

TRENTON BOARD OF EDUCATION
JOB DESCRIPTION

MATH INTERVENTION TEACHER

QUALIFICATIONS:

1. Valid NJ Math Teaching Certificate.
2. Minimum of 4 years successful teaching experience.
3. Able to assess students' educational progress.
4. Demonstrated knowledge, pedagogy and practical experience in Math workshop models.
5. Knowledge of New Jersey Core Curriculum Content Standards and Common Core State Standards.
6. Knowledge of best instructional practices to improve student achievement.
7. High degree of organizational and problem-solving skills.
8. Commitment to continuous professional learning.
9. Excellent interpersonal, oral and written communication skills.

REPORTS TO:

Building Principal

JOB GOAL

The goal of the Math Intervention Teacher is to improve student achievement by supporting struggling students as they strive to enhance their mathematical knowledge.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Provide for his/her own professional growth by attending demonstrations, in-service courses, workshops, seminars, conferences etc., as approved by the District Administrator.
2. Assist in the evaluation of on-going programs and make recommendations for change.
3. Conduct assessments to determine students' ability and learning styles.
4. Create math plans to match student ability and learning styles.
5. Collaboratively develop and analyze formative assessments to help make instructional decisions.
6. Be responsible for implementing, teaching and monitoring the plan of remedial math instruction.
7. Assist district supervisors with school-wide math programs.
8. Consult with administrators, and parents to recommend at-home strategies to improve math skills.
9. Assist with keeping the community informed as to the purpose and progress of district math curricula.
10. Keep school staff informed as to new developments in teaching and learning.
11. Collaborate with, and actively participate as a member of the I R & S team.
12. Analyze district-wide data to identify areas in need of improvement and modify curricula.
13. Perform other related duties as regulated or assigned by building administrator.

TERM OF

EMPLOYMENT: Ten (10) Month Position

BARGAINING UNIT: TEA

SALARY: In accordance with TEA

STATUS: Hourly___ Salaries X

Exempt___ Non-Exempt___

EVALUATION: Performance of this job will be evaluated annually in accordance with state law.

BOARD APPROVAL: _____

TRENTON BOARD OF EDUCATION

EVALUATION TIMELINE TENURED INSTRUCTIONAL STAFF 2015 – 2016

Observations must be completed in accordance with AchieveNJ Regulations. All teachers must have at least one unannounced observation. All others are to be announced with both pre and post-conferences.

Tenured Teachers: 3 short (20 minute) observations
(If waiver is approved, tenured teaching staff members who were rated effective or highly effective in the prior school year, will receive 2 long (40 minutes) observations. However, if the first observation in the current year is ineffective, the teacher would receive two additional observations.)

<i>Date</i>	<i>Task</i>
September 18, 2015	CAPs (Corrective Action Plan) must be completed for staff with SY 2014 – 2015 annual ratings of partially effective or ineffective
September 18, 2015	PDPs (Professional Development Plans) must be completed. (CAPs for struggling teachers are their PDPs). PDPs must be developed no later than 30 days after an employee's start date, if hired after 9/1.
October 30, 2015	SGOs (Student Growth Objectives) must be finalized and approved by the principal.
December 1, 2015	First Co-Observation is to be completed.
December 4, 2015	First Observation completed.
December 11, 2015	Scoring Summary Sheet (hard copy) with original signatures delivered to Human Resources Analyst for Evaluations.
December 18, 2015	SGOs benchmark progress review.
February 5, 2016	Second Observation completed.
February 12, 2016	Scoring Summary Sheet (hard copy) with original signatures must be submitted to the Human Resources Analyst for Evaluations.
February 12, 2016	Adjustments made to SGOs with Superintendent's approval.
February 15, 2016	Final SGOs must be signed by the Principal and submitted to the Human Resources Analyst for Evaluations.
March 1, 2016	Second Co-Observation is to be completed.
April 15, 2016	Third Observation completed.
April 22, 2016	Scoring Summary Sheet (hard copy) with original signatures must be submitted to the Human Resources Analyst for Evaluations.
April 29, 2016	Final review and evaluation of SGOs Final Summative Evaluations with original signatures must be submitted to the Human Resources Analyst for Evaluations.
May 6, 2016	Recommendations for non-renewals and withholding of increments, with supporting documentation, are submitted to the Superintendent and Assistant Superintendent of Human Resources and Talent Development.

