**COLORADO SCHOOL FOR THE DEAF AND THE BLIND**

**POSITION** Teacher of the Deaf / Mathematics Coach

**DEPARTMENT**  School for the Deaf **POSITION NO.** 21408

**GENERAL RESPONSIBILITIES**

This position reports to the Principal, School for the Deaf and is responsible for providing standards-based instruction and intervention for Preschool-12th grade learners who are Deaf / hard-of-hearing and who may have additional needs. Additionally, this position will provide coaching / mentoring for mathematics teachers, and support the provision of direct instruction and intervention, for Preschool – 12th grade learners who are Deaf / hard-of-hearing. The Mathematics Coach will utilize Colorado Academic Standards and benchmarks in establishing instructional goals and provide assessments that measure whether learners meet standards, in a safe and civil school environment.

**JOB FUNCTIONS**

* Performs work associated with standards-based instruction: works with administrators and teachers to develop and refine common standards-based curriculum, pacing plans, and common assessments to directly improve math instruction, student learning, and to foster teacher development.
* Demonstrates knowledge / skill in the development and use of accommodations for learners who are Deaf / hard-of-hearing, and in the areas of task analysis, assessment, progress monitoring, behavior management, organization / planning, curriculum development, current technology practices, parent relations and teamwork.
* Utilizes technology to model, teach, and assist learners relative to classroom instruction and activities.
* Organizes the instructional environment for collaborative group work to include facilitation of math-related professional development and Professional Learning Communities (PLCs).
* Works as part of the education / assessment team responsible for identifying, developing, implementing, monitoring, and evaluating individual objectives for assigned learners.
* Assists with the collection, analysis, and monitoring of mathematics assessment data on the student and program level.
* Provides training, coaching, and mentoring to mathematics teachers, in best practices, to implement tiers of intervention support, to include modeling of lessons, observation (non-evaluative) and providing feedback, and assisting classroom teachers with resources and tools for instruction.
* Oversees and provides mathematics Tier 2 and 3 interventions to identified learners who need additional mathematics support, as appropriate.
* Utilizes appropriate communication skills with a commitment to literacy and mathematics development in each learner.
* Understands and supports learners’ social-emotional development.
* Collaborates effectively with other staff in providing student instruction, supporting school reform efforts, strategic planning, and positively contributing to co-curricular activities.
* Positively serves as a team member in the School for the Deaf Pre-K – 12 programs serving students who are deaf / hard of hearing, and of the Colorado School for the Deaf and the Blind (CSDB) as a whole; and participates in regular team and departmental meetings, school and instructional meetings as required.
* Provides parent consultation; participates in selected parent-focused activities, etc.
* Seeks opportunities for and participates in activities related to professional development and training/workshops as appropriate.
* Serves as a member of the Multi-Tier System of Supports (MTSS) core team.
* Performs other appropriate duties as assigned.

**QUALIFICATIONS**

* Master's Degree in Education or closely related field from a regionally accredited college or university, with specialization in Deaf Education.
* Must hold or be eligible for appropriate educator licensure in the State of Colorado, endorsed as a Special Education Specialist: Deaf/Hard-of-Hearing, or comparable endorsement.
* Subject area endorsement in Mathematics; or, must be ‘In-Field’ in Mathematics.
* Three (3) years of experience teaching mathematics to children (in an educational environment) who are Deaf / hard-of-hearing.
* Proficiency in American Sign Language (ASL) at the Advanced (3+) skill level as demonstrated through an appropriate assessment tool and according to school policy / procedure.

**KNOWLEDGE, SKILLS, ABILITIES**

* Knowledge and skill in best practices for providing developmentally appropriate instruction to learners.
* Knowledge and skill in providing coaching to colleagues in the area of mathematics and mathematics instruction.
* Knowledge and ability to manage and track student data and records, monitoring for growth and areas of focus.
* Knowledge of strategies used to support student growth in the area of mathematics, working with learners and staff in finding successful strategies.
* Knowledge of and ability to apply current standards-based educational practices in the areas of mathematics associated with learners who are Deaf / hard-of-hearing.
* Knowledge of and ability to assess and apply technology to perform the requirements of the position; ability to effectively utilize a variety of computer software applications, which may include but is not limited to e-mail, Internet, word processing, electronic calendar, presentation development, spreadsheet, database, etc.; willingness to stay current and develop skills as needed with or without direct support from CSDB.
* Knowledge of and ability to effectively adapt and apply skills, to a technology-rich environment, which may include but is not limited to on-site learning environments, telepresence, and multiple distance education technologies and delivery modes; ability to effectively implement technology necessary to model, teach, and assist learners relative to instruction and activities.
* Ability to establish high standards for what learners must know and be able to do.
* Ability to communicate effectively with learners who are Deaf / hard-of-hearing, and with staff.
* Ability to respond effectively and positively to feedback.
* Ability to work cooperatively with others and participate effectively in a team setting.
* Ability to lead and facilitate trainings and team meetings effectively.
* Strong, positive interpersonal skills.

**ORGANIZATIONAL RELATIONSHIPS** Reports to and is evaluated by the

 Principal, School for the Deaf

**TERMS OF EMPLOYMENT**

* Full-time; scheduled to work the standard number of days in the academic year (as per the established School Calendar, currently 195 days, August to June), with 5 additional days to serve as an instructional coach, for a total of 200 days.
* The annual base salary shall be established pursuant to the Teacher Salary Schedule, based upon appropriate education and experience.
* Employment is at-will, with no actual, expressed, or implied contract.

**EFFECTIVE DATE** School Year 2020-2021

**WORKING CONDITIONS / PHYSICAL DEMANDS**

Generally speaking, the work is performed in a typical school office environment and involves sedentary to light physical activity, requiring exertion of up to 20 lbs. of force occasionally and usually requires walking or standing to a significant degree. Typically, workers are required to climb stairs, bend, reach, and handle objects, and use fingers to operate computer and/or typewriter keyboard. Work requires expression or exchange of ideas and the ability to receive detailed information. Work requires ability to compare, compile, analyze, and coordinate data/ information; ability to instruct/train others; and ability to utilize effective interpersonal skills / behaviors.

In addition, work at the elementary school level involves heavy physical activity, requiring exertion of up to 100 lbs. of force occasionally, and routinely requires stooping, kneeling, crouching, and crawling. Work at the middle school / high school level involves very heavy physical activity, requiring exertion in excess of 100 lbs. of force occasionally. Work with Special Needs students will require exertion of force frequently.

**FLSA STATUS** Exempt

**CERTIFICATION** Nancy E. Benham, Ph.D., Superintendent/Date

Supervisor/Date

Employee Signature/Date