

Sonoma County Office of Education – Job Description

Certificated Management

CURRICULUM SPECIALIST, MATHEMATICS

Definition:

Provide a wide range of consultant services related to mathematics as a team member of the county Educational Student Support Services Team; assist and support the review and implementation of district/school improvement plans; assist in identifying, developing, and implementing appropriate use of instructional resources; provide consulting and classroom coaching; serve as a resource to teachers/administrators in identifying and using appropriate mathematics curriculum materials and SBE-approved materials; facilitate district/school consensus and collaboration; monitor district, school, and student progress; serve as a subject-matter liaison; and perform related duties as assigned. Continuation of this position is contingent upon annual review of the program and continuation of funding.

Distinguishing Characteristics:

Under the guidance of the Educational Support Services Director, incumbent is a member of a highly-skilled and experienced group of content specialists who provide consultation and guidance to teachers and administrators focused on an identified set of program components. This on-going support and assistance is site-based and specific to the unique needs of the district.

Supervision Exercised and Received:

General direction is provided by Director, Educational Support Services.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Assist teachers and administrators with assessing, planning, implementing, and evaluating programs and materials related to mathematics curriculum, instruction, and assessment for grade 4-Algebra 1.
- Assist teachers in using research-based instructional practices consistent with Mathematics Content Standards, Mathematics Framework, and district math plans.
- Assist in the implementation of the math goals and priorities of the district as stated in the improvement plan.
- Assist teachers and administrators in collecting, analyzing, and reporting student performance data for decision-making and monitoring purposes.
- Assist teachers with the implementation of site-based intervention strategies and programs for students in grade 4-Algebra 1.
- Conduct demonstration lessons, co-teach, and provide positive, constructive feedback.
- Facilitate grade-level, school, and district collaboration that may include conflict, divergent philosophies, and mixed agendas, pertaining to mathematics.

- Collaborate with other local, regional, and state subject content groups to facilitate planning and delivery of service.
- Work and communicate with other county office specialists and directors as to the progress of districts and share information pertaining to the math elements of the program improvement process.
- Participate in county office staff and team meetings by attending regularly, initiating relevant agenda items, and sharing ideas and opinions, as appropriate.
- Develop personal goals and objectives which support and are consistent with the goals of the Superintendent and the County Office.
- Establish and maintain clear communication and cooperative working relationships with clients, staff, other agencies, regional and state administrators through announcements, letters, newsletters, publications, telephone communication, attendance at meetings, and site visits.
- Maintain professional competencies in areas of responsibility, maintain contact with and participate in professional job-related organizations, and serve as a liaison to professional groups.
- Keep informed of current trends in the education of students in order to serve as a supportive and knowledgeable resource to county, school, and district staff, and others.
- Perform related duties as assigned.

Employment Standards:

Knowledge of:

- Principles, practices, methods, and strategies applicable to math instruction, student assessment, intervention, curriculum, and staff development.
- The District Assistance Intervention Team (DAIT) and Program Improvement processes, including the *Nine Essential Elements*.
- Mathematics performance data measures to inform teachers as to program and instructional effectiveness and decision-making.
- Adult learning theory, consensus building, collaboration, and facilitation.
- Federal and state accountability mandates pertaining to NCLB, API, and CELDT.
- Principles, practices, methods, and strategies in support of English language proficiency in reading, writing, listening, speaking, and math content acquisition.
- Federal, state, and county laws, codes, and regulations related to area of assigned responsibility.
- Current research and development in the area of assigned responsibility.

Ability to:

- Lead district/school teams in a consensus planning process that results in the identification and implementation of district priorities.
- Plan or assist with site-based small-group, department, or large-group professional development.
- Facilitate district, school, and grade-level math groups.

- Provide support and assistance to teachers, math specialists, and administrators with the effective implementation and monitoring of the district's adopted mathematics program.
- Prepare and present district program data, defend, and justify organizational performance, as appropriate.
- Conduct demonstration lessons for teachers, math specialists, and administrators to ensure that they have the necessary level of training to provide feedback and support to classroom teachers.
- Identify appropriate instructional strategies and interventions to improve student achievement and articulate the rationale for their usage for teachers and administrators.
- Observe classroom lessons and provide feedback to teachers and administrators that result in positive change.
- Debrief with administrators, math specialists, and teachers about possible strategies, practices, processes, or actions that could be taken to improve instructional implementation of school improvement priorities.
- Articulate the rationale for the use of math framework strategies, alignment, and mapping of math content.
- Respond promptly to requests of internal and external clients and provide needed direction, assistance, training, materials, and resources.
- Express ideas and concepts clearly and concisely in both oral and written form, using language and medium appropriate to audience.
- Plan, organize, and conduct school/district-specific training, in-service, and staff development activities.
- Establish and maintain cooperative and professional working relationships with individuals, groups, public, and private agency personnel.
- Interpret federal and state accountability mandates and initiatives.
- Analyze data and situation(s), render judgment, make decisions, and solve problems efficiently and effectively.
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change.

Computer Skills:

- Basic Word Processing skills, such as the ability to format, save files for cross-platform use and in different versions, work with toolbars, menus, and rulers, insert graphics, use borders, and print labels and envelopes.
- Basic Database skills, such as the ability to sort and retrieve records; create layouts, reports, create and print mailing labels; perform mail merge for form letters; add, edit, delete fields and records.
- Basic spreadsheet skills, including the ability to open, modify, save, and print a new or existing spreadsheet, and enter text and numbers.
- Basic email skills, including the ability to send and open a file attachment.
- Basic Internet usage including the ability to use Netscape or Explorer to view web pages, use a search engine, bookmark a site, download a file; print out web pages, copy text, edit bookmarks, print web pages, and observe copyright regulations.

Education and Experience:

Any combination of education and experience that would provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Masters Degree from an accredited college or university with an emphasis in education or closely related field.

Experience:

- Six (6) or more years of recently completed grade 4-Algebra 1 classroom teaching experience with a mathematics emphasis.
- Work as a teacher and/or administrator in a high-priority school comprised of a significant number of English language learners.
- Experience in leading or participating as a team member on school/district projects/initiatives.
- Experience as a mentor, coach, or math specialist.
- Experience in providing math intervention to students who have been identified at strategic and intensive levels.

Credentials:

- Appropriate California Single Subject Mathematics or Multiple Subject Teaching Credential.

Physical Abilities:

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.

- Positions in this classification work indoors and sit for long periods of time.
- The position requires daily oral communication in person and on the telephone, and frequent written communication.
- Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.
- The work involves operating a computer, calculator, copier, and other equipment, and involves repetitive arm and hand movement.
- Requires hand-eye-arm and finger dexterity to use a personal computer keyboard, ten-key, and other common office equipment.
- Entering data by touch requires the ability to hear computer alarms for errors.
- Forms and copies are color coded, requiring the ability to distinguish among colors.
- Requires visual acuity sufficient to recognize people, words, and numbers.
- Reaching and lifting up to forty (40) pounds, with assistance.
- Must have normal vision (20/20), corrected or uncorrected.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections and bodily fluids.

- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by the Sonoma County Office of Education, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.

Other:

- Revised: February 2018
- FLSA Status: Exempt
- Bargaining Unit: Unrepresented
- Approved by: Human Resource Services