

POSITION TITLE: Instructional Specialist – Mathematics Interventions

QUALIFICATIONS: Postgraduate Professional License with an endorsement in mathematics and recent successful experience as a teacher leader or school leader. At least three years of successful teaching experience. Demonstrated understanding of the knowledge, skills, and processes for teaching mathematics and how teachers effectively enable students to overcome learning challenges in mathematics, with a particular emphasis in secondary level coursework, including a deep understanding of the skills needed to master algebra as a cornerstone course for mathematics achievement. Demonstrated knowledge of teaching techniques, instructional materials, and current trends in education and using data to drive instructional strategy and decisions. Comprehensive understanding of Virginia Standards of Learning (SOL) and national standards in mathematics. Applied knowledge of successful teaching techniques, technology, instructional materials, and current research in teaching mathematics. Familiar with strategies and skills related to the Virginia SOL and how curriculum may be organized to teach these standards to diverse learners, as well as experience working in high-poverty schools and/or school systems. Experience developing systematic intervention models for use in schools. Ability to establish and maintain effective communication and working relationships with program teachers, specialists, school administration and staff, central office staff and members of the community. Ability to compose and present reports and effective, visually appealing presentations using multimedia technology. Excellent oral and written communications, strategic planning and organizational skills. Must be able to work in a cooperative manner with teachers and administrators.

PERFORMANCE EXPECTATIONS: Develops the K-12 framework for mathematics intervention and student supports that enable all students to be successful in mathematics, including the development of universal screeners and the accompanying interventions to be in place, based on data. Leads the development and implementation of the Algebra Readiness Initiative, ensuring all students have systematic supports, as needed, to succeed in Algebra 1 by 8th or 9th grade. Provides instructional leadership and management of division's mathematics intervention program; provides leadership to school-based leaders and teachers, while monitoring and implementing division wide mathematics initiatives around the Richmond Public Schools (RPS) RTI Framework. Assists the Manager of Student Supports and Interventions in developing, administering, monitoring, and implementing division wide reform initiatives that ensure every school provides a system of multi-tiered academic supports, both during the school year and during extended day, week, and year-long program efforts. Develops and leads effective professional development for school leaders and teachers to ensure effective implementation of intervention strategies. Guides school-based teams in the process of using relevant data to arrive at informed choices in making and adjusting instructional decisions and practices, meets with collaborative groups, curriculum teams, departments, grade levels, and professional learning communities to support intervention programs. Collects, analyzes, and uses applicable school and division level data to make decisions related to strategy and selection of instructional programs/efforts. Collaborates closely with administration, curriculum, and instructional staff to ensure alignment across teams and efforts. Manages budgets, submits grant reports, and ensures compliance with state and district policies and procedures, as requested. Works well in a fast-paced environment; demonstrates a sense of urgency and zeal for ensuring all students in RPS experience success in mathematics. Models

professionalism, engages in self-led continuous improvement, seeks out feedback, and provides constructive feedback to colleagues. Performs other related duties as assigned by the Director of Curriculum & Instruction.

GENERAL DEFINITION AND CONDITIONS OF WORK: The Instructional Specialist, Mathematics Interventions occasionally requires the exertion of up to 10 pounds of force. Work requires frequent standing, sitting, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

REPORTS TO: Manager of Student Supports and Interventions

PAY SCHEDULE: Unified Pay Schedule, Pay Grade 123

LENGTH OF CONTRACT: 260 Days (12 months)

FLSA: Exempt