

**High School Mathematics Teacher Coach
Chicago Public School Instructional Development System
In Partnership with Education Development Center, Inc.**

Program background:

The High School Transformation project (HST), funded by the Bill and Melinda Gates Foundation, Chicago Public Schools (CPS) and individual schools, is a multi-year (10+) effort to comprehensively improve achievement for all students. The project addresses several challenges – raising expectations, supporting 9th – 11th grade success, creating and supporting great leaders and teachers, and providing students with a wide range of options and opportunities. Instructional strategy is a key pillar of HST. It focuses on improving the rigor and relevance of high school courses. Instructional Development Systems (IDS) are a core component strategy. Each IDS is a unified system of curricular strategies, classroom materials, assessments, professional development, and personalized teacher coaching.

Position description:

CPS in partnership with Education Development Center (EDC) seeks to hire coaches, full time, to work with high school teachers, 8th grade teachers, and mathematicians to implement a capacity-building professional development program for the 2009-2010 school year. The program involves a new high school mathematics curriculum, *CME Project*, designed to engage both students and teachers in the teaching and learning of mathematics by doing mathematics and learning to think mathematically.

About the curriculum:

The *CME Project*, developed by EDC's Center for Mathematics Education, is a new NSF-funded high school program, organized around the familiar courses of Algebra 1, Geometry, Algebra 2, and Precalculus. The *CME Project* provides teachers and schools with an alternative to the choice between traditional texts driven by basic skill development and more progressive texts that have unfamiliar organizations. This curriculum is a problem-based, student-centered program, organized around central mathematical themes.

The coach's responsibilities will include:

- Working with teachers: A primary responsibility is to improve student learning by supporting teachers' continuing growth in mathematics knowledge, instructional practices, and beliefs about student learning. The interactions occur in a variety of settings such as individual meetings, classroom observations, summer institutes, and school year workshops and contexts that are revisited and deepened as students progress through the courses.
- Collaborating with other coaches: Coaches have scheduled time to connect with their coaching colleagues to share their own issues of practice, examine the coaching dilemmas they are facing, and to receive feedback and support.
- Collaborating with school personnel, curriculum developers, mathematicians, and others: A coach plans professional development, working with developers and others to create institutes and seminars that are responsive to the needs of a school's teachers.

We are looking for individuals with deep conceptual and content knowledge of secondary algebra and/or geometry, understanding of how students learn mathematics at the secondary level, and familiarity with coaching strategies. We want professionals with interpersonal skills, conferencing skills, observation and data collection skills, and group facilitation skills. Teaching experience required and masters degree preferred.

Please send a cover letter and resume to the contact person listed below.

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