

SCHOOL DISTRICT OF DESOTO COUNTY

TEACHER, MENTOR JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Valid Florida Professional Educator's certificate in an appropriate area.
- (3) Two (2) years experience as a Lead teacher.
- (4) Seven (7) years teaching experience.
- (5) Demonstrated exemplary/outstanding performance ratings.
- (6) Mentoring training.
- (7) Demonstrated consistent student performance gains.
- (8) Documented professional activities, training, and committees.
- (9) Alternative or additional certification as the Board may find appropriate or allowable by Florida Statute.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development, especially characteristics of students in the age group assigned. Knowledge of prescribed curriculum. Ability to use current technology. Knowledge of learning styles. Ability to use various teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Skill in handling problems, concerns and emotional distress with sensitivity and tact. Ability to communicate effectively, both orally and in writing, with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Ability to provide training for teachers. Knowledge of adult learning theory.

REPORTS TO:

Director of Instructional Services

JOB GOAL

To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation and to coach other teachers to increase skill in instructional delivery.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

- *(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.

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- * (2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
- * (3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- * (4) Develop or select instructional activities which foster active involvement in the learning process.
- * (5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- * (6) Assist in determining needed changes in curriculum and modify instructional plans.

Administrative/Management

- * (7) Maintain a positive, organized and safe learning environment.
- * (8) Manage time effectively.
- * (9) Manage materials and equipment effectively.
- * (10) Use effective student behavior management techniques.
- * (11) Implement school rules, administrative regulations and Board policies.
- * (12) Establish and maintain accurate records including, but not limited to, individual student plans and reports.
- * (13) Use technology resources effectively.
- * (14) Instruct and supervise the work of volunteers and aides when assigned.

Assessment/Evaluation

- * (15) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.
- * (16) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- * (17) Establish appropriate testing environment and test security.
- * (18) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- * (19) Evaluate the effectiveness of instructional units and teaching strategies.

Intervention/Direct Services

- * (20) Participate on a regular basis in the direct instruction of low achieving students.
- * (21) Demonstrate knowledge and understanding of subject matter.
- * (22) Communicate high learning expectations for all students.
- * (23) Apply principles of learning and effective teaching in instructional delivery.
- * (24) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
- * (25) Use appropriate material, technology, and other resources to help meet learning needs of all students.
- * (26) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
- * (27) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- * (28) Provide instruction on safety procedures and proper handling of materials and equipment.
- * (29) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
- * (30) Assist students with health and hygiene needs as required.

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Collaboration

- *(32) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- *(33) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- *(34) Collaborate with other professionals and parents after recognizing student distress or abuse.
- *(35) Collaborate with peers and other professionals to enhance student learning.

Staff Development

- *(36) Engage in a continuing improvement of professional skills and knowledge.
- *(37) Participate in professional growth activities to develop and refine coaching skills.
- *(38) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.

Mentor/Coach

- *(39) Serve as a mentor for Lead teachers.
- *(40) Establish a coach-client relationship with assigned teachers.
- *(41) Collaborate with assigned teachers to establish coaching goals.
- *(42) Assist assigned teachers in the development of individual professional development plans.
- *(43) Utilize each teacher's professional development plan as an action plan for coaching.
- *(44) Assist teachers in analyzing and using data to determine instructional goals.
- *(45) Assist teachers in developing plans based on district and state curriculum requirements, student profiles and instructional priorities.
- *(46) Demonstrate best practices in instructional delivery.
- *(47) Assist teachers in developing effective questioning techniques.
- *(48) Assist teachers in learning best practices for the content area or grade level.
- *(49) Assist teachers in incorporating best practices into their instructional delivery.
- *(50) Observe assigned teachers and provide objective feedback.

Professional Responsibilities

- *(51) Act in a professional and ethical manner and adhere at all times to the *Code of Ethics of the Education Profession in Florida* and *Principles of Professional Conduct for the Education Profession in Florida*.
- *(52) Demonstrate attention to punctuality and regular attendance.
- *(53) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
- *(54) Maintain confidentiality of student and other professional information.
- *(55) Comply with policies, procedures and programs.
- *(56) Exercise appropriate professional judgment.
- *(57) Support school improvement initiatives.

Student Growth and Achievement

- *(58) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.
- *(59) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.
Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

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PHYSICAL REQUIREMENTS:

Physical Requirements for a teacher may be any of the following depending on the assignment.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

Heavy Work: Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

COMPENSATION:

Compensation for this position is Pay Lane **SS (11 MONTHS)**

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.