

Somerset County Public Schools

Job Description

Job Title:	Instructional Teacher Mentor
Department:	Curriculum and Instruction
Reports To:	Title II Coordinator
FLSA Status:	Exempt
Prepared By:	T. Bevilacqua/Beth Whitelock
Prepared Date:	May 15, 2022
Approved By:	Deputy Superintendent
Approved Date:	March 22, 2023

I. Summary

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 use a collaborative process to provide new teachers with co-planning and co-teaching through a student-centered coaching model. The candidate will be responsible for ensuring the effective analysis and use of student data to inform instructional decisions and design student learning targets that positively impact student achievement.

II. Essential Duties and Responsibilities include the following: Other duties may be assigned by the Supervisor of Human Resources, Coordinator of Title II, Director of Schools, Deputy Superintendent or Superintendent.

- Participate in student-centered coaching cycles: co-planning; co-teaching; and engaging new teachers in reflective dialogue.
- Participate in learning walks to provide feedback about teaching and learning.
- Assist new teachers in the planning and presentation of appropriate and effective curriculum and data driven instruction.
- Co-plan and co-teach with new teachers to ensure differentiated learning experiences for the range of skill levels and developmental needs found in the classroom.
- Co-plan and co-teach with new teachers to ensure that all students meet and exceed the Common Core State Standards/Maryland College and Career Readiness.
- Co-plan and co-teach with new teachers 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.
- Provide demonstration/model lessons for new teachers using effective instructional and assessment strategies.
- Identify instructional and professional resources to enhance new teacher lessons.

- Coordinate peer observations for new teachers to observe veteran teachers.
- Be knowledgeable of research-based instructional best practices across all content areas.
- Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Assist new 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.
- Assist new teachers in assessing and diagnosing the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.
- 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.
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Participate in teacher induction program development.
- Complete in a timely fashion all records, reports and data as required by law and regulations or requested by the Coordinator of Title II.

III. **Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A. Education and/or Experience

A Master's degree (preferred) from an accredited institution or an Advanced Professional Certificate and at least five years of successful classroom teaching experience. Must have significant knowledge of effective instructional strategies, differentiation and intervention approaches, and utilizing data to drive instruction.

B. Certificates, Licenses, Registrations

Current Maryland State Teaching Certificate required.

C. Additional Qualifications (COMAR 13A.07.06)

- (1) Demonstrate knowledge of adult learning theory and peer coaching techniques;
- (2) Demonstrate a knowledge base and skills to address the performance evaluation criteria and outcomes to be met by each mentee; and
- (3) Hold an advanced professional certificate or be a retiree from the local school system;

(4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills of the mentor applicant.

D. Language Skills

Ability to comprehend related laws, policies and procedures. Ability to read job related information to stay updated on latest trends.

E. Mathematical Skills

Ability to use math to interpret data and analyze complex and technical tasks.

F. Reasoning Ability

Specific skill-based competencies required to satisfactorily perform the functions of the job including planning and managing projects and preparing and maintaining accurate records using pertinent software applications.

G. Computer Skills

To perform this job successfully, an individual should have knowledge of Internet software; Human Resources Information Systems software; Spreadsheet software and Word Processing software. Knowledge of Google Suite products is preferred. Pursues training and development opportunities to expand job knowledge.

H. Other Skills and Abilities

Must possess strong organizational, management, and interpersonal skills. Ability to motivate others to perform well and to communicate policies, procedures and requirements is essential. Must have excellent oral and written communication skills.

H. Other Qualifications

Must be able to travel to all schools within the County on a regular basis. Attendance is also required at numerous out of town meetings and training sessions. Must be dependable. Ensures work responsibilities are covered when absent. Arrives to appointments and meetings on time.

Joins various professional organizations and reads professional journals and other publications in order to remain current in the development of the profession.

Previous working knowledge of labor relations and teacher certification is preferred.

Knowledge of Special Education topics and methodologies preferred.

IV. Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Reports potentially unsafe conditions; Uses equipment and materials properly.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk and use hands to finger, handle, or feel. The employee is occasionally required to sit and reach with hands and arms. The employee must occasionally lift and /or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

V. Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts. The noise level in the work environment is usually moderate.