All original documents must be submitted to the Human Resources Department on or before the designated deadlines.

Revised 8.27.15

Pending Board Approval on August 31, 2015

TRENTON BOARD OF EDUCATION

EVALUATION TIMELINE NON-TENURED INSTRUCTIONAL STAFF 2015 – 2016

Observations must be completed in accordance with AchieveNJ Regulations. All teachers must have at least one unannounced observation. All others are to be announced with both pre and post-conferences.

Non-Tenured Teachers: Years 1 and 2: two (2) long and one (1) short observations
Years 3 and 4: one (1) long and two (2) short observations
Long = 40 minutes; Short = 20 minutes

Please note that tenured teachers with a Corrective Action Plan should be evaluated using this timeline

<i>Date</i>	<i>Task</i>
September 4, 2015	Mentors must be selected for teachers hired with a Certificate of Eligibility (CE) or Advanced Standing Certificate of Eligibility (CEAS) or within fifteen days of hire, if hired after 9/1
September 18, 2015	CAPs (Corrective Action Plan) must be completed for staff with SY 2014 – 2015 annual ratings of partially effective or ineffective
September 18, 2015	PDPs (Professional Development Plans) must be completed. (CAPs for struggling teachers are their PDPs). PDPs must be developed no later than 30 days after an employee's start date, if hired after 9/1.
October 30, 2015	SGOs (Student Growth Objectives) must be finalized and approved by the principal.
November 13, 2015	First Observation completed.
November 20, 2015	Scoring Summary Sheet (hard copy) with original signatures delivered to Human Resources Analyst for Evaluations.
December 1, 2015	First Co-Observation is to be completed.
December 18, 2015	SGOs benchmark progress review.
January 22, 2016	Second Observation completed.
January 29, 2016	Scoring Summary Sheet (hard copy) with original signatures must be submitted to the Human Resources Analyst for Evaluations.
February 12, 2016	Adjustments made to SGOs with Superintendent's approval.
February 15, 2016	Final SGOs must be signed by the Principal and submitted to the Human Resources Analyst for Evaluations.
March 1, 2016	Second Co-Observation is to be completed.
March 24, 2016	Third Observation completed.
April 8, 2016	Scoring Summary Sheet (hard copy) with original signatures must be submitted to the Human Resources Analyst for Evaluations.
April 15, 2016	Fourth Observation completed for teachers with CAPs.
April 22, 2016	Scoring Summary Sheet (hard copy) with original signatures must be submitted to the Human Resources Analyst for Evaluations.

TRENTON BOARD OF EDUCATION

EVALUATION TIMELINE CLASSIFIED STAFF

(Secretaries, Paraprofessionals, Parent Liaisons and all School-based Non-Certificated Employees)
2015 – 2016

All classified staff are to be evaluated annually.

<i>Date</i>	<i>Task</i>
April 29, 2016	Final Summative Evaluations with original signatures must be submitted to the Human Resources Analyst for Evaluations.
April 29, 2016	Recommendations for non-renewals and withholding of increments, with supporting documentation, are submitted to the Superintendent and Assistant Superintendent of Human Resources and Talent Development.

All original documents must be submitted to the Human Resources Department on or before the designated deadlines.

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April 29, 2016	Final review and evaluation of SGOs Final Summative Evaluations with original signatures must be submitted to the Human Resources Analyst for Evaluations.
April 29, 2016	Recommendations for non-renewals and withholding of increments, with supporting documentation, are submitted to the Superintendent and Assistant Superintendent of Human Resources and Talent Development.
May 2 - 6, 2016	Meetings scheduled with Superintendent, Cabinet and Principals to review non-renewals and denial of increment recommendations
May 10 - 12, 2016	Staff recommended for non-renewal are notified and meet with Human Resources Administrator

All original documents must be submitted to the Human Resources Department on or before the designated deadlines.

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Trenton Public Schools

2015-2016 Teacher Evaluation Process

Overall:

Important Note: AchieveNJ requires every observer to complete two co-observations. The first co-observation is to be completed by December 1 and the second by March 1.

Non-Tenured

Teachers in year 1-2 will receive 2 *long* (40 minutes) and 1 *short* (20 minutes) observations

Teachers in year 3-4 will receive 2 *short* (20 minutes) and 1 *long* (40 minutes) observations

Tenured will receive 3 *short* (20 minutes) observations

(If waiver is approved, tenured teaching staff members who were rated effective or highly effective in the prior school year, will receive 2 long (40 minutes) observations. However, if the first observation in the current year is ineffective, the teacher would receive two additional observations.)

