

VACANCY

LYEFFION JR. HIGH SCHOOL

February 20, 2025

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

MATH COACH (grade K-5)

**Minimum Qualifications:**

An ANA (Alabama Numeracy Act) building-based mathematics coach shall have all of the following 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.

**SALARY:** Per Current Salary Schedule

**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. The assistance of a mathematics coach may not exceed two hours per week.
- 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.

Applications will be received through February 27, 2025 or until position is filled.

Application are available online at [www.conecuh.k12.al.us](http://www.conecuh.k12.al.us) under Human Resources. You may send your application to the Superintendent's Office. If you are currently employed you may email a letter of interest to [monica.mitchell@conecuhk12.com](mailto:monica.mitchell@conecuhk12.com).