

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

TEACHERS

3095 – Instructional Teacher Mentor

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JOB TITLE: INSTRUCTIONAL TEACHER MENTOR

REPORTS TO: BUILDING PRINCIPAL

NATURE AND SCOPE OF JOB:

The primary role for Instructional Teacher Mentor is in leading the school's transformation effort by providing training, support, and professional development for building teacher capacity to improve student achievement. The Instructional Teacher Mentor is a certified, highly qualified teacher who exhibits leadership skills and has an expertise in data analysis in order to improve instructional strategies, classroom management, and child development for the successful growth of all teachers and students. The Instructional Teacher Mentor will provide specific support to teachers in effective instructional strategies and classroom practices and use research-based resources to support the mentoring process. The Instructional Teacher Mentor will work with teachers to identify specific professional development targets and prescribe an appropriate individualized plan for implementation as well as design school-wide professional development sessions that improve student learning and growth. He/she will be responsible for ensuring the effective analysis and use of data to inform professional development needs for teacher development. The Instructional Teacher Mentor will work collaboratively with principals and teachers to implement an effective schedule and a system for increasing teacher capacity to implement effective instructional strategies for informing the continuous improvement of instruction through professional development needs.

QUALIFICATIONS:

The Instructional Teacher Mentor must:

1. Hold a valid New Jersey instructional certificate 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 at least three (3) years' experience in teaching and/or working with children.
3. Have significant knowledge of effective instructional strategies, differentiation and intervention approaches, and utilizing data to drive instruction.

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4. Possess a disposition that is conducive to coaching and mentoring peers and colleagues.
5. Hold significant knowledge of data collection databases such as Performance Matters.
6. Understand the formal Paterson Public Schools and New Jersey State-Wide Assessment policies, protocols and procedures.
7. Understand the alignment of 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. Exhibits high caliber in presentation of work, both in physical presentation and soundness of facts and concepts.
9. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with all school stakeholders such as staff, administration, students, and parents.
10. Shows courtesy, concern, and an understanding of individual problems and dealing with others.
11. Displays the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
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. Hold a valid driver's license without serious violations.
15. 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.
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. 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.
19. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Employment interview.
3. Additional documents as needed by Human Resources.

EMPLOYMENT TERMS:

The Instructional Teacher Mentor shall be employed under the following terms:

1. Work year of ten months and if applicable, participate in extended learning programs.
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 Instructional Teacher Mentor shall:

1. Assist teachers in the planning and presentation of appropriate and effective curriculum and data driven instruction.
2. Participate in planning and implementing intervention instruction to ensure that all students meet and exceed the Common Core State Standards.
3. Provide staff development that entails engaging the students in differentiated learning experiences for the range of skill levels and developmental needs found in the

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classroom and managing, when appropriate, multiple instructional activities simultaneously.

4. Sustain learning through mentoring and coaching that occurs throughout the school day.
5. Identify instructional and professional resources to enhance school efforts for improved student achievement.
6. Be able to effectively use technology including, but not limited to, presentation of data, database management programs, and Microsoft applications such as Word, Excel and Outlook.
7. Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
8. Collaborate with staff to collect and analyze data for professional development needs in the school.
9. Lead and participate in continuous learning and professional growth.
10. Work collaboratively with site-based supervisors, content supervisors, building administrators and teachers to develop and implement a comprehensive instructional program in language arts and mathematics.
11. Coordinate, monitor and deliver professional development as identified by the school administrators and teachers.
12. Align instructional activities and materials with the Common Core State Standards and the New Jersey Core Curriculum Content Standards, grade level performance benchmarks and individual instructional plans.
13. Assist and support in prescribing an appropriate individualized instructional plan to address identified needs.

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14. Provide professional development for individual and small group instruction, modeling, and coaching.
15. Assist the building administration and teachers to conduct needs assessments, develop improvement plans and evaluate student proficiency and program effectiveness.
16. Provide significant support to novice teachers who have recently entered the field of education.
17. Assist teachers in transferring theory into practice.
18. Participate in grade level meetings, vertical articulation meetings and professional learning communities to assist teachers in using a variety of instructional strategies, consistent with the District and school's instructional goals.
19. Support the common vision, mission, values and goals of the school.
20. Recognize and support additional leadership capacity within a school.
21. Collaborate with staff to ensure involvement in decision making for all participants.
22. Collaborate with the administration of assessment instruments, collection and analysis of performance data, and the identification of instructional priorities.
23. Conduct research into child development, multiple intelligences, learning styles and effective instructional practices and share with school staff.
24. Develop understanding and proficiency in the use of the adopted textbook series and support materials provided in the teacher resource kit.
25. Provide content-specific technical assistance and support in the use of the adopted textbook series, supplemental materials, and instructional technology.
26. Develop basic computer fluency to facilitate and support teachers in the utilization of instructional technology.
27. Provide demonstration lessons for classroom to model effective assessment and instructional strategies.

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28. Team with classrooms teachers to guide them through the implementation of learning centers, the differentiation of student assignments, and the assessment of student performance.
29. Support the development of a coherent instructional program with clear and well-articulated standards that incorporates best practices across all content areas.
30. 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.
31. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
32. Assist teachers in providing 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.
33. Assist teachers in assessing and diagnosing the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.
34. Ensure the safety and health of students by notifying the administration of any unsafe conditions and following established procedures.
35. Complete in a timely fashion all records, reports and data as required by law and regulations or requested by the Principal.
36. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing a clear expectations for roles and responsibilities.

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37. Serve as a role model for students and teachers, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
38. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
39. 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.
40. 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.
41. 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.
42. 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).
43. Maintain a safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
44. 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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45. 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.
46. 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.

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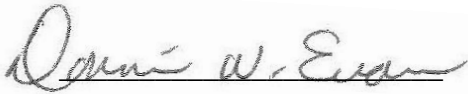
ENVIRONMENTAL DEMANDS:

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 shall evaluate the Instructional Teacher Mentor 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

8-18-2015

Date