

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Math Specialist (TOSA)
<b>DEPARTMENT &amp; PROGRAM:</b>	Teaching and Learning
<b>WORK YEAR:</b>	210-day Calendar
<b>SALARY   PLACEMENT:</b>	Licensed Salary Schedule
<b>SUPERVISED BY:</b>	Assistant Director of Teaching and Learning
<b>ASSOCIATION:</b>	Licensed
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Secondary Math Consultant position will serve as a content area expert and leader in the exciting work emerging around mathematics in Oregon including but not limited to: math curriculum adoptions, Oregon 2+1 course design, new and revised math standards, and a commitment to evidence based instructional practices that improve outcomes for students - especially students of color, students from low-income communities, English language learners and students with disabilities.

### ESSENTIAL FUNCTIONS:

1. Train and mentor teachers in evidence based instructional practices that will increase student math achievement.
2. Demonstrate strong foundational knowledge of strategies for diverse learners and non-native English speakers.
3. Demonstrate ability to conduct and facilitate effective professional learning for adults - both in person and asynchronously.
4. Serve as a resource for professional materials including the adoption of a new mathematics curriculum.
5. Work collaboratively with district and building leaders, educators, and other stakeholders to develop the Oregon 2+1 course design for high school.
6. Collaborate with other math specialists across the region and state.
7. Provide consultation to teachers and administrators as requested.
8. Be open to and responsive to areas of collaboration, specifically STEM and CTE.
9. Requires frequent travel to schools across Clackamas County and flexibility in scheduling off site trainings.

*The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures, and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

### ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives and delivering results. Sets high standards of shared performance for self and others.

3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. TSPC licensed secondary math educator
2. Five years minimum teaching/educational experience
3. Knowledge of current and emerging best practices in the areas of secondary mathematics instruction and assessment
4. Experience coaching or mentoring teachers for the purpose of improving student learning and providing feedback in a non-evaluative manner
5. Knowledge of current and emerging best practices in teaching adults; demonstrated ability to facilitate groups in meetings and workshop settings
6. Ability to provide effective demonstration lessons as well as co-plan and co-teach
7. Ability to provide effective coaching, staff development and technical feedback
8. Experience with culturally and linguistically diverse student populations
9. Knowledge of culturally affirming classroom practices
10. Excellent interpersonal skills and flexible and responsive work style
11. Demonstrated ability to work collaboratively with others
12. Ability to work with minimal supervision, communicate clearly, and prioritize and manage multiple projects.

**PREFERRED QUALIFICATIONS:**

1. Bilingualism is preferred but not required.
2. Knowledge and experience with Career and Technical Education (CTE) and STEM initiatives

**WORKING CONDITIONS:**

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare	x	Occasionally		Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
26-50 lbs		Never	x	Rare		Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare	X	Occasionally		Frequently		Continuously
Climb		Never		Rare	X	Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare		Occasionally	X	Frequently		Continuously
Kneel		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally	X	Frequently		Continuously
Squat		Never		Rare		Occasionally	X	Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously
Twist		Never		Rare	X	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	X	Frequently		Continuously

Run		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Carrying: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										
<b>Environment Exposures (X = REQUIRED)</b>										

Chemical Contact	X	Never		Rare		Occasionally		Frequently		Continuously
Moving Objects		Never	X	Rare		Occasionally		Frequently		Continuously
Noise		Never		Rare	X	Occasionally		Frequently		Continuously
Safety Equipment	X	Never		Rare		Occasionally		Frequently		Continuously
Wetness	X	Never		Rare		Occasionally		Frequently		Continuously

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**X = Requirement | ☐ = Not Required**

**REASONING ABILITY:**

- X** Complete routine, repetitive tasks with simple instructions
- X** Follow detailed instructions that require few changes
- X** Follow detailed procedures with several potential variables
- X** Accurately interpret behaviors and nonverbal communication and act on decisions
- X** Demonstrate logical or deductive thinking
- X** Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- X** Perform simple copying, addition, counting, subtraction
- X** Perform multiplication and division
- x** Understand the metric system and conversions
- X** Manipulate fractions, decimals, and percentages
- X** Understand and use statistics
- X** Understand and use charts and graphs
- x** Understand and use advanced mathematics
- x** Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- X** Read and understand product labels, policies written at the 10th grade level
- X** Follow verbal or demonstrated instructions
- X** Explain simple directions, copy data from one form to another
- X** Complete form letters or answer routine correspondence
- X** Compose correspondence independently
- X** Read and interpret complex technical material
- ☐ Speak and understand a second language
- X** Prepare complex reports and documents
- X** Speak with individuals and small groups in an articulate manner
- X** Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills, and experiences within our workforce along with the students and families that we serve.*