



# NOTICE OF VACANCY

## Sheffield City Schools

---

### **MATHEMATICS COACH, FTE-1.00, Elementary (grades K-6)**

**Category:** Certified/Professional

**Contract Period:** 9.5-months contract (187 days) 2022-2023 school year

**Qualifications:**

- A valid Alabama State Professional Educators Certificate for teaching in Elementary Grades K-6. Bachelor's degree (Master's degree preferred) from an accredited institution.
- Minimum of five years' successful full-time classroom practice demonstrated by student performance on state/district assessments.
- Effective Tier II intervention experience.
- Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**Salary Schedule:** Salary will be paid based on the approved state minimum salary schedule – classroom teachers as approved by the Board

**Deadline:** Open until filled

**Other Information:** SEE ATTACHED JOB DESCRIPTION for Mathematics Coach.

**Posted:** April 21, 2022 **This position is posted with SearchSoft. ALL applications MUST be submitted through SearchSoft.**

#### **General Information for Applicants**

- Applications must be completed online with SearchSoft – (TEACH in ALABAMA) with ALSDE.
- Applicants are subject to criminal and other background checks.
- Depending on possible changes in enrollment, personnel transfers, or other factors, the position to be filled may be different from the indicated vacancy.
- Nondiscrimination Statement:** The Sheffield City School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies, Carlos Nelson, Deputy Superintendent or Julie Box, Special Education and 504 Coordinator, 300 West Sixth Street, Sheffield, AL 35660, 256-383-0400

DECLARACIÓN DE NO DISCRIMINACIÓN: El sistema escolar de la ciudad de Sheffield no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad, o edad en sus programas y actividades, y ofrece igualdad de acceso a los Boy Scouts y otros grupos de jóvenes designados. Las siguientes personas han sido designados para recibir consultas sobre las políticas de no discriminación: Educación Especial y Coordinador de 504, 300 W. Sixth Street Sheffield, AL 35660 256-383-0400; Coordinador de Programas Federales, 300 W. Sixth Street Sheffield, AL 35660 256-383-0400.

**Sheffield City Schools**  
**Job Description – Mathematics Coach**

**POSITION TITLE:** Mathematics Coach

**QUALIFICATIONS:**

- a. A valid Alabama State Professional Educators Certificate for teaching in Elementary Grades K-6. Bachelor's degree (Master's degree preferred) from an accredited institution.
- b. Minimum of five years' successful full-time classroom practice demonstrated by student performance on state/district assessments.
- c. Effective Tier II intervention experience.
- d. Excellent communication skills with outstanding presentation, interpersonal, and time management skills as evidenced by working well with colleagues and adult learners. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Principal

**JOB GOAL:** Function solely as a mathematics coach with elementary grade students with supervision and strong support from district and building administrators. Provide coaching, job-embedded professional development, and evidence based support for elementary school teachers.

**PERFORMANCE RESPONSIBILITIES AND ESSENTIAL FUNCTIONS:**

Mathematics Coaching Duties

1. Promote enhanced mathematics instruction and student mathematical practices by coaching and partnering with teachers to consistently implement effective mathematics teaching practices, formative assessment cycles focusing on student outcomes, evidence, and thinking; and adjusting instruction and providing feedback accordingly.
2. Support the professional growth of elementary mathematics teachers by strengthening classroom teachers' understanding of mathematics content.
3. Receive Coaching Academy and Coaching Community Professional Learning from AMSTI regional math specialists, as well as job-embedded support and feedback.
4. Coach teachers in instruction of students for all tiers of mathematics in order to reach the goal of continually increasing the number of students performing at or above grade-level proficiency.
5. Adhere consistently to an LEA/AMSTI approved schedule that includes time in preplanned, daily coaching cycles with teachers, professional learning opportunities, and for flexible job-embedded connections with teachers who are not currently in a coaching cycle.
6. Partners with teachers to achieve the goal of raising the mathematical performance of all students, and to continually sharpen their skill and efficacy in producing growth in student outcomes.
7. Model an exemplary work ethic by actively coaching teachers, and participating as a fully functioning member of the school staff daily so that teacher capacity is built, and efficacy is achieved.

Collaborative Leadership Duties

8. Collaborate with building-level administrators, Mathematics School Improvement Team (MSIT), building-level staff, and district-level personnel to develop and implement mathematics-specific coaching, goals, resources, and strategies to improve student achievement in mathematics.
9. Collaborate with grade-level teachers and grade-level teams of teachers to better understand and implement resources (mathematics curriculum maps, pacing guides, curricula, assessment, etc.) and instructional plans to improve the success of their students.
10. Collaborate with grade level teams to develop rigorous tasks, lessons, and assessments aligned with the *Alabama Course of Study: Mathematics*; to facilitate the analysis of student work samples and assessment data; and to work in partnership with teachers to provide real-time feedback and make next-step instructional decisions based on the student evidence.
11. Plan regularly with school, district, and AMSTI staff in order to reach the goal of moving all students along a trajectory towards demonstration of grade-level mastery of content which is competitive with similar age and grade-level students around the world.
12. Advocate, plan, and coordinate opportunities for school-based parent, guardian, and/or community engagement in mathematics.

Professional Learning Duties

13. Develop and facilitate job-embedded and other ongoing professional learning opportunities for teachers, using coaching strategies such as joint pre-planning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing.
14. Participate actively and cooperatively in all AMSTI support visits and professional learning in order to meet agreed-upon personal outcomes and all school, state, and district-established math goals. Actively seek help and support to grow in knowledge, skills and expertise in mathematics.
15. Supports/Co-Facilitates with school administrators and teachers to analyze and utilize assessment data in all tiers of mathematics instruction to make decisions that will move students to higher levels of performance in mathematics.
16. Plan and/or facilitate professional learning opportunities that will assist teachers in targeting student deficits; facilitating professional conversations; fostering student engagement; assessing student learning; reflecting on professional practice; and identifying next learning steps in order to achieve state, district, and school goals in mathematics.
17. Reflect on personal coaching practices to evaluate personal impact on equipping K-5 students to master grade-level content and consistently perform at or above grade-level proficiency.
18. Adheres to school system rules, administrative procedures, local board policies, and state and federal rules and regulations.
19. Implements and follows the Alabama Quality Teaching Standards developed by the Alabama State Department of Education.
20. Assumes responsibility to perform any other tasks assigned by the principal(s)

**TERMS OF EMPLOYMENT:** As assigned by the Board

**SALARY:** Salary in accordance with Board approved State Salary Schedule

**EVALUATION:** Performance of the job will be evaluated in accordance with provisions of the Board's policy on assessments and evaluations.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Sheffield City Schools Board of Education reserves the right to amend the job description as needed.

Board approved June 14, 2021