



**JOB DESCRIPTION**

<b>Job Title</b>	AGR Math Coach
<b>Department</b>	Teaching and Learning
<b>Reports To</b>	Building Principal
<b>Classification</b>	Certified
<b>Location</b>	Elementary
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

**Job Summary**

The AGR Math Coach is responsible for supporting student achievement in the area of mathematics in grades K-3. Responsibilities include working with administration and teachers to improve student achievement within the framework of a student response to Multi-Level Systems of Supports (MLSS).

**Essential Job Functions**

- Acts as coach to support implementation and fidelity of the universal curriculum in mathematics.
- Creates student intervention plans collaboratively with K-3 classroom teachers and/or school problem solving team(s).
- Develops resources for Tier 2 and Tier 3 interventions.
- Participates in building School Improvement Plan (SIP) action planning working toward school goal(s).
- Collaborates with classroom teachers, building principals, Title I teachers, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Collaborates with building principals and Title I staff to conduct needs assessment and plan for and monitor Title I programs.
- Supports and implements assessment tools and student achievement data management system at the building level.
- Provides diagnostic assessments for students as needed.
- Works with the Academic Services Coordinators to develop goals for the department and plan for professional development.
- Provides input for mathematics program development.
- Continues professional development in a variety of ways.

### **Ancillary Job Functions**

- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Elementary/Middle Level (088/1088) license at the appropriate developmental or grade levels of their students.
- Demonstrates an understanding and use of equitable and culturally responsive practices.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Three years of successful classroom teaching experience at the elementary level.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent interpersonal and communication skills.
- Ability to apply instructional strategies on differentiation.
- Strong organizational skills.
- In-depth subject knowledge.
- Knowledge of collaboration practices, team teaching practices, and special education.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

**Physical Requirements** – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.