



Math Corps Coaching Specialist

REPORTS TO: Math Corps Program Manager

FLSA Status: Exempt

Position Summary: Math Corps' goal is to help students become proficient in Algebra by the end of 8th grade. Math Corps does this by training and coaching AmeriCorps tutors who provide evidence-based math interventions for 4th-8th grade students who are performing below grade level, using formative assessment to guide decision-making, and incorporating school-based and external coaching for support.

The Math Corps Coach Specialist is the external coach that provides coaching support and supervision to each tutor and school participating in Math Corps to support implementation and ensure fidelity to the Math Corps model. Coaching Specialists support schools in utilizing a data-based decision making model to ensure Math Corps students are making progress.

The Coaching Specialist serves as the primary organizational point of contact for their caseload of AmeriCorps tutors, the school, and the Internal Coach. The Coaching Specialist provides day-to-day oversight of the tutors. They are responsible for monitoring tutor requirements and performance, assisting with tutor exit and enrollment, and complying with internal processes, policies, timelines and program reporting. This includes hours management for tutors, evaluations, cluster groups, and planning professional development throughout the year. They coordinate and facilitate monthly tutor meetings and provide twice a month individual supervision with tutors. They are also responsible for supporting the integration of the Math Corps AmeriCorps program into Colorado Youth for a Change's culture and identity. This position is a full time seasonal employee position with summers off. There may be the opportunity for summer work given funding and need. Salary prorated for summer months. Annual salary is \$43,000 with benefits.

Organization and Program Overview: Colorado Youth for a Change (CYC) is an educational nonprofit organization that has made significant strides in reducing the dropout rate in Colorado since its inception in 2005, using collaboration with school districts and community agencies to achieve its mission. From serving 55 students in 2005 to 2,700 in 2020, CYC is at the forefront of statewide efforts to improve educational outcomes for all students, ensuring that they graduate from high school. CYC began by providing reengagement services to out-of-school youth and has evolved to also provide in-school dropout prevention services (Corps for a Change and Reading Corps) to PreK through high school aged students. CYC is growing! We are piloting Colorado Math Corps for the 2021/22 school year and will have 175 Math Corps tutors serving across the state focusing on providing math interventions.

Essential Functions

- Provide supervision and support to caseload of assigned tutors and schools

- Ensure that tutors implement the Math Corps model with fidelity, this includes benchmark assessments, assessment reliability checks, selection of students, scheduling, observations, data management
- Ensure tutors are held accountable with data entry as it relates to math interventions
- Communicate with school staff including Internal Coaches, administration and teachers as needed to provide support to tutor
- Assist program staff and recruiter with managing school/site recruitment, tutor recruitment, school/site placement, and onboarding
- Provide regular feedback and participate in calls/meetings/trainings with Serve Colorado and Reading & Math, Inc.
- Conduct twice per month individual supervision meetings with a caseload of 20-25 AmeriCorps tutors
- Be main point of contact for caseload of tutors and problem solve tutor challenges and needs
- Review, correct and approve tutor timesheets every week to ensure compliance on tutor hours
- Develop and facilitate trainings for tutors throughout the year
- Work collaboratively with other Coaching Specialists, Program Managers, Internal Coaches, school and CYC staff to provide cohesive services among the programs
- With the assistance of Human Resources and CYC leadership, carry out supervisory responsibilities in accordance with the organization's policies and applicable law

Commitment to Organizational Culture and Values

- Commit to operate within a framework that centers CYC's organizational values of growth, inclusion, integrity, excellence, and community
- Contribute to an inclusive and equitable work environment and provide inclusive and equitable services to the community. This includes demonstrating:
 - A commitment to learn and engage in anti-oppression trainings and conversations; including a willingness to unpack personal biases and identities.
 - The ability to put anti-oppression framework into practice within specific role at CYC; including a willingness to interrupt systems of oppression to create more equitable, inclusive environments for staff, AmeriCorps tutors, and students.
 - The ability to cultivate inclusive and equitable relationships with students, staff, AmeriCorps tutors, and community members with varied identities and life experiences.
 - A desire to share the organizational responsibility of creating an environment that supports anti-oppression accountability.

