



Deer Valley Unified School District

JOB DESCRIPTION

JOB TITLE: **Math Intervention Specialist (CIAS)**

Position Type: Certified	Department: CIA
Salary Schedule: Certified	Location: District Office
Salary Range:	Reports to: Deputy Superintendent of CIA
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: July 13, 2022

POSITION SUMMARY:

The Math Intervention CIAS provides embedded, visible support that responds to the needs of teachers and interventionists deploying Tier 3 Interventions in an ongoing, consistent, dedicated way in grades K-12 throughout the district. He or she engages staff in the study and use of effective instruction and intervention strategies for all students identified for needing Tier 3 remediation district wide, provides support systems to implement Math 180 Course I and Course 2 and Do the Math instructional programs with fidelity, and creates coordinated professional development that is responsive to student achievement data and instructional needs. The Math Intervention CIAS shall serve as liaison between schools and the district. Additionally, the Math Intervention CIAS will work collaboratively with the K-8 Math CIAS, District Math Coach and High School Math CIAS to support district Tier II Intervention resources (Ex: DreamBox) and small group lesson planning.

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.

ESSENTIAL FUNCTIONS:

- Increases the quality and effectiveness of District Provided Interventions: Math 180 and Do the Math and others as data indicates need
- Supports all teachers and interventionists responsible for Tier 3 support in the area of math

- Maintains current knowledge of educational research, materials and strategies by attending meetings, trainings and conferences pertaining to math intervention best practice
- Provides supplemental resources/materials to teachers to help students close the achievement gap.
- Develops and manages an in-classroom support schedule including meetings with teachers to analyze student work, review classroom assessments, and plan for instruction.
- Coaches and models/demonstrates Intervention Lessons.
- Trains and supports Math 180 and Do the Math teachers, administrators, and other district leadership in developing strong instructional practices to improve student achievement.
- Mentors and trains new Math 180 and Do the Math teachers and provides ongoing professional development for all Tier III Intervention Teachers.
- Coaches and models/demonstrates best instructional practices for differentiating instruction for all student learners.
- Reviews achievement data with classroom teachers and explore ways to adjust instruction and activities to improve the academic success of students.
- Facilitates professional learning communities for teachers to increase best practices.
- Supports building administrators in the use of data to identify instructional strategies that will foster improvement in student achievement.
- Develops and shares implementation reports and recommendations with district and building leadership.
- Attends trainings, meetings, and act as a liaison between the Curriculum Department and the intervention teachers and administrators in each building.
- Conducts Math 180 and Do the Math classroom visits with checks for fidelity.
- Provides ongoing support and assistance to the school in the implementation of scientifically based reading research strategies related to the goal of increasing student achievement in the area of math.
- Proficiently navigates the Math 180 and Do the Math online system and assists teacher in proper utilization of the classroom student data system to make instructional decisions.
- Provides technical assistance with common Math 180 and MI Testing License challenges and routine software/hardware issues.
- Supports the design and implementation of standards-based curriculum, assessment, and instruction.
- Provides technical assistance to teachers and administrators in the analysis and interpretation of student data related to learning, achievement and to designated content areas.
- Provides technical and instructional support with Tier II Interventions in collaboration with the Math CIAS and PLC Team.

- Attends specific meetings, which affect the curriculum, instruction, and assessment of grades K-12; prepares reports as needed.
- Teaches additional district courses (some evenings and Saturdays required).
- Conducts regular meetings with curricular teacher leaders at the school level.
- Effectively determines and clearly communicates instructional goals.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Works collaboratively with other CIAS team members for professional development with the Arizona College and Career Ready Standards.
- Provides professional development for staff that is related to district goals that promote collaboration.
- Utilizes data to determine adult learning priorities.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the alignment of curriculum with Arizona College and Career Ready Standards.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Assists the staff in understanding and aligning the curriculum content standards.
- Recommends adjustment in curricular, assessment, and instructional strategies resulting from the analysis of data.
- Utilizes technology in developing curricular, instructional, and assessment strategies.
- Displays awareness of resources.
- Has an accurate impression of the lessons' effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays pedagogical knowledge as outlined in the Arizona State Professional Teaching Standards.
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.

- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, and Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the district.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies and professional development.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Master's degree preferred, with a minimum of five years effective teaching experience.
- A minimum of three years of Math 180 teaching experience preferred.
- Site leader experience preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.