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| **Job Title:** | | Music Teacher Mentor/ Supervisor | **Department:** | Programs | |
| **Date completed / updated:** | | 07/05/16 | **Reports To:** | Program Director | |
| **FLSA status:**  **(choose one)** | | **Exempt** | **Position status: (choose one)** | **FT** | |
| **All ETM employees are expected to do the following when performing their respective jobs:** | | | | | |
| * Perform quality work within deadlines with or without direct supervision * Interact professionally with other employees, vendors and school stakeholders * Work effectively as a team contributor on assignments * Work independently while understanding the necessity for communication and coordinating work efforts with other employees, vendors and school stakeholders | | | | | |
| **Position Summary / Purpose. What is the overall objective of this position?** | | | | | |
| The primary role of the Music Teacher Mentor/Field Supervisor (“Mentor”) is to help develop music teachers to be the best that they can be. The most important job of the Mentor is designing an achievable plan to strengthen their teachers’ skills. The Mentor will coach music teachers to strengthen pedagogy according to the ETM-LA model while assisting them to effectively address the daily issues and challenges encountered in their music teaching duties. The Mentor guides music teachers in reflecting on their performance, setting professional goals, overcoming challenges and celebrating successes. Other responsibilities include (1) assisting with the management of school partnerships, including relationship and communications with school leadership; (2) developing music programs at partner schools; (3) facilitating professional development workshops for academic teachers and parent engagement workshops; and (4) contributing to ETM-LA’s professional development knowledge base, resources and overall teacher training capabilities. | | | | | |
| **Essential functions which must be performed/completed to achieve the objectives of this position~~:~~** | | | | | **% time spent on each** |
| 1. School On-Site Visits | * On-site visits to mentor music teachers as needed or directed (average 3 days/week) * Develop, maintain and document relationships with school principals via check-in visits * Track what equipment and resources are at the school, determine what is needed based on existing resources, the music teachers’ skills and teaching arrangement, and procure needed materials * Guide music teachers on navigating school environments and assimilating into school culture * Document details of school visits and what was accomplished at such visits (Bloomboard) * Document Music Teacher activities formally and informally through on-site observations focused on lesson planning, pedagogy, classroom management, classroom environment, age-appropriate content, integration, and assessment. (Bloomboard) * Videotape and observe music teachers’ instruction and provide written and verbal feedback (Bloomboard) * Assist with communication of all policies as per the Music Teacher Handbook and music teachers’ compliance thereof * Conduct model teaching and team teaching * Assist music teachers with putting together substitute teacher folders * Provide music teacher class coverage as needed | | | | 50% |
| 1. In-Office Mentoring Support | * Design an achievable professional development plan to strengthen their teachers’ skills, leveraging the individual teacher’s current skillset and capitalizing on their strengths (Bloomboard) * Provide actionable feedback to music teachers, identifying areas for growth and prioritizing feedback as necessary (Bloomboard) * Document their music teachers ‘progress, share the personal development plan/progress of each assigned teacher with the Director of Programs, and track/influence the growth of the school music program (Bloomboard) * Assist, guide and train music teachers in developing musical activities, lesson plans, curriculum, assessments strategies and producing performances based on ETM-LA benchmarks and ETM-LA training materials (Planbook/Bloomboard) * Review music teachers’ lesson plans weekly before lessons are taught and provide feedback (Planbook) * Direct, guide, and recommend resources for music teachers to use in the classroom from the ETM-LA Resource Library and elsewhere * Review bulletin board requirements in Los Angeles County schools, communicate requirements to music teachers, and provide feedback to music teachers on an on-going basis * Support development and administration of skills assessment tests for students * Conduct small group mentoring sessions, providing agenda beforehand to Program Director * Gain proficiency in Planbook and Bloomboard, and guide music teachers in its set-up and usage | | | | 25% |
| 1. Operational Support | * Collect student work for the Assistant Program Director to provide to the Program and Development Departments * Collect class rosters, image releases, student grades and evaluation data for the Program and Development Departments * Track inventory and maintain resources in the ETM-LA Resource Center * Assist Program Director and Assistant Program Director with special projects | | | | 10% |
| 1. Mentoring Instrumental Teachers (if applicable) | * Facilitate instrument rental nights by coordinating logistics, scheduling and follow-up * Guide music teachers on recruiting and reconciling inventory sheets * Facilitate and attend performances and events including Breakfast With The Band/Orchestra, Music Unites the World Festival Festival, and community performances * Handle instrument repairs, returns and inventory | | | | 10% |
| 1. Other | Complete other administrative and non-administrative tasks as assigned | | | | 5% |

