



Position Title: **District Math Coach**

Department: Instruction & Student Services

Reports To: Director of Instruction & Student Services

SUMMARY: Works in cooperation with the administrative team, instructional coaches and teachers to facilitate improvement in teaching and learning in the area of mathematics.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Facilitate selection and implementation of math curriculum
2. Create curriculum maps that provide for vertical and horizontal alignment of math curriculum and teaching practices
3. Develop and implement a bank of common formative assessments for math district-wide
4. Provide support to staff in understanding the demands of the math CCSS
5. Provide coordination, training, in-service and/or staff development to staff on evidence-based practices for teaching mathematics
6. Provide data sets to building and district administrators on the implementation of effective instructional strategies and student outcomes in mathematics
7. Use data to guide the design of differentiated professional development across the district
8. Model effective instructional techniques within classrooms and in staff trainings
9. Provide formative feedback to teachers using the iObservation protocol
10. Communicate effectively with district staff and stakeholders
11. Work cooperatively with administrators, TOSAs, and instructional coaches to facilitate implementation of district-wide initiatives and to support building level application
12. Maintain regular on-time attendance

SUPERVISORY RESPONSIBILITIES: None

EDUCATION and/or EXPERIENCE: Master's Degree with a major in Education preferred. Five years experience as a teacher. Successful experience teaching mathematics. Knowledge of Marzano's Comprehensive Framework and the associated iObservation protocol preferred.

CERTIFICATES, LICENSES, REGISTRATION: Valid Oregon Teaching Certificate

OTHER QUALIFICATIONS: Knowledge of assessment and its use in creating action plans for individual and group improvement. Personal relations skills including ability to

work with large and small groups of professional staff. Ability to facilitate adult learning communities.

LANGUAGE SKILLS: Ability to read and interpret documents such as educational research, professional publications, and curriculum guides. Ability to write routine reports and correspondence, as well as create materials for presentations, such as charts and graphs. Ability to speak effectively before administrators, staff, parents, and students. Ability to facilitate group processes with teachers and administrators. The ability to create and deliver written reports to both large and small groups.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as mean, median, mode, standard deviation and percentages. Ability to read and apply statistical data and interpret scores for application in the design and implementation of reading improvement programs. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES: Ability to design projects and to work independently. Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with administrators and staff. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; travel from building to other sites. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in both quiet and loud environments. The employee must be able to work with a computer screen to review and assess data. The employee must have dexterity of the hands and good visual acuity that will allow the employee to work with a computer screen for several hours at a time on a regular basis.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works indoors. The employee must be able to meet deadlines with severe time constraints. The employee

is frequently will work irregular or extended work hours while performing the duties of this job.

The noise level in the work environment is similar to that found in most schools and classroom. The noise level may vary from very quiet to very noisy and chaotic.

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

I have read and understand this job description.

Signature

Date