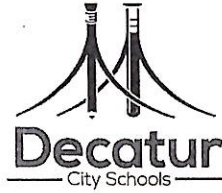


DECATUR CITY SCHOOLS


Office of Human Resources

212 FOURTH AVENUE, SE
DECATUR, ALABAMA 35601
www.dcs.edu



PHONE (256) 552-3000
Email: Yvette.Evans@dcs.edu

MEMORANDUM

TO: All Personnel
FROM: Yvette Evans 
DATE: March 18, 2024
SUBJECT: **Math Coach Vacancy**

The following position is open and will be filled by the Decatur City Board of Education:

EASTWOOD ELEMENTARY SCHOOL

Math Coach (10 months)

OPEN UNTIL FILLED

Persons interested in the above position should have a completed application in the online application system with the State of Alabama "Teach Alabama."

A link to the online system, "Teach Alabama," can be found at the Decatur City School's website: www.dcs.edu entitled "Jobs."

Once you have completed your online application, to be considered for a specific job you **MUST**:

Click on "All Jobs."

Click the "View/Apply" link next to any position for which you wish to be considered, then click the button provided to express interest.

NOTE: You will not be considered for a position if you have not expressed interest by clicking the APPLY button.

Decatur City Schools



JOB TITLE: Building-based Mathematics Coach Alabama Numeracy Act (ANA) Office of Mathematics Improvement (OMI)

SUMMARY: To ensure all students are on or above grade-level mathematics by the end of fifth grade in accordance to the rules and regulations set forth by the Alabama Numeracy Act (ANA).

ESSENTIAL DUTIES AND RESPONSIBILITIES 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 schoolwide 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 Alabama Mathematics, Science, and Technology Initiative (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.

NON-ESSENTIAL DUTIES AND RESPONSIBILITIES:

Other duties as assigned.

MINIMUM QUALIFICATION REQUIREMENTS: An ANA building-based mathematics coach shall have all 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.

EMPLOYMENT TERMS: As per the ANA, mathematics coaches shall be employed as ten-month employees. The extra days beyond the nine months shall be used to train teachers, develop units of instruction and materials to support instruction, as determined by school data, and receive professional learning.

TECHNOLOGY SKILLS:

Knowledge of database management as well as understanding of spreadsheet and graphing.

LANGUAGE SKILLS:

Ability to read and interpret instructions related to Student Assessment distribution and acceptable practices. Ability to communicate well with others to facilitate proper test practices and use of data.

MATHEMATICAL SKILLS:

Ability to apply concepts such as fractions, percentages, ratios and proportions in order to determine schools' accountability.

REASONING ABILITY:

Ability to collect data, organize materials, schedule meetings, meet scheduling deadlines, calculate needs and abilities of personnel. Ability to work with all personnel within the system regardless of personalities and maintain professional decorum in spite of adversity and disagreement.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to sit, talk and hear as well as climb stairs and carry boxes. The employee is occasionally required to stand, walk, squat, operate a computer, a copy machine, and other communicative devices.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderately quiet.

The Decatur City School System does not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding non-discrimination policies: Title IX Coordinator, Decatur City Board of Education, 212 4th Avenue SE Decatur, Alabama 35601, telephone (256) 552-3000.

DECATUR CITY SCHOOLS

Annual Salary Schedule

2023-2024

Schedule AA

Teacher

10 Months, 202 Days

Years Experience/ Step	Degree/Rank			
	BS	MA	AA	ID
0	48,336	55,571	60,498	64,256
1	48,651	55,692	60,939	64,437
2	49,052	55,842	61,387	64,877
3	54,149	61,634	67,703	71,318
4	55,216	62,748	68,810	72,427
5	55,651	63,230	69,289	72,914
6	58,335	65,600	71,845	75,572
7	58,335	66,094	72,344	76,071
8	58,649	66,592	72,839	76,565
9	59,853	67,848	74,091	77,820
10-11	60,310	68,345	74,589	78,315
12-13	61,707	69,779	76,053	79,800
14	62,059	70,134	76,413	80,151
15	62,651	70,804	77,144	80,917
16-17	63,014	71,169	77,502	82,190
18	63,914	72,068	78,402	83,011
19	63,914	72,494	78,402	83,841
20	63,914	73,219	78,970	84,680
21	64,308	73,951	79,760	85,527
22	65,850	74,692	80,558	86,382
23	65,850	75,438	81,362	87,246
24	66,564	76,193	82,177	88,118
25	66,918	76,954	82,998	88,999
26	67,587	77,724	83,829	89,890
27	68,777	78,500	84,667	90,788
28	68,946	79,287	85,514	91,697
29	69,635	80,078	86,369	92,614
30	70,331	80,880	87,231	93,539
31	71,035	81,688	88,105	94,474
32	71,746	82,506	88,986	95,419
33	72,463	83,330	89,876	96,374
34	73,187	84,164	90,774	97,338
35	73,919	85,005	91,682	98,311