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| **Other Functions:** | | |
| 1. | Lifting and moving musical equipment, materials and supplies. | |
| 2. | Database entry, document creation and management. | |
| 3. | Design and implementation of new projects and materials. | |
| 4. | General assistance at organizational events, including administrative tasks and managing students. | |
| **Supervisory Responsibility, if any:** | | |
| Supervision of up to 35 children in regular classroom activities and up to 200 for special events. | | |
| **Working Conditions:** | | |
| Standard office environment and Los Angeles County public and parochial school classrooms. Regular field travel required. Must have a car. | | |
| **MINIMUM Qualifications: the minimum level of education, experience and certifications acceptable for the position.** | | |
| **Education:** | | Bachelor Degree in Music Education w/state certification (out of state considered) |
| **Experience:** | | Two years primary or secondary classroom teaching experience. |
| **Specific skills:** | | Vocal/instrumental performance capabilities. |
| **Specialized knowledge, licenses, etc.** | | Musical theory and notation literacy. Understanding of music pedagogy. Knowledge of specific musical repertoire and genres. Strong communication and inter-personal skills. Computer literate, including MS Office Suite. |
| ***ADDITIONAL* PREFERRED Qualifications:** | | |
| **Education:** | | Master Degree |
| **Experience:** | | 5 years primary or secondary classroom teaching experience, preferably in the inner-city. Staff/project management. |
| **Specific skills:** | | Advanced vocal and/or instrumental performance capabilities, particularly guitar, piano and vocal. Choral/Instrumental Conducting. |
| **Specialized knowledge, licenses, etc.** | | State teacher certification. Advanced practical understanding of music pedagogy, educational theory and child development. Additional certification, i.e., Orff, Kodaly, Dalcroze and/or other music teaching pedagogies. |

**This job description is not intended to include an exhaustive list of activities or tasks. There may be additional responsibilities requested or assigned according to the needs of the business.**

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| **ACKNOWLEDEGEMENTS BELOW** | |
| Employee printed name: |  |
| Employee signature: |  |
| Date: |  |
| Supervisor /Manager printed name: |  |
| Supervisor / Manager signature: |  |
| Date: |  |

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| **Job Advertisement Summary** |
| Education Through Music-Los Angeles (ETM-LA) is a Los Angeles non-profit organization that provides inner-city schools with quality music programs. ETM-LA forms long-term partnerships with both public and private schools, helping them to provide comprehensive, sequential music and arts instruction to all students. We help schools integrate arts and academic curricula to enhance learning in both areas.  ETM-LA seeks a full-time Music Teacher Mentor (“Mentor”). The Mentor coaches music teachers and develops long-term professional growth plans for them, helping to strengthen each teacher’s pedagogy and also helping teachers to effectively address daily challenges. The Mentor guides music teachers in reflecting on their performance, setting professional goals, overcoming challenges and celebrating successes.  **Responsibilities:**   * On-site visits to mentor music teachers (average 3 days/week) * Design an achievable professional development plan to strengthen music teachers’ skills, leverage the individual teacher’s current skillset and capitalizing on their strengths * Provide actionable feedback to music teachers and document their progress * Assist, guide and train music teachers in developing musical activities, lesson plans, curriculum, assessment strategies, producing performances based on ETM-LA benchmarks and training materials * Assist with the management of school partnerships, including relationship and communications with school leadership * Coordinate professional development workshops for academic teachers and parent engagement workshops * Contribute to ETM-LA’s professional development knowledge base, resources and overall teacher training capabilities   **Additional Requirements**   * Regular local travel required to visit ETM-LA partner school locations within Los Angeles County. Must have a reliable car/vehicle. * Hiring is contingent upon the candidate completing a Livescan through the State of California (Department of Justice)   **Qualifications:**  *Required*:   * Bachelor’s Degree in Music Education with state certification (out of state considered) * Two years primary or secondary classroom music teaching experience * Expertise in choir, string orchestra and/or band * Vocal/instrumental performance capabilities * Musical theory and notation literacy * Understanding of music pedagogy and curriculum * Knowledge of specific musical repertoire and genres * Strong communication and interpersonal skills * Computer literate, including MS Office Suite   *Preferred*:   * Master’s Degree * 5 years primary or secondary classroom teaching experience (preferably inner-city) * Staff/project management experience * Advanced vocal or instrumental performance capabilities, particularly guitar, piano and vocal * Choral/instrumental conducting * State teacher certification * Advanced practical understanding of music pedagogy, educational theory and child development * Additional certification, i.e., Orff, Kodaly, Dalcroze and/or other music teaching pedagogies   Please submit a cover letter, resume, and three professional references to: **applymusic@etmla.org** |