

Vacancy

CONECUH COUNTY SCHOOLS

July 10, 2024

The Conecuh County Board of Education is now accepting applications for the following vacancy:

Math Coach

Minimum Qualifications:

- a. Hold a valid Alabama professional certificate in early childhood education, elementary education, or special education.
- b. Have a minimum of five years' experience as an early childhood education, elementary education, or special education teacher.
- c. Demonstrate expertise, as attested by a current or former employing city or county superintendent of education, in mathematics instruction and intervention and early numeracy interventions, including dyscalculia interventions.
- d. Hold a master's degree or have completed professional development recommended by the Elementary Mathematics Task Force or both.

Duties and Responsibilities:

To ensure all students are proficient on or above grade-level mathematics by the end of fifth grade, the duties and responsibilities of the building-based mathematics coach outlined in the ANA will include the following:

- a. Supporting the improvement of instruction with an emphasis on Tier 1 instruction to ensure students do not fall behind.
- b. 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.
- c. Facilitating school wide 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.
- d. Modeling evidence-based mathematics instructional and intervention strategies for teachers.
- e. Mentoring and coaching teachers continuously.
- f. Assisting teachers in using data to differentiate mathematics instruction and to identify students exhibiting the characteristics of dyscalculia and other exceptionalities.
- g. 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.
- h. Focusing solely as a mathematics coach for schools with elementary grade students.
- i. 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.
- j. 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.

- k. Assisting teachers in using formative assessments and analyzing student work to identify students with misconceptions, students exhibiting characteristics of dyscalculia, and students needing acceleration.
- l. Assisting teachers in administering early numeracy screeners or diagnostic assessments, or both, in Grades K-2.
 - m. Assisting teachers with administering fractional reasoning screeners or diagnostic assessments, or both, for students in Grades 4 and 5, subject to legislative appropriation. The assistance of a mathematics coach may not exceed two hours per week.
 - n. Advocating, planning, and coordinating opportunities, in conjunction with the principal, for school-based family and community engagement in mathematics.
 - o. Participating actively and cooperatively in any OMI 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.
 - p. Engaging in ongoing learning opportunities to grow in knowledge, skills, and expertise in mathematics.
 - q. Facilitating 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.
 - r. Planning or facilitating, 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.
 - s. Recording job duties and time spent with teachers on a state-specified electronic platform.
 - t. Supporting teachers in the authentic integration of computer science and computational thinking concepts within the mathematics classroom.

Employment Terms:

As per the ANA, building-based mathematics coaches shall be employed as ten-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.

Salary: Per current Salary Schedule

Applications will be received through July 17, 2024 or until position is filled.

Applications are available online at www.conecuh.k12.al.us under human resources. You may email your application to conecuh.applicants@conecuhk12.com or apply online at State Teach in Alabama website. Applicants will be notified by the Board of Education if selected for an interview.

Conecuh County Board of Education does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.