GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: ACADEMIC COACH – MIDDLE SCHOOL MATHEMATICS

GENERAL STATEMENT OF JOB

Under the supervision of the Instructional Improvement Officers, middle school math coaches serve cohorts of school in their implementation of mastery learning and effective instructional practices in mathematics. Math coaches contribute to the development, coordination, implementation, and on-going evaluation of mathematics initiatives in the Guilford County Schools. They support the Instructional Improvement Officers, Principals, Curriculum Facilitators, and Teachers in all instructional initiatives. Academic Coaches assist the Director of Induction and Success and the Guilford Academy of School Leadership with staff development programming and will work closely with first year Math teachers in the district.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Works with staff to implement a coherent curriculum aligned with state and national standards

Promotes use of consistent instructional framework and research-based strategies

Helps build assessment systems that are aligned with math curriculum and instruction priorities

Ensures that human, financial, and material resources are aligned to support coherence

Leads professional development for math teachers

Supports school-based professional development led by math specialists and teacher leaders

Designs, implements and evaluates school and district staff development in concert with other school leaders and the Guilford Academy of School Leadership

Assists the Director or Induction and Success in developing and coaching new teachers

Works with the Instructional Improvement Officer to develop a data profile for assigned schools

Helps staff secure, analyze, and interpret data for promoting instructional improvement

Supports principals and teacher leaders in using data at the school level

ACADEMIC COACH – MIDDLE SCHOOL MATHEMATICS

Serves as liaison with the Assessment and Evaluation division and the schools in securing relevant data

Models instructional strategies with teachers and staff in classrooms

Makes regular classroom visits to support instructional improvement

Provides feedback to teachers and staff regarding implementation issues

Serves as coach working with staff to improve their practice

Works with staff and schools to address learning needs of all students

Coordinates with other departments, offices, and organizations to best serve student needs

Provides customized professional development to meet unique student needs and support differentiated instruction

Participates in regular professional development to improve knowledge and skills

Joins Instructional Improvement Officers in cross-functional training to build instructional capacity

Attends and presents at local, state, and national conferences

Serves as a liaison with colleges, universities, and educational partners to build capacity

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree with certification in middle grades mathematics. Proven record of excellence as a classroom mathematics teacher with predictive characteristics of an outstanding administrator. Teacher leadership experience preferred.

SPECIAL REQUIREMENTS

Must possess a teaching certificate in middle grades mathematics from the State of North Carolina. Must possess a valid North Carolina driver's license.

ACADEMIC COACH – MIDDLE SCHOOL MATHEMATICS

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and

hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Masterful knowledge of mathematics curriculum and best practices.

Highly developed presentation skills

Knowledge of effective staff development models that lead to increased student achievement

Excellent oral and written communication skills

Considerable human relations and human development skills

Demonstrated leadership ability

Good technical skills with technology and presentation tools

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs

Ability to collect and analyze statistical data

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information

Ability to plan and evaluate strategies for improving instruction

Ability to exercise considerable tact and courtesy in frequent contact with the public

Ability to establish and maintain effective working relationships as necessitated by work

assignments

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.