

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8007
Pay Grade: E07

FLSA: Exempt
PTS

9-12 MATHEMATICS SPECIALIST

REPORTS TO:

Executive Director, High School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with Florida certification in Mathematics 6-12. Five (5) years of related professional experience to include three (3) successful years of experience in teaching mathematics, or science, technology, engineering, and mathematics (STEM) related curriculum. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in mathematics or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, or other training in literacy (reading and writing) in the content area.

MAJOR FUNCTION

The 9-12 Mathematics Specialist is responsible for the supervision of the high school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the mathematics high school program
- Manages data collection and reporting functions in mathematics; uses data in decision-making
- Represents 9-12 mathematics on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of 9-12 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none"> • Develops customer service standards for the 9-12 mathematics office • Continually evaluates and improves customer satisfaction processes • Maintains an information system that supports the facilitation and monitoring of division goals and initiatives • Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in 9-12 mathematics • Assists school personnel in analyzing data for continuous improvement of student achievement in mathematics • Interprets impact of state legislation and state board rule on mathematics • Collaborates with Technology and Information Systems; Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis • Coordinates professional training for 9-12- mathematics teachers and administrators, provides training for all high school teachers in using mathematics as learning strategies • Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities • Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics teachers • Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to 9-12 mathematics • Assists schools in securing appropriate instructional materials • Participates in School Improvement Plan reviews • Interprets and monitors for schools the school board curriculum policy regarding 9-12 mathematics, and-provides policy input • Provides for the evaluation and improvement of the 9-12 mathematics program • Establishes and oversees annual budgets from various funding allocations to support 9-12 mathematics • Assists teachers in creating classroom learning systems • Assists schools with articulation of the 9-12 mathematics program from grade to grade and level to level • Monitors the results of school improvement research and development in 9-12 mathematics • Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding 9-12 mathematics achievement, including comparisons and benchmarks • Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions • Performs other related duties as required.
TERMS OF EMPLOYMENT
<p><i>Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
<p>ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE, D&R, MQ's: 6/10 LM; BOARD APPROVED: 08/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED: 10/22/13</p>

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				