

ST. MARY'S COUNTY PUBLIC SCHOOLS

EXEMPT CERTIFICATED POSITION DESCRIPTION

SECONDARY SCHOOLS MATH COACH (GRANT FUNDED) – *POSTED PENDING GRANT FUNDING*

POSITION: Secondary Schools Math Coach (Grant Fund) (eleven-month position)
Posted pending grant funding

REPORTS TO: Supervisor of Instructional Programs

LOCATION: Designated Secondary School Sites

NATURE OF WORK:

This is a professional position to meet the instructional goals of the school and school system by delivering instructional programs effectively to ensure student achievement with a primary focus on Mathematics. The Mathematics Coach promotes access and equity for all students by providing direct instructional coaching to teachers, designing and implementing comprehensive professional learning opportunities, and working collaboratively with administrators, staff, students, and families.

ESSENTIAL FUNCTIONS:

- Direct and evaluate student learning experiences;
- Provide guidance to students to promote education development and welfare;
- Provide care and protection of school property;
- Supervise student activity on school property;
- Plan and coordinate the instructional program in accordance with the current curricula;
- Work in conjunction with other instructional staff to improve delivery of instruction;
- Deliver focused instruction to individual students or small groups of students; and
- Participate in system-wide professional develop to share at the school-level.

DUTIES AND RESPONSIBILITIES:

- Provide direct support to mathematics teachers through instructional mentoring, the strategic use of planning, data gathering, reflection processes, and coaching skills/tools.
- Plan and facilitate mathematics professional learning focused on mathematics content, pedagogy and practices to support secondary mathematics teachers and other instructional staff in designated school(s).
- Lead collaborative teams in planning for and implementation of rigorous and equity-based lessons and high-quality, common assessments aligned to Maryland's College and Career Ready Standard for Mathematics and the Standards for Mathematical Practice (NGA Center and CCSSO, 2010), and supported by implementation of the Effective Mathematics Teaching Practices (NCTM, 2014).
- Support collaborative data discussions (to include involvement with PLCs and department meetings) using protocols that inform classroom instruction, inform alignment of resources to student, and focus on student feedback that results in student action.
- Facilitate the effective use of processes and structures designed to ensure that each and every student has access to rigorous mathematics coursework and differentiated instructional supports.

- Work as a mathematics advocate for students, families, and community members by communicating mathematics course pathways, instructional strategies/supports, and student practices and dispositions that support and nurture positive and productive mathematical identities, and successful student performance in mathematics.
- Work collaboratively with school-based administration and staff to design mathematics improvement goals for students and teachers, which inform the overall School Improvement Plan.
- Assist in developing, selecting, and managing curriculum and professional learning resources to support the SMCPS Secondary Mathematics Program.
- Engage in professional growth opportunities to improve and enhance mathematical content knowledge for teaching, knowledge of research-affirmed mathematical pedagogy, and capacity for effective leadership.
- Works collaboratively with central office and school-based administration and school-based teacher leadership to help them meet their instructional goals established as part of the their School Improvement Plan; and MSDE requirements such as Bridge and College and Career Readiness Status (CCR);
- Facilitates transition and accountability activities between and among the middle and high school sites assigned;
- Provides mentoring and support for teachers and staff including participation on the new teacher mentoring team;
- Meets with the Instructional Resource Cohort on a monthly or bi-weekly basis;
- Ability to integrate instructional technologies, including, but not limited to Schoology, Desmos, and Edgenuity; and
- Perform other duties as assigned.

QUALIFICATIONS:

- Possess advanced professional certificate or eligible to receive APC in 2021-2022 school year (through submission of official transcripts);
- Master's degree in an educational field preferred;
- Minimum of five years of successful teaching experience, required;
- Knowledge of curriculum and staff development;
- Demonstrated leadership skills;
- Ability to relate well to students, colleagues, parents, and community members;
- Ability to analyze data to impact instruction to include but not limited to the use of UNIFY; and
- Knowledge of state and system requirements and initiatives.

TERM OF EMPLOYMENT: Full-time eleven-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC salary schedule for eleven-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC