

JOB DESCRIPTION

TITLE: TEACHER ON SPECIAL ASSIGNMENT/ High School Mathematics
Intervention Specialist for Algebra and Geometry

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/ Experience	Bachelor's degree from four-year college or university. Five years teaching experience, 6-12. Five years knowledge/experience in the areas of mathematics, including curriculum integration, critical thinking skills, mathematics problem solving strategies, Sunshine State Standards, student assessment, and reading processes and strategies. Five years computer experience and good communications skills.
Language Skills	Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
Mathematical Skills	Ability to interpret and work with state benchmarks and requirements for algebra and geometry.
Certificate/License	High School Mathematics certification with evidence of strong content background in Algebra and Geometry.
Reasoning Ability	Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagrammatic form and deal with several abstract and concrete variables.
Physical Demands	The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to sit. The employee is required to stand and walk; use hands to touch, handle or feel; and reach with hands and

arms. The employee occasionally lifts and/or moves up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision and ability to adjust focus. The employee shall be free of any alcohol or non-prescribed controlled substance while on duty. In addition, the employee shall be free of any substance, prescribed or otherwise, that impairs the employee's work performance or the safety of others while on duty.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

REPORTS TO

6-12 District Mathematics Coordinator

GENERAL RESPONSIBILITIES

1. Demonstrates teaching and modeling in the area of mathematics through the coaching model.
2. Provides teacher training in mathematics content and instructional strategies; word problem solving strategies; differentiating mathematics instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content areas of mathematics.
3. Facilitates the Professional Learning Communities' mathematics discussions at the middle and high school levels.
4. Attends and facilitates training with teachers and other coaches.

SPECIFIC RESPONSIBILITIES

1. Develops model lessons targeting Algebra and geometry.
2. Trains teachers in current evidence and research based strategies regarding mathematics instruction and learning across the curriculum.
3. Assists teachers in utilizing mathematics manipulatives and supportive software.
4. Assists teachers in utilizing technology in instruction and learning.
5. Attends professional meetings in the area of mathematics.
6. Assists teachers and district staff with mathematics program evaluation.

7. Communicates with the 6-12 Coordinator of Mathematics regarding activities, needs, concerns, and issues, and attends monthly meetings of coaches and department chairs.
8. Completes reports related to math training and instruction.
9. Works with the 6-12 Coordinator of Mathematics on curriculum alignment and refinement.
10. Works with the 6-12 Coordinator of Mathematics to develop and refine benchmark assessments and end-of-course exams.
11. Works with the 6-12 Coordinator of Mathematics to develop a summer course recovery program for middle school students.
12. Monitors student progress in Algebra and Geometry courses and works with teachers to differentiate instruction as needed.
13. Works with school-based PLCs to enhance curriculum, instruction and assessment in Algebra and Geometry.
14. Collaborates with teachers and math coaches in the Lesson Study process for Algebra and Geometry.
15. Performs other duties as assigned.