

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**REVISED TEACHERS**  
**3092 Teacher Mentor of Data Assessment**  
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### **REVISED**

**JOB TITLE:           TEACHER MENTOR OF DATA ASSESSMENT**

**REPORTS TO:       Building Principal**

#### **NATURE AND SCOPE OF JOB:**

The primary role for Teacher Mentor of Assessment is in leading the school's effort to improve assessment practices by providing training, support, and professional development to build capacity to improve student achievement. The Teacher Mentor of Assessment is a certified, highly qualified teacher who shows leadership skills and has an expertise in testing protocols. The Teacher Mentor of Assessment will train school-based teachers about testing initiatives that are reflective of their school and assist them with planning for analysis of data. The Teacher Mentor of Assessment will work collaboratively with central office staff, principals, and teachers to implement an effective testing schedule and a system for increasing teacher capacity to analyze data for informing the continuous improvement of instruction in all tested areas.

#### **QUALIFICATIONS:**

The Teacher Mentor of Assessment must:

1. Hold a valid New Jersey instructional certificate with elementary education endorsement in the content area and other appropriate endorsement(s), including educational services endorsement as required by department assignment, 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 additional training in 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, and presentation of data, database programs, and statistical packages.
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.

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7. Be able to align the NCLB/Title I Federal requirements, New Jersey State Core Curriculum Standards, Common Core State Standards, and Paterson District Curriculum Standards with New Jersey State-Wide Assessment and Paterson Public Schools Benchmark assessments.
8. Participate in planning and implementing intervention instruction to ensure that all students meet and exceed the Common Core State Standards in the two content areas of English Language Arts and Mathematics.
9. Provide staff development that entails engaging the learners in differentiated learning experiences for the range of skill levels and developmental needs found as a result of data analysis.
10. Hold a valid driver's license with no 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.
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.
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 of excellent experience in teaching and working with children.
20. Exhibit high caliber in presentation of work, both in physical presentation and soundness of facts and concepts.
21. Show courtesy, concern, and an understanding of individual problems and dealing with others.
22. Identify resources within the community to enhance school efforts for student achievement.

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23. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
24. 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. Official college transcripts.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources.
4. Employment interview.

### **EMPLOYMENT TERMS:**

The Teacher Mentor of Assessment 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 written contractual agreement with the Board.
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 Assessment shall:

1. Collaborate with school-based staff to collect and analyze data.
2. Demonstrate and participate in continuous learning and professional growth.
3. Work cooperatively with program directors and supervisors, building administration, and teachers to develop and implement an efficient testing schedule.
4. Coordinate, monitor and train school-based teachers to give district-mandated assessments as well as staff development identified by the school staff.
5. Conduct school walkthroughs to assure testing compliance.

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6. Assist teachers working with struggling students in assessing student proficiency using approved standardized assessment instruments, unit tests, and performance based tasks.
7. Identify specific areas of ability, deficiency, interest and/or talent to guide the development of an appropriate program for students.
8. Assist and support in prescribing an appropriate individualized instructional plan to address identified needs, where appropriate.
9. Provide professional development centered on test preparation and administration.
10. Support the common vision, mission, values, and goals of the district and school.
11. Understand and work to improve the testing environment.
12. Recognize and support additional leadership capacity within a school.
13. Collaborate with staff to ensure involvement in decision-making for all participants.
14. Collaborate with the administration of assessment instruments, collection and analysis of performance data, and the identification of instructional priorities.
15. Develop understanding and proficiency in the alignment of curriculum with New Jersey Core Curriculum Content Standards and the Common Core State 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.
16. Develop basic computer fluency to facilitate and support teachers in the utilization of technology.
17. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
18. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
19. Provide training to school-based Teachers to assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.
20. Serve as a role model for staff, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
21. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, as it relates to testing outcomes.
22. Attend required staff meetings and serve, as appropriate, on staff committees.
23. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

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24. 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.
25. 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.
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.

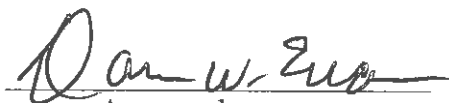
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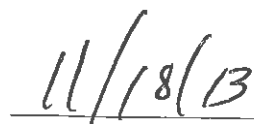
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### EVALUATION:

The Building Principal, shall evaluate the Teacher Mentor of Data Assessment 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