

ASSET (Achieving Student Success through Excellence in Teaching) Inc.

POSITION DESCRIPTION

POSITION TITLE: ASSET Math Resource Teacher

QUALIFICATIONS: (1) B.S. or B.A. degree in education, Master's degree preferred
(2) Demonstrate mastery skills in teaching
(3) Good written and oral communication skills
(4) Good organizational and time management skills
(5) Demonstrate knowledge of math

REPORTS TO: Associate Director/Director of Professional Development

SUPERVISES: None

PURPOSE OF POSITION:

The position is accountable for developing, presenting professional training activities and other supportive activities to teachers in the ASSET program to increase their proficiency in the teaching of math.

NATURE & SCOPE:

As a member of the math team, the initial focus of the incumbent is to actively conduct research and identify best practices in inquiry-based math to develop a list of ASSET math instruction principles. Incumbent participates in investigating, evaluating, and making recommendations for an inquiry based math curriculum supported by ASSET through "ASSET 4 Math" program. Facilitating the Foundation for Teaching Inquiry Based Math is another responsibility of the incumbent.

Provide training experiences for teachers of math to expand their knowledge of math, to display the inquiry approach of instruction, to be able to assess more readily what they have learned, and to gain confidence and be comfortable in the teaching of scientific principles are also responsibilities of the incumbent.

Once the math program is fully developed, incumbent will be responsible for planning and conducting one training session each week (on average). These PD sessions may be the most successful in terms of efficiency of instructors' time and how thoroughly the trainees learn the use of the materials and methods.

The incumbent, as well as other ASSET Resource teachers (ARTs), is regarded as the professional in math education and is called upon by districts and regional resources to help with math related decisions. Such requests include participating in in-service sessions by explaining the ASSET initiative, helping to select math supplemental materials and helping with math curriculum planning.

The incumbent in collaboration with the PD Director and the other ARTs, schedule training sessions for those newly hired teachers, and transfers who are teaching math for the first time or new district module selections. In addition, as ASSET continues to expand by having more districts, partners and universities participate in the program, additional training responsibilities for the incumbent and the resource teacher cadre may be required.

The incumbent works closely with the districts, support on site (SOS), team members and the building administrators. This is especially important when there is some reluctance by a teacher or teachers to use the inquiry-based math process and or curriculum materials. In such situations, they call upon the incumbent to consult with and give technical assistance to the teacher by reinforcing earlier training and even conducting classroom demonstrations when warranted.

Assisting with the promotion of inquiry-based math by preparing and disseminating teachers listings and highlights of regional resources is also the responsibility of the incumbent. Attached to this is the responsibility of assisting in the development of mutually beneficial partnerships and programs with regional resources.

The incumbent is able to cause an immediate change in the manner math is presented to pupils just by modeling the inquiry method in the module training sessions. Also, there is ample opportunity, by citing and demonstrating examples of how instructors could apply this teaching and learning methodology to the teaching of other subject areas. A second means for the incumbent to respond to change is in the field use and evaluations of several hundred teachers. Some feature, procedure or device that works better would be shared with other ARTs and Associate Director to determine if it should be included in the system.

Making presentations to PTA groups and school boards, helping with math contests, helping with packing and shipping training modules, preparing presentation materials, helping the parent helpers, participating in open house activities, and bringing leadership and continuity to the resource teacher groups are other team functions the incumbent performs.

The incumbent oversees the refurbishing of the training materials by instructing fellow ARTs and the Manager of MSC as to the specific materials needed for training sessions.

The incumbent reads research reports on the teaching of math, attends state and national math teacher conferences, and regional and local math seminars to compare and share successful teaching and learning strategies. The incumbent then shares all the information gleaned from participating in these activities with ARTs and other professional staff members.

PRINCIPAL ACCOUNTABILITES:

1. Plan and present professional development sessions for administrators and math teachers to improve both the teaching and learning of mathematics principles.
2. Coordinate, schedule, plan and conduct staff development sessions by region, area, district and on-site to ensure the broadest access possible to the training activities.
3. Be flexible and responsive to small groups or individual needs of districts for training for those newly hired, transferred or year-long substitutes to have the ASSET program available and sequential to all students involved in the math program.
4. Use the inquiry method when presenting training materials so that the participating teachers experience the teaching and learning strategies.
5. Serve in a resource or consulting role when requested by districts to help with decisions to enhance their math programs.
6. Assist in the selection of new materials to fill the gaps and to expand the math experiences for pupils as requested.
7. Respond to evaluation suggestions from teachers and the evaluator for training presentations and use of the materials to clarify concepts, reinforce pupil learning and teacher confidence, and improve the use of the hands-on classroom materials.
8. Assist in the integration of regional assets so students can connect classroom and real world experiences through field trips or family visits.
9. Make presentations to school boards, PTAs, and district in-service programs to explain the status of ASSET and how its success could be applied to other subjects.
10. Keep teaching skills and knowledge of math up to date by attending regional, state, and national conferences, and conventions, reading research materials on implementing successful teacher learning strategies, and developing a liaison with the math staffs at local universities.

POSITION SPECIFICATIONS:

Physical Demands:	Frequent travel to intermediate units, school districts, corporations, and universities Frequent standing through workshops and presentations Often sitting at a desk for extended periods Manual dexterity to use office equipment Repetitive movement of fingers and hands for keyboarding
Sensory Abilities:	Visual acuity to read correspondence, a computer screen Auditory acuity to use telephones, conduct meetings Ability to speak clearly and distinctly
Work Environment:	Office setting year round On the road making presentations or working with an individual or groups of teachers
Temperament:	Ability to work as a manager and a member of the math team and a team of resource teachers (ARTs) Must be courteous, cooperative, congenial and service-oriented and be able to promote these qualities Ability to work in an environment with frequent interruptions
Cognitive Ability	Ability to write or edit material Ability to use correct grammar, sentence structure, and spelling Ability to be succinct in communication forms - writing and speaking Ability to exercise good judgment in prioritizing tasks Ability to communicate effectively with persons from all organizational levels
Specific Skills	Ability to use computer technology effectively Ability to use audio-visual, technology and computer equipment for presentations Ability to organize and conduct meetings
License	Valid Driver's License
Comments	Position holder must have a friendly, helpful, caring personality

The Position's Specifications described here are representative of those that must be done by an employee to perform successfully the Principal Responsibilities of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the Principal Responsibilities.

The information contained in this position description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individual currently holding this position and additional responsibilities may be assigned.