

## LAUDERDALE COUNTY SCHOOLS MATH COACH JOB DESCRIPTION

**In concordance with the Alabama Numeracy Act (SB171: ACT # 2022-249) and using the verbiage from this law, the following job qualifications are necessary for the Elementary Math Coach position in Lauderdale County Schools:**

- Mathematics coaches shall be employed as a 10-month employee. The extra days beyond the nine-months shall be used to train teachers, develop units of instruction and materials to support instruction, as determined by school data, and receive professional learning.
- Mathematics coaches shall meet all of the following qualifications:
  1. Hold a valid Alabama professional educator certificate in early childhood education, elementary education, or special education.
  2. Have a minimum of five years of experience as an early childhood, elementary, or special education teacher.
  3. Demonstrate expertise, as attested by a current or former employing county or city superintendent of education, in mathematics instruction and intervention and early numeracy interventions, including dyscalculia interventions.
  4. Hold a master's degree or have completed professional development recommended by the Elementary Mathematics Task Force, or both.

**The duties and responsibilities of a mathematics coach employed pursuant to Sections 1 to 19 of the Alabama Numeracy Act. shall include all the following:**

1. Supporting the improvement of instruction with an emphasis on Tier 1 instruction to ensure students do not fall behind.
2. Collaborating with the school principal and faculty to establish and implement a strategic plan for coaching and mathematics instruction to improve student achievement in mathematics.
3. Facilitating schoolwide mathematics professional learning, including job-embedded assistance using coaching strategies, including joint preplanning, modeling lessons, co-teaching lessons, targeted observation to collect data, and debriefing.
4. Modeling evidence-based mathematics instructional and intervention strategies for teachers.
5. Continuously mentoring and coaching teachers.
6. Assisting teachers in using data to differentiate mathematics instruction and to identify students exhibiting the characteristics of dyscalculia and other exceptionalities.
7. Monitoring the progress of K-5 students in mathematics through benchmark formative assessments at least three times per year and making recommendations for modifying instruction based on the individual needs of students and trends in student data.
8. Focusing solely as a mathematics coach for schools with elementary grade students. (9)
9. Collaborating with teachers and grade-level teams of teachers to foster the use of appropriate instructional materials, including concrete materials, necessary to ensure that students understand mathematical concepts.

10. Collaborating with grade-level teams to develop rigorous tasks, lessons, and assessments aligned with grade-level mathematics content standards; 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. Assisting teachers in using formative assessments and analyzing student work to identify students with misconceptions, students exhibiting characteristics of dyscalculia, and students needing acceleration.
12. Assisting teachers in administering early numeracy screeners or diagnostic assessments, or both, in grades K-2. The assistance of a mathematics coach may not exceed two hours per week.
13. Assisting teachers with administering fractional reasoning screeners or diagnostic assessments, or both, for students in grades four and five, subject to legislative appropriation. The assistance of a mathematics coach may not exceed two hours per week.
14. Advocating, planning, and coordinating opportunities, in conjunction with the principal, for school-based family and community engagement in mathematics.
15. Actively and cooperatively participating in any Office of Mathematics Improvement regional coordinator and AMSTI regional mathematics specialist visits and professional learning to meet agreed upon personal outcomes and all school, district, and state established mathematics goals. (16)
16. Engage in ongoing learning opportunities to grow in knowledge, skills, and expertise in mathematics.
17. Facilitate the use of assessment data in all tiers of mathematics instruction to assist in making decisions that will move students to higher levels of performance in mathematics.
18. Plan or facilitate, or both, professional learning opportunities that will assist teachers in targeting student deficits; facilitate professional conversations; foster student engagement; assess student learning; reflect on professional practice; and identify next learning steps to achieve state, district, and school goals in mathematics.
19. Record job duties and time spent with teachers on a state-specified electronic platform.
20. Support teachers in the authentic integration of computer science and computational thinking concepts within the mathematics classroom.

**Additional Job Functions**

Perform other duties as assigned.

**Evaluation**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

**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 regularly required to talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms. The employee is frequently required to stand, stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception, and ability to adjust focus.

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions, or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this job (or the position itself) at any time. I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

\*Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Printed Name: \_\_\_\_\_

\*All employees hired on or after July 1, 2018 will be required to sign his/her job description that will be filed in his/her personnel record.\*