



JOB DESCRIPTION

Math Intervention and Instructional Coach - Secondary Teacher on Special Assignment



Reports to:	Coordinator of Curriculum and Instruction	Employment Group / Salary Range:	Certificated
Dept:	Educational Services	FLSA:	non-exempt
Annual Work Days:	195	Formal Review Date: Board Approval Date:	March 21, 2024 April 15, 2024

PRIMARY FUNCTIONS

Under the supervision and direction of the Coordinator of Curriculum & Instruction, with guidance from the Assistant Superintendent of Educational Services, the Math Intervention and Instructional Coach is responsible for growing teachers' practice through coaching and professional development to support students in mathematics. They shall provide staff with resources, support them in implementing curriculum and interventions, and guide their instructional practices in mathematics through mentoring, modeling, and coaching.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provides direction and support for math intervention programs and practices.
- Assists in curricular and instructional decision making that best meets the needs of students in the area of mathematics.
- Supports implementation of district math programs by classroom observations, modeling, and professional development
- Attends state, county, and district training around mathematics
- Provides coaching and support for classroom teachers in implementing effective math teaching strategies and practices that promote student achievement and meet goals as set forth in PJUSD Strategic Plan, LCAP, and School Plans for Student Achievement.
- Uses knowledge of the California Standards for the Teaching Profession (CSTP) to deepen teachers' instructional practices.
- Models innovative teaching methodologies through techniques such as co-teaching and demonstration lessons; provide opportunities for teachers to observe exemplary practices of peers.

- Maintains current knowledge base on literature and research in the area of secondary math curriculum, instruction, and interventions.
- Meets with district staff to receive guidance in the development of site instruction programs, professional development activities, District initiatives.
- Establishes and maintains a trusting relationship with teachers in order to engage teachers in coaching cycles to increase teacher effectiveness and student achievement.
- Demonstrates skillful use of coaching language depending on teacher and situation.
- Engages in candid and constructive feedback to help with next steps to accelerate teacher development of instructional practices and learning environment.
- Coordinates with principals and district officials on math professional development for staff.
- Works collaboratively with the coaching team in providing leadership and directional support based upon curriculum standards as well as CSTPs.
- Supports use of adopted curriculum, interventions, and gathering supplemental resources as needed.
- Analyzes data to support instructional practices.
- Develops teachers' skills, knowledge, and instructional practices through non-evaluative, reflective conversations.
- Meets with teachers to ensure math intervention, pacing, accommodations, and standard alignment.
- Participates in coaching professional learning sessions and coaching sessions as needed.
- Provides professional development in areas such as: Mathematics California Content Standards and framework, class culture and climate, implementing research-based instructional strategies, classroom management, differentiated instruction, action research, culturally relevant teaching, supporting English Language Learners and students with special needs.
- Collaborates with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and improving classroom instruction.
- Aids in working with District activities as requested.
- May serve as a liaison between school and community groups as it pertains to improvement of instruction.

- Will hold confidential information received from the Ed Services department in strict confidence and will not disclose or divulge either directly or indirectly information to others unless authorized to do so.
- Other duties and responsibilities consistent to the primary functions and collective bargaining agreement may be assigned.

QUALIFICATIONS

Education and Experience:

- Possesses a valid California Teaching Credential
- Minimum of five (5) years of successful teaching experience in a secondary setting
- Developing and/or facilitating professional development (*preferred*)

Licenses, Certificates and Other Requirements:

- Valid CA Drivers License
- Maintain Auto Insurance

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- California Standards for the Teaching Profession.
- Research-based instructional best practices/activities/strategies.
- The development of a secondary classroom program to support the goals of the District and the core adopted curriculum.
- Principles, practices, procedures, rules, codes, regulations, techniques, and strategies of District and assigned areas of instruction.
- Classroom procedures which promote appropriate student conduct and motivation for student learning.
- Applicable sections of the State Education Code and other applicable laws.
- Current trends and research concerning the growth and development of children.
- CA Math framework and standards that support integrated ELD.

Skills and Abilities to:

- Speak, read, and write in English fluently at a professional level.
- Write reports and business correspondences.
- Maintain positive relations with teachers, administrators, and other stakeholders in oral and

written communication.

- Read, analyze and interpret assessment data, professional periodicals, professional journals, technical procedures, or governmental regulations/codes/policies.
- Effectively present information and respond to questions from teachers, students, families and the general public as necessary in a professional setting.
- Interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Operate a computer, including word processing, data management software, student information systems, and online virtual platforms.
- Learn various computer operations and software required for the position.
- Apply knowledge of current research and theory in area of specialty.
- Accomplish assigned tasks in a collaborative manner.
- Work with a minimum of supervision.
- Apply interpersonal skills using tact, patience and courtesy.
- Analyze situations and plan corrective actions.
- Adapt to changes in daily responsibilities.
- Maintain accurate records and reports.
- Read, interpret, and apply rules and procedures.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is frequently required to lift up to 10 pounds.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; use math and mathematical reasoning; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work; work on multiple, concurrent tasks.

WORKING ENVIRONMENT

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

Employees work under typical office conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

Employee Signature

Date

Name Printed