I. Directions:

1. Teachers and administrators will schedule pre and post conferences.
2. Pre-observations will only be scheduled for announced observations. Guiding questions for the pre-observation conference may include:
 - *What are your learning outcomes for this lesson? What do you want the students to understand? How will you engage the students in the learning?*
 - *How will you differentiate instruction for different individuals or groups of students in the class?*
 - *How and when will you know whether the students have learned what you planned?*
 - *Is there anything that you would like me to specifically observe during the lesson?*

Teachers should not be asked to submit responses to these questions in writing prior to the pre-observation conference.

3. Teachers email and/or bring artifacts to the administrator(s) for pre-conference.
4. Administrators complete the pre-observation form from the evaluation packet with teacher input during the pre-conference.
5. Administrators complete the observation and generate a “draft observation” on the teacher observation rubric.
6. Administrators provide a copy of the “draft observation” to the teacher to review and to gather evidence and artifacts. Each teacher is expected to bring two to three artifacts, one of which should be student work, to the post-conference (recommended five-day (5) period to prepare when possible).
 - Please note: Teachers are expected to maintain a professional portfolio throughout the year to support their summative evaluation that will include Domain 4.
7. The post-conference form should be completed collaboratively during the post conference. (According to AchieveNJ code, the post-conference must be completed within fifteen (15) school days of the observation.)
8. Teachers are encouraged to write a reflective response to the observation using the template on the district’s website. These responses may be included in their portfolio as evidence for Domain 4a.
9. Administrators will provide teachers with a copy of the final observation for signature. Once signed, teachers will receive a copy for their professional portfolio.
10. The Assistant Superintendent for Human Resources and Talent Development will review observations on an on-going basis throughout the year.
11. Administrators will use the specific Trenton Public Schools’ District Teacher Evaluation Packet rubric for each TEA position (i.e. Teacher, School Counselor, Nurse, etc.) to evaluate the performance in each of the four domains based on the rating criteria. Please note: *Domains 1, 2 and 3 will be scored for the*

first two observations. In addition to Domains 1, 2 and 3, Domain 4 will be scored as part of the third observation and part of the summative evaluation or the fourth observation if a teacher has a Corrective Action Plan (CAP).

12. N/A is not an acceptable score in any domain and may not be used.
13. Copies of all signature pages must be printed and forwarded to the Assistant Superintendent for Human Resources and Talent Development no later than April 15, 2016.

II. Administrators Guidance:

1. The three observations to be scheduled will consist of two announced and one unannounced.
2. If a teacher has a CAP, a fourth observation must be announced and scheduled.
3. Once an observation is scheduled, the observation should be completed on the scheduled date/time unless there is a necessary reason to reschedule the observation.
4. Specific comments based on evidence are to be included in each section. Observers are cautioned to avoid subjective commentary.
5. Cite evidence from both teachers' and students' actions in the classroom.
6. Observers' comments should promote teacher reflection (i.e. observer poses questions or identifies topics for teacher to consider) and provide at least one actionable step for the teacher with a recommended timeline.
7. Recommendations must be provided for ratings of 1 and 2.
8. Upon completion of the observation, observers are to provide a narrative summary of the observation, including strengths, areas for improvement, and recommendations.

III. Best Practice Tips:

1. The goal of formal observations is to provide feedback to teachers in order to support them in improving their practice. **Using the Danielson Framework for Teaching ensures that all teachers receive consistent feedback and support aligned with the District's expectations for teaching practice.** The goal is to enhance instructional practice that yields increased student achievement.
2. In order for teachers to receive the maximum benefit, it is important that all teachers be given the opportunity to participate in pre-observation and post-observation conferences. This allows all teachers a chance to share their goals for the lesson prior to the observation and time to reflect upon their performance after the lesson.
3. Upon completion of the observation and post-observation conference, teachers should be given opportunities for additional professional development based on their areas of need. Support may include, but is not limited to the following: District's Professional Development offerings; support from supervisor, school-based instructional specialist, regional achievement center instructional specialist, other school-based teacher or administrator.
4. Arrangements should be made to ensure that observations occur in classrooms that are supporting students with disabilities.

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