

<b>FNSBSD JOB DESCRIPTION</b>	
<i>Job Title:</i> Teacher Mentor (Student Learning Data / New Teacher Mentor)	
<i>Supervisor:</i> Executive Director of Curriculum and Instruction	<i>Classification:</i> Certified (FEA)
<i>Days/Months:</i> Minimum of 180 days*	

#### General Responsibilities (Student Learning Data)

Mentor teachers provide districtwide support in the knowledge and delivery of effective instruction and pedagogy. They have a deep understanding of content and the alignment between standards, curricular objectives, and instruction. Mentor teachers support improving instruction aligned with the Danielson Framework for Teaching. They assist teachers in the development and implementation of student learning objectives and assessment. They help plan and facilitate professional development based on student data, building, and district needs. Providing content and curricular support for teachers to reduce the achievement gap and meet the learning needs of all students is a primary focus. Mentor teachers develop teacher capacity in both content and instructional pedagogy.

#### General Responsibilities (New Teacher Mentor)

Mentor teachers provide support for “new to the profession” teachers (mentees) as well as “new to district” teachers. They provide assistance to new teachers in classroom organization and management, instructional planning, delivery of effective instruction, and differentiation. They provide content and curricular support to reduce the achievement gap and meet the learning needs of all students. Mentor teachers develop mentee capacity in both content and instructional pedagogy. Mentor teachers support improving instruction aligned with the Danielson Framework for Teaching.

All positions are on a 4-year rotating cycle.

\*This position is an “altered calendar” position for professional developers. The start date is four (4) days prior to the start date of certified teachers and the end date will coincide with the certified teachers’ end date. Four days during the year are designated as non-work days.

#### Example of Duties and Expectations

##### Curriculum, Instruction, and Assessment:

- Supports alignment between instructional materials, district curriculum, and state standards.
- Models for, and mentors teachers in the use of the Danielson Framework for Teaching and exemplary teaching strategies.
- Guides teachers to use student learning data for planning and differentiation of instruction.
- Provides instruction and support in the use of formative assessments to support differentiated or tiered instruction.
- Recognizes the developmental stages of students and support teachers’ appropriate instruction of these students.
- Researches and prepares materials for use by district departments, schools, and teachers including:
  - differentiated instructional strategies
  - assessment strategies
  - intervention support
- Keeps current in the areas of curriculum development and current research, teaching methodology, assessment, and educational technology.
- Provides technical assistance to curriculum coordinators with the development of curriculum and selection of materials.
- Provides regular reports and work logs as assigned by supervisor and articulates specific program

needs to supervisor.

#### Professional Development:

- Enhances teachers' content knowledge and effective use of instructional strategies (i.e., in-services, workshops, classes, modeling instruction, learning teams).
- Facilitates professional development based upon needs identified needs.
- Participates in ongoing training and projects related to job responsibilities, including departmental staff meetings.

#### Parents and Community:

- Communicates with and supports parents and the community as needed in regards to instructional content and methods to build and maintain a strong relationship.
- Provides training for teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children

#### Professionalism:

- Builds and fosters relationships with colleagues and administration based on professional respect.
- Maintains a positive and safe learning environment for teachers and students.
- Acts in accordance with federal and state laws and regulations, district and building policies and procedures, and the Professional Teaching Practices Commission (PTCP) Code of Ethics.
- Perform other job-related duties as assigned.

#### Equipment Used

A variety of emerging and current technologies used for instruction in the classroom. Productivity technologies to include computers, printers, fax/copy machines, and other equipment. Computer software and online resources including word processing, e-mail, Internet search engines, and district-approved educational software.

#### Independent Decisions

Independent decision-making expected, verifying course of action with supervisor or building principal as needed, based on School Board policy, district and/or building rules.

#### Primary Working Contacts

Works closely with educators, building administrators, administrative center staff, curriculum department, and in-service providers.

#### Supervision

Works under the immediate supervision of the executive director of curriculum & instruction.

#### Unusual Working Conditions

Travels among schools as necessary. Some flexible hours and/or calendar adjustments may be required to support professional development (i.e., workshops, classes).

#### Qualifications

Education/Certification: Must possess a valid Alaska Type A teaching certificate. Must be highly qualified in at least one content area. Must not have been out of a classroom teaching position for more than three (3) years.

Experience: Five (5) years of successful teaching experience required. Experience in designing and presenting workshops/classes to teachers in content area, instructional pedagogy, assessing student data,

differentiation of instruction, or formative assessment required.

**Skills:** Outstanding written and oral communication skills. Strong skills required in Excel or spreadsheet software. Strong skills required with a variety of instructional technology including, but not limited to, laptop, iPad, and document camera.

**Knowledge:** Must possess a deep knowledge of content, curriculum, instructional strategies, and materials to support instruction according to the Danielson Framework for Teaching, and to develop teacher capacity in both content and pedagogy. Must be familiar with data-driven instructional models, including Student Learning Objectives and/or Student Growth Measures.

**Abilities:** Must possess the ability to apply current research and theory to instructional programs and plan and implement professional development for teachers, support staff, and/or principals. Ability to successfully build and foster relationships with colleagues, administration, parents, and school communities based on professional respect. Ability to share techniques and strategies for collecting and using data in the classroom. Ability to coach and motivate educators to grow in their content and instructional capacities.