

JOB DESCRIPTION

BOARD OF EDUCATION
FAIRFIELD, NJ

DATA ANALYSIS COORD./MATHEMATICS COACH
CERTIFICATED

DATA ANALYSIS COORDINATOR/MATHEMATICS COACH

QUALIFICATIONS:

1. Valid New Jersey teaching certification
2. Highly Qualified in Math or Math certification required.
3. Minimum experiences as determined by the Board of Education
4. Demonstrated leadership in testing, test data analysis, statistics, school improvement, program development, curriculum integration and application of technology across the curriculum
5. Ability to:
 - a. Prepare, maintain, and audit complex reports
 - b. Perform mathematical calculations with accuracy
 - c. Operate a keyboard, calculator, and computer
 - d. Properly apply District policies and laws in a variety of situations
 - e. Understand and carry out oral and written instructions
 - f. Maintain cooperative working relationships with school personnel, administrators, students and parents
6. Training in statistics, data collection and data analysis
7. Ability to plan, organize and administer a district-level professional development plan
8. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Superintendent of Schools

JOB GOAL:

Data Analysis Coordinator:

To provide leadership in the collection, analysis and use of test data in order to improve the content and delivery of the district's K-6 curriculum.

PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction

1. Work with principals, subject matter specialists, and teachers to use test data to improve the content and delivery of the school curriculum.
2. Study, evaluate, and, as appropriate, recommend to the superintendent the adoption of new instructional materials, methods, activities, software, and programs in order to correct deficiencies in curriculum that have been identified by analysis of testing data.
3. Provide leadership in the development of the K-6 instructional program and achievement of state core curriculum content standards and district goals and objectives.
4. Assist in the implementation of the district's in-service education program for the instructional staff, specifically concerning the use of test data to identify student learning deficiencies and to improve academic outcomes.
5. Participate in the work of county, state, and national curriculum study organizations and groups concerning the use of test data to improve curriculum and learning.
6. Assists individual teachers and groups of teachers in the implementation of "Response-to-Intervention" (RTI) in order to improve instruction and learning.

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JOB GOAL:

Mathematics Coach

To act as a resource person to promote student and teacher growth in learning and teaching mathematics. To serve as a mathematics instructor for students in need of acceleration, correction or remediation. To work collaboratively with teachers to implement a quality math program that is research-based and differentiated for student needs. To support teachers by modeling instructional strategies and lessons, developing and modifying lesson plans, supporting math teachers in a variety of ways to learn math and expanding teacher and parent understanding of current math research and knowledge. The mathematics coach is responsible for the design, implementation, and analysis of math assessments.

PERFORMANCE RESPONSIBILITIES:

Mathematics Coach

1. Model lessons for various subject areas;
2. Plan and execute grade level meetings for the purpose of fostering connections and reviewing student work; Lead the participation in vertical articulation to reinforce developmental scope and sequence; Participates in writing mathematics curriculum for grades K-6; Supports and shares best practices with teachers, as needed.
3. Attend monthly common planning/meetings, as necessary;
4. Provide leadership and coordination in the regular program of mathematics instruction; observe mathematics instruction in classrooms and consults with teachers;
5. Plan and conduct in-service workshops pertinent to methods and materials appropriate to various levels of mathematics instruction.

Meetings and Committees

1. Schedule and organize meetings in order to improve horizontal and vertical continuity and articulation by use of test data to guide the instructional program of the schools. Answer questions and instruct other District personnel regarding procedural requirements in the use and application of specific sections of the student data base.
2. Plan and present a series of meetings each year for the purpose of explaining the use of test data to the board of education and to the parents and public at large.
3. Provide coherent and compelling explanations of how "Response-to-Intervention" is used in schools to improve instruction and learning.

Constructive Interaction with Staff

1. Cooperate with the school counseling services director, principals, and staff in the use of test data to plan the instructional program and support services for special education pupils and other students with special needs. Participate, as assigned, in IEP meetings to contribute information and analysis of individual test results.
2. Meet on a regular basis with all department chairperson and subject area, special area and guidance directors for the purpose of using test data to guide implementation of the district curriculum.

