

Bemidji Area Schools  
Job Description

Position Title: Teacher on Special Assignment—Elementary Math

Performance Standards

- 1.01 Classrooms are visited and monitored; modeling and demonstration of instructional techniques have occurred.
  - 1.02 An up-to-date knowledge base regarding math research is maintained.
  - 1.03 Professional development in math is scheduled consistently and regularly.
  - 1.04 Workshops are attended and information is shared with teachers.
  - 1.05 Knowledge of Minnesota Math Academic Standards is current and communicated with teachers.
  - 1.06 Teachers are able to interpret test scores.
  - 1.07 New teachers are paraprofessionals are mentored for math.
  - 1.08 Elementary math curriculum is researched and teachers are provided training for using it.
  - 1.09 District math curriculum review and selection process are completed effectively and in a timely manner.
  - 1.10 Teachers and administrators understand transition of elementary students to the middle school, and the process is smoother for students and parents.
  - 1.11 Documentation exists of regular monthly meetings with Title I teachers and staff.
  - 1.12 Ordering of Title I curriculum materials, supplemental materials, and technology has occurred.
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- 2.01 Communication of the educational needs of learners to administrators, teachers, and other staff members is regular and accurate.
  - 2.02 Positive working relationships and communication exists with district personnel.
  - 2.03 Elementary students are selected and scheduled.
  - 2.04 Needs assessments are completed.
  - 2.05 Data for projects and student evaluation have been gathered.
  - 2.06 Technology is used effectively in instructing students.
  - 2.07 Summer and after-school reading and math programs are organized.
  - 2.08 Collaboration with other agencies to promote student learning occurred.
  - 2.09 A cooperative relationship exists with building administrators to develop effective building math programs.
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- 3.01 Positive rapport and open communication with parents of students is established.
  - 3.02 Parents are involved in the education of their children.
  - 3.03 Have assisted with parent meetings and special events.
  - 3.04 Title I PAC members have been in serviced about Title I programs, rules, and regulations.
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- 4.01 All necessary data to apply for funding under Titles I, II and V have been collected.
  - 4.02 Actively participates in writing grants for additional opportunities for funding math programs.
  - 4.03 All required Title I reports are submitted according to required timelines.

Bemidji Area Schools  
Job Description

Position Title: Teacher on Special Assignment—Elementary Math Specialist

Funding Sources: 100% District Title I, Part A

Immediate Supervisor: Director of Curriculum & Administrative Services

Purpose: The Elementary Math Specialist supports Bemidji Area Schools in implementing the federal No Child Left Behind legislation; trains paraprofessionals, teachers, and administrators to be highly qualified; and provides support for improving student achievement in math toward meeting the NCLB requirements.

1.00 PROVIDE MATH PROFESSIONAL DEVELOPMENT FOR GRADE K-6 TEACHERS

- 1.01 Visit classrooms to model and monitor implementation of new instructional math techniques, provide support, and do demonstration.
- 1.02 Maintain up-to-date knowledge base regarding scientifically-based math research.
- 1.03 Provide professional development training in teaching math and improving student test scores.
- 1.04 Attend workshops for research-based and best practices math instruction and share the information with teachers.
- 1.05 Become knowledgeable of the Minnesota Academic Math Standards and assist teachers and administrators in understanding and meeting them.
- 1.06 Assist teachers in interpreting test scores.
- 1.07 Mentor new teachers and paraprofessionals.
- 1.08 Research elementary math curricula and provide teachers with training for using it.
- 1.09 Provide leadership in the district math curriculum review and selection process.
- 1.10 Provide assistance to elementary and middle school teachers and administrators in the transition of elementary students to middle school.
- 1.11 Participate in regular monthly meetings with Title I teachers and staff.
- 1.12 Provide input for ordering Title I curriculum materials, supplemental materials, and technology.

2.00 PROVIDE EDUCATIONAL SUPPORT FOR ELEMENTARY MATH STUDENTS

- 2.01 Communicate the educational needs of learners to administrators, teachers, and other staff members.
- 2.02 Establish positive working relationships and communication with district personnel.
- 2.03 Oversee the selection and scheduling of elementary math students.
- 2.04 Oversee the needs assessments.
- 2.05 Gather data for projects and student evaluation.
- 2.06 Understand the use of technology in instructing students.
- 2.07 Provide assistance for summer and after-school math programs.
- 2.08 Collaborate with other agencies to promote student learning.
- 2.09 Work cooperatively with building administrators to develop effective math programs.

- 3.00 PARTICIPATE DISTRICT LEVEL PARENT INVOLVEMENT ACTIVITIES
  - 3.01 Establish positive rapport and open communication with parents of students.
  - 3.02 Promote the involvement of parents in the education of their children.
  - 3.03 Assist with parent meetings and special events.
  - 3.04 Inservice Title I Parent Advisory Council members about elementary math programs.
  
- 4.00 PROVIDE ASSISTANCE WITH REQUIRED TITLE I REPORTING AND GRANT APPLICATIONS
  - 4.01 Assist in gathering data to apply for funding under Titles I, II and V.
  - 4.02 Participate in writing grants for additional opportunities for funding math programs.
  - 4.03 Assist in the preparation of all required Title I reports according to required timelines.