

**TITLE        Math Coach**  
**Federal Funding for the 2022-23 School Year**

**QUALIFICATIONS**

Valid Tennessee teaching license;  
Preferred - Master's degree in education;  
Preferred - Minimum of five (5) years of teaching math;  
Preferred - successful experience as an educational leader such as coach or administrator;  
Knowledge of best practices for teaching and learning;  
Experience organizing and leading professional development for a variety of audiences at the school and/or district level;  
Outstanding oral and written communication skills; and  
Strong human relation skills.

**A coach is a certified teacher who works with classroom teachers in assisting with the textbook adoption process and full implementation and monitoring of the district's adopted math curriculum.**

**ROLE AND RESPONSIBILITIES**

- Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc.
- Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers including: teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.
- Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
- Provide support and assistance to all classroom teachers in the full implementation of the district's adopted math program.
- Conduct demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provide on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).
- Serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
- Assist teacher in preparation and pacing for instruction.

- Participate in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.
- Assist grade level teams in setting goals for improved instruction.
- Meet regularly with the school data teams to review benchmarks and established data points to assess student progress towards established instructional goals.
- Prepare forms, records and reports as directed.
- Attend meetings and trainings as directed.

**Other duties:**

- Maintain paperwork consistently, appropriately, and in a timely manner.
- Coordinate/facilitate the use of instructional material in math.
- Maintain the confidentiality of schools, teachers, and classrooms.
- Obtain prior approval from the Curriculum Supervisor before distributing written communication and other media.
- Perform other duties as assigned.

**PHYSICAL DEMANDS**

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

**TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students and adults.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Manual Dexterity*: Ability to move hands easily and manipulate small objects with the fingers.
5. *Form Perception*: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. *Color Discrimination*: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

## **WORK CONDITIONS**

Reports to the Elementary and Secondary Supervisors

Anticipate a normal work year of 210 days, the normal school calendar plus ten (10) additional days.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* regarding overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

Varying working conditions. May not always have a quiet place to work.

Is anticipated to work in all schools of the Franklin County School System, ultimately to enhance student learning.

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.