

**JOB DESCRIPTION**  
**ADMINISTRATIVE REGULATION GCA-RMC**

**1:0 MATHEMATICS COACH**

**2:0 LINE AND STAFF RELATIONSHIP**

2:1 The Mathematics Coach reports to the building principal.

**3:0 FUNCTIONS AND DUTIES-THE MATHEMATICS COACH SERVES AS A MEMBER OF A TEAM THAT FACILITATES AND DRIVES THE DISTRICT'S TEACHING AND LEARNING SYSTEM FOR ALL STUDENTS THAT INCLUDES THE DISTRICT'S CORE CURRICULUM, COMMON ASSESSMENTS, UNIVERSAL INSTRUCTIONAL PRACTICES, DATA TEAMS AND PROFESSIONAL DEVELOPMENT. THE FOCUS IS IN THE AREA OF MATHEMATICS AND THE INTEGRATION OF SCIENCE, TECHNOLOGY ENGINEERING, AND MATHEMATICS.**

3:1 CURRICULUM, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

3:1.1 Receives curriculum documents (curriculum guide) that contain the core curriculum benchmarks, resources, timelines, articulation maps, and common assessments that is in alignment with the state frameworks.

3:1.2 Contributes to the development of appropriate professional development activities and programs in accordance with instructional program content; student, teacher, and administrative needs indicated by programs curriculum, assessments, and district goals.

3:1.3 Guides the regularly scheduled meetings of assigned staff by grade, function, and/or discipline(s), and meets with others as required, or as needed with members of the Teaching and Learning Team.

3:2 INSTRUCTION

3:2.1 The Mathematics Coach will support the school and teachers in the implementation of The Fairhaven Public Schools Model of Instruction: our common language of pedagogy for all educators in the district.

3:2.2 The Mathematics Coach will model and observe classroom instruction, and receives and give reflective feedback based on the districts Model of Instruction.

3:2.3 The Mathematics Coach will provides professional development opportunities based on The Fairhaven Public Schools Model of Instruction: our common language of pedagogy for all educators in the district.

3:3 DATA

3:3.1 The Mathematics Coach will compile, organize and clearly articulate classroom, grade level and school data, and facilitates teacher team's data driven dialogue and supports data driven instructional adjustments.

3:3.2 The Mathematics Coach will serve on the school data team, analyzing and interpreting school wide data. Share school data, patterns, and trends at district level.

3:4 INTERVENTION

3:4.1 The Mathematics Coach will provide support to instructional staff to adjust their instructional strategies to meet the needs of each student by using formative assessment during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom.

3:4.2 The Mathematics Coach will support the school's system of tiered instruction and will support instructional staff with embedding formative assessments in daily classroom practice and use results to target and modify instruction.

4:0 **THE MATHEMATICS COACH WILL SUPPORT AND ASSIST TEACHERS IN THEIR EFFORTS TO IMPLEMENT:**

4:1 PARTNERSHIP WITH FAMILIES AND THE COMMUNITY

4:1.1 The Mathematics Coach understands him/her self as an integral member of the Teaching and Learning Team that effectively communicates to staff, parents, students, and community members a systemic approach that models teamwork encourages collegiality, and supports collaboration.

4:1.2 The Mathematics Coach communicates and interacts with parents and the community in a way that promotes a high level of open and honest communication.

4:1.3 The Mathematics Coach expresses him/herself clearly and confidently orally and in writing; capable of responding effectively in a public forum.

4:1.4 The Mathematics Coach builds caring and considerate relationships that demonstrate regard and respect for all people.

4:2 ENSURE HIGH LEVEL LEARNING FOR ALL CHILDREN

4:2.1 The Mathematics Coach recognizes that student learning must be the focus of all school programs and activities.

4:2.2 The Mathematics Coach believes that all youngsters have the natural ability to succeed at high levels of learning and it is the behaviors and actions of the adults in the school to nurture, develop, and encourage each and every student.

4:4 BECOME INDEPENDENT, PRODUCTIVE, AND SUCCESSFUL

4:4.1 The Mathematics Coach adheres to professional codes of ethics: maintains trust and confidentiality; models legally and orally responsible actions at all times; treats individuals with fairness, dignity, and respect; and models the core values of the school and district.

## **5:0 QUALIFICATIONS**

5:1 Shall have demonstrated leadership, organizational and communication skills, and ability to work effectively with others. Minimally certified in Mathematics (5 – 8), with Advanced Certification/Education in Administration and/or Educational Leadership preferred.

## **6:0 CONDITIONS AND TERMS OF EMPLOYMENT**

6:1 The Mathematics Coach is evaluated by the building principal. This position is appointed in accordance with Section 11:3.1 of the Agreement between the Fairhaven Educators' Association Unit A and the Fairhaven School Committee.

Enacted: 7/27/2011