

## Chittenden Central Supervisory Union Job Description

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| <b>JOB TITLE:</b>   | Math Support Specialist |
| <b>FLSA STATUS:</b> | Exempt                  |
| <b>UPDATED:</b>     | April 4, 2003           |

**POSITION OBJECTIVES:** To design, implement and evaluate all math programs for learners who are significantly below grade level in the areas of mathematics.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Provides support for the development of appropriate math learning opportunities in classrooms for all students.
- Measures and communicates both formally and informally a learner's skill status in the basic areas of math.
- Develops, organizes and evaluates curriculum for a particular group of remedial students.
- Modifies instructional materials for a particular group of remedial students.
- Organizes and manages a remedial math classroom.
- Participates in coordinating school and community resources to provide related learning experiences for a particular group of remedial learners.
- Organizes and/or participates in parent conferences.
- Conducts, utilizes educational research.
- Develops and implements a service plan for each remedial student.
- Works with regular classroom teachers to improve regular classroom performance of remedial math students.
- Writes an annual assessment of remedial student's progress which includes formal assessment report and recommendations for further service or instruction.
- Develops and implements an identification and referral system to determine the in-school population of learners who will need remedial math service.
- Performs other educational tasks as deemed necessary by the Special Education Director or Department Head.

**SUPERVISION RECEIVED:**

Supervised and evaluated by the co-chief of instruction with input by building principals.

**SUPERVISORY RESPONSIBILITIES:**

No formal supervisory duties. May train, assist and occasionally direct teaching assistants, but generally works along with those persons.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Bachelor's degree and working knowledge of Vermont's Framework of Standards required. Recent experience working in a Vermont school district preferred.
- Certifications and Licenses. Holds or is eligible to hold a Vermont Teaching License. Holds the appropriate endorsement (s) and meets all the basic competencies and qualifications of the endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.<sup>1</sup>
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure

manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

- Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office helpful.
- Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

**PHYSICAL EFFORT AND STRESS**. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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<sup>i</sup> May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>