

TIR Responsibilities

EMPLOYMENT TERMS: A minimum of a nine-month contract is recommended in order to fulfill this job description. TIRs will not be employed to function as school administrators, assistant principals, full-time math interventionists, assessment coordinators, instructional coaches for other content areas, classroom teachers, or substitute teachers.

GENERAL DUTIES: In order to ensure measurable increases in student learning and application of mathematics, the TIR position is funded to spend full school days performing the following duties:

Mathematics Coaching Duties: 50-70% of time

- 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.
- Support the professional growth of elementary mathematics teachers by strengthening classroom teachers' **understanding of mathematics content**.
- Receive **Coaching Academy and Coaching Community Professional Learning** from AMSTI regional math specialists, as well as job-embedded support and feedback.
- 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.
- 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.
- Partner 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.
- 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.

Professional Learning Duties: (facilitating and self-learning) 10-30%

- 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.
- 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.
- 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.
- 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.
- 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.

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Collaborative Duties: 15-20%

- Collaborate with building-level administrators, AMSTI staff, building-level staff, and district-level personnel to support strategies to improve student achievement in mathematics.
- 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.
- 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.
- 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.
- Advocate, plan, and coordinate opportunities for school-based **parent, guardian, and/or community engagement in mathematics**.
- Collaborate with school administrators and teachers in implementing, strengthening, supporting, and organizing mathematics learning to guarantee all students experience high quality mathematics instruction and view mathematics as a sense making endeavor.
- Attend school faculty meetings, participate in before and after school duties that do not interfere with coaching/planning responsibilities.