Other Duties

- Attend and participate in staff, Math Corps and AmeriCorps-related meetings and trainings as required
- Ensure AmeriCorps branding and gear is visible across all sites
- Speak on behalf of the organization when appropriate
- Run errands as needed using personal transportation
- Perform other duties, responsibilities, and special projects as assigned

Knowledge, Skills, and Abilities

- Computer skills in Microsoft Word and Excel
- Excellent written and oral communication and interpersonal skills
- Ability to be self-directed, effectively working independently to meet deadlines and to also be part of a team
- Excellent attention to detail and ability to be highly organized and to work under pressure and manage multiple deadlines
- Ability to contribute to a positive morale
- Experience and comfort working with staff and students from diverse backgrounds as well as their families and support networks as it relates to education
- An ability to “change gears” and work collaboratively with internal staff and external partners
- An ability to find and stay informed about beneficial resources for students and AmeriCorps tutors throughout the state of Colorado
- Appreciation of clear and appropriate boundaries with students, AmeriCorps tutors, and school staff
- Dependable transportation and being insurable as a driver on the auto liability policy of Colorado Youth for a Change

Minimum Qualifications

- Knowledge of and experience in working within a Response to Intervention (RtI) or Multi-tiered System of Support or other data-based decision making model to support students
- Experience facilitating adult learners through training, coaching, supervision and observation
- Exceptional interpersonal skills for effectively communicating and problem-solving with school administrators, teaching staff, Math Corps tutors, and Math Corps program staff
- Strong capacity to be flexible and adaptable to varied circumstances, paired with a conscientious commitment to adhere to the Math Corps model with fidelity
- Knowledge of and experience in working within school settings, including how schools provide resources and roles typically filled by school staff
- Preferred Qualifications:
 - Knowledge of and experience using curriculum-based measurement
 - Knowledge of and experience using scripted math interventions (Standard Treatment Protocol), including a clear understanding of the efficacy of scripted math intervention with direct instruction, modeling, and student practice
 - Strong consulting skills related to assessment and intervention, including the ability to model; observe and provide corrective feedback; ask questions to solve challenges; exercise sound judgment; communicate effectively with individuals, teams and administrators
 - Experience teaching or intervening with elementary and/or middle school math
- Preferred degree: School Psychology, Educational Psychology, Special Education, Education with Mathematics emphasis,

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PHYSICAL REQUIREMENTS AND POTENTIAL HAZARDS

The following identifies the physical demands and potential hazards typically encountered by this position. The information is necessary in part to ensure compliance with the Americans with Disabilities Act and the OSHA Blood borne Pathogens Standards. These can reasonably be anticipated in the normal and customary performance of the essential functions of your work.

- NA:** Not applicable, not required of this position.
- NE:** Requirement is present, but is not essential to the position.
- O:** Occasional, up to 33 percent of the time and essential to the position. (For example, a lifeguard swims only occasionally, but it is essential that a lifeguard be able to swim.)
- F:** Frequent, 34-66 percent of the time.
- C:** Continuous, over 66 percent of the time.

	NA	NE	O	F	C
Sitting				X	
Walking		X			
Standing		X			
Running	X				
Bending or twisting		X			
Squatting or kneeling		X			
Reaching above shoulder level		X			
Climbing (e.g. ladders)	X				
Driving cars, light duty trucks			X		
Driving heavy duty vehicles	X				
Repetitive motion of hands/fingers					X
Grasping with hand, gripping			X		

	NA	NE	O	F	C
Lifting/carrying 10-25 pounds		X			
Lifting/carrying 26-50 pounds		X			
Lifting/carrying more than 50 pounds		X			
Pushing/Pulling		X			
Using Foot Controls		X			
Work in/exposure to inclement weather	X				
Work in/exposure to cold water	X				
Exposure to dust, chemicals or fumes	X				
Work/live in remote field sites	X				
Use of hazardous equipment (e.g. guns, chainsaws, explosives)	X				
Work at heights (e.g. towers, poles)	X				
Exposure to infection, germs or contagious diseases			X		
Exposure to blood, body fluid, or potentially contaminated materials	X				
Exposure to needles or sharp implements	X				
Use of hot equipment (e.g., ovens)	X				
Exposure to electrical current		X			
Seeing objects at a distance		X			
Seeing objects peripherally		X			
Seeing close work (e.g., typed print)					X
Distinguishing colors			X		
Hearing conversations or sounds					X
Hearing via radio or telephone					X

	NA	NE	O	F	C
Communicating through speech				X	
Communicating by writing/reading				X	
Exposure to aggressive/angry people			X		
Restraining/grappling with people	X				
Other:					
Other:					

I have read and understand the physical requirements and potential hazards of this position and am able to perform the physical requirements as stated above with or without reasonable accommodation.

Employee Signature

Date