

Fairfield Public Schools

Fairfield, CT

Math Resource Teacher

A Math Resource Teacher works in a dual role. They provide direct service to students through the school Science Research-Based Intervention (SRBI) plan and implementation. They also provide counseling and coaching services to teachers and staff through, but not limited to: scheduling, planning and running professional development sessions, modeling lessons, running grade level meetings, assisting in informal purchases for math materials, administering assessments and analyzing data for instructional implications. The Math Resource Teacher is under the direction of the school principal and works the teacher's contractual year.

CERTIFICATION PREFERRED: Mathematics 7-12 (#029) or Mathematics Middle School (#229) or Middle School Grades 4 – 8 (#006)

PROFESSIONAL RESPONSIBILITIES:

Direct Services/Instruction:

- Provides direct small group intervention using scientifically researched based instruction to accelerate student learning as mandated by the tenets of the state mandate for SRBI (Scientifically Research Based Instruction.)
- Monitors student progress over time in all tiered instruction.
- Integrates hands-on mathematics resources including the use of technology.
- Collaborates with building Early Intervention Planning (EIP) Team and provides content and technical expertise for SRBI.
- Provide ongoing regularly scheduled meetings to renew or revise instructional plans for targeted students as required by SRBI.
- Assist in scheduling, implementing and supporting Tier 1 classroom based interventions in conjunction with classroom teachers and support staff including providing support materials.
- Provide collegial visits for teachers of students involved in intervening services.
- Use universal screening data to identify targeted students with tiered services as mandated by SRBI - Universal screens i.e., Blue Ribbon, Fluency, etc.
- Administer additional diagnostic screening tools for selected students.
- Support student learning through observations and classroom demonstrations.
- Seeks, selects, and uses resources compatible with student/program needs.
- Maintains effective communication and rapport with students.

Instructional Coach:

- Conducts building level and district-wide professional development that supports district initiatives and building needs.
- Facilitates learning teams (communities) on best practices on secondary mathematics instruction and district initiatives.

- Model demonstration lessons, co-teach, and collaborate on best instructional practices embedded in instruction based in the district instructional model.
- Leads the implementation of curricular initiatives including the district instructional model and designated resources.
- Leads and models the integration of technology embedded in instruction.
- Collaboratively works to support teachers with analyzing data, interpreting data, to monitor students' progress towards district benchmarks
- Model and support differentiation practices for all students to increase teacher expertise and building capacity based on school goals.
- Coordinates with the building principal in setting content area priorities and goals.
- Collaborates with building and district leadership to ensure timely assessment schedules and professional development/in-services.
- Collaborates and communicates with parents and the community.
- Coordinate and collaborate with teachers, principal and district curriculum leader on managing building resources and budgets to implement the content areas.
- Support articulation process for students moving to the middle and high schools (Grades 5 →6, 8 →9.)

Professional Growth:

- Participate in a meaningful and continuous process of professional development.
- Contributes to the profession, district and school in the effectiveness of instruction and student learning.
- Embody the qualities as described in the Common Core of Teaching (CCT) and the Common Core Mathematical Practices.

4/2012
7/2017