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3. Assist in the administration of testing.
4. Make determinations such as reasonable accommodations under a student's IEP during test-taking, in order to assist teachers in administering test and to ensure the integrity of the test results.

Information and Resources

1. Maintain a reference library on testing and test data analysis for the use of staff and collaborate with principals and teachers. Stays current with information and NJDOE guidelines.
2. Secure and make available to the staff samples of various testing series and software.
3. Recommend acquisition of testing software to the superintendent for adoption by the Board of Education.
4. Keep abreast of and interpret to the staff the current research in the area of testing and analysis of test data to improve teaching and learning.
5. Maintain the confidentiality of individual student test results.
6. Maintain the security of district records.
7. Perform other duties as may be assigned by the superintendent.

Both Positions

Reports

1. Produces bulletins or guides on testing and test data to be distributed to the staff as required.
2. Prepares reports on test results of individuals, classes, grade levels, schools, and the district, including use of graphs and charts to make results understandable; reports will often include conclusions and recommendations for action.
3. Contributes sections to reports such as annual reports required by the NJDOE and US Department of Education, assembling and accurately analyzing test data in a timely fashion in or order to meet reporting requirements and deadlines.

Other

1. Assume responsibility for reviewing and evaluating results of district-wide testing programs, and for other evaluative measures used by the schools.
2. Work diligently to maintain the integrity of the district's testing program, including investigation of information such as erasure data that can indicate problems in the test data integrity.
3. Create and implement a system that provides a secure chain of custody for testing materials in order to maintain the integrity of the testing program and test results.
4. Assist in the development and coordination of the sections of the budget that pertains to use of test data to improve curriculum and instruction.

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TERMS OF EMPLOYMENT: Salary and work year to be determined by the Board of Education

ANNUAL EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

LEGAL REFERENCES:

N.J.S.A. 18A:6-7.1

Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception

N.J.S.A. 18A:6-10

Dismissal and reduction in compensation of persons under tenure in public school system

N.J.A.C. 18A:7F

Comprehensive Education Improvement and Financing Act

N.J.S.A. 18A:16-2

Physical examinations; requirement

N.J.S.A. 18A:25-2

Authority over pupils

N.J.S.A. 18A:26-1

Citizenship of teachers, etc.

N.J.S.A. 18A:26-1.1

Residence requirement prohibited

N.J.S.A. 18A:26-2

Certificates required; exception

N.J.S.A. 18A:27

Employment and contracts

N.J.S.A. 18A:28-3

No tenure for noncitizens

N.J.S.A. 18A:28-5

Tenure of teaching staff members

N.J.S.A. 18A:28-8

Notice of intention to resign required

N.J.S.A. 18A:37

Discipline of pupils

N.J.A.C. 6A:7

Managing for equality and equity in education

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N.J.A.C. 6A:8

Standards and assessment

N.J.A.C. 6A:9

Professional licensure and standards

See particularly:

N.J.A.C. 6A:9-3 Professional standards for teachers and school leaders

N.J.A.C. 6A:9-5 General certification policies

N.J.A.C. 6A:9-8 Requirements for instructional certificate

N.J.A.C. 6A:9-9 Instructional certificates

N.J.A.C. 6A:9-12.3 Authorization

N.J.A.C. 6A:9-12.6 Supervisor

N.J.A.C. 6A:9-14 Acting Administrators

N.J.A.C. 6A:9-15 Required professional development for teachers

N.J.A.C. 6A:9-16 Required professional development for school leaders

N.J.A.C. 6A:14

Special education

N.J.A.C. 6A:16

Programs to support student development

N.J.A.C. 6A:17

Students at risk of not receiving a public education

N.J.A.C. 6A:30

Evaluation of the performance of school districts

N.J.A.C. 6A:32-4.4

Evaluation of tenured teaching staff members

N.J.A.C. 6A:32-4.5

Evaluation of nontenured teaching staff members

N.J.A.C. 6A:32-6

School employee physical examinations

Immigration Reform and Control Act of 1986, 8 USCA 1100 et seq.

Manual for the Evaluation of Local School Districts

No Child Left Behind Act of 2001, P.L. 107-110, 20 USCA 6301 et seq.

Submitted for approval: December 13, 2016