children will become more accountable for results, coupled with the challenge that measuring student outcomes is controversial and politically sensitive.

### **Executive Director Position**

*Responsibilities:* The Executive Director is responsible for providing leadership for the organization, in collaboration with the Board of Directors, on matters of governance, mission, vision and strategy; developing and managing the professional staff; maintaining and protecting the financial stability and resources of the Council; overseeing all NCTM activities and operations to ensure accomplishment of the organization's goals; serving as an effective liaison with policymakers, influential agencies and organizations; maintaining a positive public relations program; and collaborating with the President in representing the Council. The Executive Director ensures that NCTM activities and programs further the vision and mission of the Council as established by the Board and advanced by members.

*Education and Experience:* The ideal candidate will have a master's degree in education/mathematics education, business, or equivalent experience and education; a minimum of six years of executive or senior-level management experience in an association, foundation, or education –related entity; and successful experience in effectively managing the business, finances, and operations and promoting the influence, role and profile of an organization. Previous experience as an executive director is an asset but is not required. Having a doctoral degree or the Certified Association Executive credential is also considered an asset.

### **Key Responsibilities**

#### *Board Relations*

- Work closely with the President and the Board of Directors in setting strategic directions for the Council; in developing and implementing programs to further strategic objectives and directions; and in enacting the initiatives from the Board of Directors.
- Provide leadership and policy direction for the Board of Directors and for the headquarters staff.
- Work with NCTM's President, Board of Directors, and headquarters staff to translate the Council's policies into practice and lead its day-to-day operations.
- Report regularly and ensure that the Board of Directors is fully informed of all organization activities. Provide timely information to the Board of Directors of any developments that may affect the association's well-being.
- Ensure effective communication among the Board of Directors, committee members and volunteers, and headquarters staff.
- Enter into or oversee all contracts on behalf of NCTM and its Board of Directors.
- Work with the President to plan and coordinate meetings of the Board of Directors.

### *Leadership*

- Demonstrate passion and enthusiasm for NCTM's mission and vision, and motivate, lead, and empower staff and members to achieve the association's goals.
- Inspire and lead the staff toward high levels of performance, ensure regular assessment of staff performance and address issues of performance in a manner that results in a high performing organization.
- Demonstrate an intellectual and professional leadership style that supports attainment of respect and credibility by others.

### *Management*

- Uphold and adhere to the NCTM policies, procedures, and bylaws.
- Oversee all NCTM operations, programs, and activities. Manage the association's strategic growth and change.
- Oversee the management of the association's finances, including operating and reserve funds and endowment assets. Ensure that funds are properly used to reflect current needs and future directions. Oversee the preparation of annual budgets with assistance from the Budget and Finance Committee.
- Manage the association to ensure membership growth and retention, quality member services, and to create satisfaction for members, staff, vendors, and collaborating partners.
- Foster an efficient and effective headquarters work environment through effective human relations encompassing recruitment, motivation, and retention of a competent, skilled, diverse, and knowledgeable work force.
- Instill and foster a culture of collegial collaboration among staff and respect and support for volunteer leadership and membership.
- Implement and maintain equitable performance management practices that foster a culture of accountability and achievement.

### *Advocacy*

- Promote the image and position of the Council and the mathematics education profession including the oversight of the design and employment of effective public relations and marketing programs to ensure appropriate visibility and credibility of NCTM.
- Work with the NCTM President to represent the association to other organizations and participate with other organizations on legislative and political issues affecting the membership and profession.
- Maintain an effective government affairs program to represent the public interests and goals of the Council.
- Serve as a spokesperson for the Council when requested by the President and when deemed appropriate by the President and/or the Board.

The ideal candidate will demonstrate experience and success in the following areas:

1. Creating high-performing organizations that are inclusive and continually seek to be enriched and strengthened by the wisdom of diversity;
2. Leading and managing a large, visible and complex organization, including providing leadership in the areas of its governance issues and structures;
3. Marketing the value of a membership organization;
4. Developing and leveraging a high-functioning professional staff and the volunteer structures to achieve organizational objectives and creating an effective working relationship with the Board of Directors;
5. Understanding and providing leadership to ensure that programs, activities, and member benefits meet the needs of members and stakeholders;
6. Establishing and strengthening operations, communications systems and processes in a complex and diverse organization;
7. Developing and managing the financial assets of the organization to create a sustainable and stable environment for achieving the mission;
8. Employing effective public relations to raise the profile and reputation of an organization among external and internal audiences;
9. Developing and implementing strategic business plans and initiatives, and identifying and prioritizing short- and long-term organizational goals, needs and resources; and
10. Developing effective relationships with external stakeholders, funders, and partner organizations.

*Skills and Abilities:* The following skills and abilities are important to the candidate's success in the position of Executive Director:

- Visionary leadership and foresight, in order to capitalize on opportunities, identify challenges, anticipate and respond to course changes warranted by a dynamic environment, and identify/secure the resources necessary to ensure organizational success;
- Strong interpersonal, written and oral communications skills in multiple media, with the ability to listen to diverse stakeholders and deliver clear and effective messages to them;
- Ability to build consensus among diverse constituencies and related organizations in order to further common goals and objectives and to leverage resources and influence;
- Understanding of best practices related to organizational management and mathematics education and ability to think creatively to utilize innovations in organization management;
- Analytical problem-solving skills and the ability to think critically, weigh options presented for decisions, and create a culture that invites ideas and feedback;
- Demonstrated strengths in prioritizing tasks effectively, taking initiative, seeking efficiencies, and using resources effectively; and
- Ability to participate in and travel to destinations for NCTM meetings, events, and activities appropriate to the position.

*Personal Characteristics and Behaviors:* The Executive Director will possess the following personal characteristics and behaviors:

- Honesty, authenticity, and high level of self-discipline, with a strong work ethic;
- Demonstration of inspiration, enthusiasm, passion and ability to motivate others;
- Comfort in working with and through others and willingness to share credit for successes;
- Curiosity and eagerness to learn new ideas, trends, methods;
- Effectiveness and efficiency in decision-making;
- Process-driven, attentiveness to detail and analytical thinking;

- Openness to working with and learning from diverse individuals who have backgrounds and skill sets different from his/her own; and
- Comfort with being empowered and accountable for measurable results and outcomes.

### **Measures of Success**

The Executive Director's success in the position will be measured by demonstrated progress in the following areas:

- Understanding the needs, activities, and culture of members, staff, vendors, and stakeholders of NCTM;
- Assuming a leadership role in creating a collaborative, high performing culture among the staff and between the staff and the Board;
- Working collaboratively with the Board to create an organizational vision and strategic plan aligned with the needs of the Council and its members and achieve the plan goals and objectives.
- Overseeing the financial growth and stability of the organization.
- Building and maintaining relationships with organizational peers in Affiliates, allied organizations, policy leaders and related organizations to expand NCTM's influence and relevance.