

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

TEACHERS

3083 - Teacher Mentor of Climate and Culture

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JOB TITLE: Teacher Mentor of Climate and Culture

REPORTS TO: Building Principal and NCLB Director

NATURE AND SCOPE OF JOB:

The primary role for Teacher Mentor of Climate and Culture is to create and maintain a positive learning environment and a culture of high expectations. The Teacher Mentor of Climate and Culture is required to develop a system for school staff to implement strategies and programs designed to improve culture and climate, regularly monitor school culture and climate, and ensure a safe environment, support learning and high expectations for staff and students to perform at high levels. The Teacher Mentor of Climate and Culture must have the ability to motivate and inspire a diverse set of stakeholders toward a common goal. The Teacher Mentor of Climate and Culture will work collaboratively with NJDOE regional staff, principals and teachers to implement an effective schedule and system for increasing teacher capacity to effectively engage families in academically focused activities as well as the work required to build a strong school culture and climate. In addition, when working in Priority/Focus Schools, the Teacher Mentor of Climate and Culture will work collaboratively with NJDOE regional staff.

QUALIFICATIONS:

The Teacher Mentor of Climate and Culture must:

1. Hold a valid New Jersey instructional certificate with elementary education/social worker/psychologist/guidance certification endorsement in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Have and attend additional training in the role of improving school climate and culture, data collection, data analysis, and data reporting.
3. Have significant knowledge of data collection databases such as Excel, and Performance Matters.
4. Be able to effectively use technology including, but not limited to technology for scanning, test scoring, surveying, graphing, presentation of data, database programs, and statistical packages.

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5. Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Know the formal Paterson Public Schools and New Jersey State-Wide Assessment policies, protocols and procedures.
7. Be able to align the NCLB/Title 1 Federal requirements, New Jersey State Core Curriculum Standards, and Paterson District Curriculum Standards with New Jersey State-Wide Assessment and Paterson Public Schools Benchmark assessments.
8. Assists teachers in the planning and presentation of appropriate and effective curriculum and data driven instruction.
9. Sustain learning through modeling and coaching
10. Hold a valid driver's license without serious violations.
11. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with all school stakeholders such as staff, administration, students, and parents.
12. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
13. Have excellent integrity and demonstrate good moral character.
14. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
15. Ability to work beyond designated working hours for additional compensation as specified in the Collective Bargaining Agreement.
16. Provide evidence that health is adequate to fulfill the job functions and responsibilities, with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.

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17. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
18. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.
19. Have five (5) years excellent experience in teaching and working with children.
20. Demonstrates a comprehensive knowledge of the content field when holding a content specific teaching responsibility on the elementary or high school level.
21. Exhibits high caliber in presentation of work, both in physical presentation and soundness of facts and concepts.
22. Shows courtesy, concern, and an understanding of individual problems and dealing with others.
23. Identifies resources within the community to enhance school efforts for student achievement.
24. Demonstrates the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
25. Provides proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.

VERIFICATION OF COMPETENCY:

1. District Application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College transcripts.

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5. Employment interview.

EMPLOYMENT TERMS:

The Teacher Mentor of Climate and Culture shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Teacher Mentor of Climate and Culture shall:

1. Collaborate with staff to collect and analyze data for professional development needs in the school.
2. Coordinate, monitor and deliver district mandated staff development as well as staff development identified by the school staff.
3. Assist the building administration to conduct needs assessments, develop improvement plans and evaluate student proficiency and program effectiveness.
4. Assist teachers in transferring theory into practice.
5. In collaboration with the program facilitator and other instructional coaches, provide Mentorship and professional development for instructional improvement at the school level.
6. Support the common vision, mission, values and goals of the school
7. Understand and work to improve school culture.
8. Facilitate the induction of beginning teachers into their professional roles and responsibilities.

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9. Recognize and support additional Mentorship capacity within a school.
10. Collaborate with staff to ensure involvement in decision making for all participants.
11. Collaborate with the administration of assessment instruments, collection and analysis of performance data, and the identification of instructional priorities.
12. Conduct research into child development, multiple intelligences, learning styles and effective instructional practices and share with school staff.
13. Develop understanding and proficiency in the alignment of curriculum with New Jersey Core Curriculum Content Standards, implementation of performance benchmarks, authentic assessment, diagnostic-prescriptive instruction, inclusion of special education and bilingual students in uninterrupted literacy blocks, and the differentiation of expectations, materials and assignments within learning centers.
14. Develop understanding and proficiency in the use of the adopted textbook series and support materials provided in the teacher resource kit.
15. Develop basic computer fluency to facilitate and support teachers in the utilization of instructional technology.
16. Provide demonstration lessons for classroom and academic support teachers to model effective assessment and instructional strategies.
17. Team with classrooms and academic support teachers to guide them through the implementation of learning centers, the differentiation of student assignments, and the assessment of student performance.
18. Provide content-specific technical assistance and support in the use of the adopted textbook series, supplemental materials, and instructional technology.
19. Support the development of a coherent instructional program with clear and well-articulated standards that incorporates best practices across all content areas.
20. Establish high standards and expectations for all students for academic performance and responsibility for behavior.

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21. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
22. Plan and implement sequential learning experiences for students using a variety of instructional strategies, consistent with the district and school's philosophy, mission statement, instructional goals, school level objectives, and the Core Curriculum Content Standards/ Common Core. The learning experiences shall follow and use approved curricula and instructional materials.
23. Engage the learners in differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
24. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school approved procedures.
25. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
26. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
27. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.
28. Communicate regularly with parents seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
29. Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.

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30. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
31. Complete in a timely fashion all records, reports and data as required by law and regulations or requested by the Principal.
32. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
33. Serve as a role model for students, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
34. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
35. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
36. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
37. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
38. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).

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39. Recommend to the Principal the supplies and equipment needed to support curriculum and instruction.
40. Maintain a safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
41. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
42. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and/or Assistant Superintendent, and not otherwise prohibited by law or regulation.
43. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.

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6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

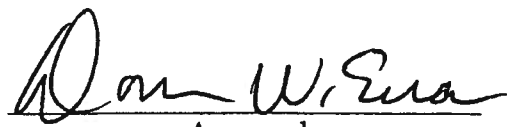
ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

The Building Principal and/or Chief Academic Officer Director shall evaluate the Teacher Mentor of Climate and Culture in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222; this Job Description and such other criteria as shall be established by the Board of Education.


Approved

Date