

## Washington West Supervisory Union Job Description

**JOB TITLE:** Mentor

**FLSA STATUS:** Exempt

**UPDATED:** FY 2014

**POSITION OBJECTIVES:** To acclimate a New Teacher to the culture, goals, systems and best practices of the school, district and WWSU; to orient the New Teacher to the WWSU Supervision and Evaluation Model based on Danielson's Framework; and to provide general support in the various domains, components, and elements of Danielson's Framework in order to promote the retention of highly qualified teachers; and introduces New Teacher(s) to the K-12 curricular work and current initiatives within the content/program area of the teacher.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following. Other duties may be assigned.

### Induction/Orientation

- Integrates assigned New Teacher into the organizational system of the school, the school district, the supervisory union, and the community.
- Welcomes assigned New Teacher into the social structure of the building faculty and facilitates interactions between and among new teachers and other faculty and staff in the building.
- Familiarizes/orients assigned New Teacher with school, district, and supervisory union operating practices, policies, and procedures; and the school's schedule and instructional design (e.g. teaming structures, grade configurations).
- Orients assigned New Teacher to curricular and instructional programs, assessment practices and calendars, school and supervisory union professional initiatives, such as the WWSU Comprehensive Plan for Continuous Improvement and its relationship to the school's Action Plan.
- Orients assigned New Teacher to the Supervision and Evaluation Model and the Danielson Framework, and provides multiple opportunities for learning and reflection in all four professional practice domains.
- Provides information and protocols for access to services and resources available through district funds, programs, and personnel expertise.
- Orients assigned New Teacher to comprehensive and guaranteed, viable core curricula and the comprehensive assessment plan and timeline.
- Provides information and protocols for access to content specific resources available throughout the district (e.g. Director of Curriculum, Assessment and Instruction, WWSU web content, K-12 Curriculum Leadership Groups, etc.) that introduces the teacher(s) to the comprehensive and guaranteed, viable core curricula and the comprehensive assessment plan and timelines.
- Familiarizes/orients assigned New Teacher to the operating systems utilized by the school/district (e.g. student management system, Sungard, GroupWise).

### Support

- Works collaboratively with assigned New Teacher on a daily/weekly basis (after-school, vacation, and/or during non-instructional periods), answering questions, providing information about curricular and school-wide initiative and supporting the New Teacher.
- Provides continued assistance to assigned New Teacher in finding solutions to problems and managing professional tasks associated with teaching to reduce identified problems.

- Performs regular classroom observations (a minimum of four per year) to identify needs of the assigned New Teacher; provides pre and post-observation notes and formative write-ups, and conferences with the assigned New Teacher to guide him or her toward effective interventions when appropriate.
- Identifies needs collaboratively with the assigned New Teacher and provides on-going support in the development of knowledge and skills necessary to be successful in their teaching position.
- Provides support and guidance in the components and elements of Domain II of the Danielson Framework: (classroom management and classroom environment).
- Provides guidance in scheduling and planning, and assists the assigned New Teacher with developing effective and efficient information and communication systems.
- Demonstrates effective teaching strategies by allowing the assigned New Teacher to observe ones' own classroom.
- Provides guidance to the assigned New Teacher in establishing good working relationship with parents; supports the new teacher during scheduled reporting and conferencing times.
- Provides needed support on instructional information (e.g. curriculum, curriculum mapping, unit development and lesson plans) to support the assigned New Teacher in the effectively delivery of grade level appropriate content and pedagogy
- Maintains simple, confidential logs and notes of observations.

#### **Other Professional Duties**

- Participates in required WWSU Mentoring Program trainings and orientation sessions offered during the summer and/or outside school hours.
- Participates in regular meetings facilitated by the WWSU Mentoring Program coordinator to focus on specific issues such as student placement, parental contact, classroom management, school-wide procedures, special education regulations, and other issues common to new teachers.
- Dedicates in-service and pre in-service time for orientation, mentor training, etc.
- Initiates and builds a foundation with the assigned New Teacher for the continued study of professional practice.
- Fosters positive attitudes with New Teachers about teaching and learning.
- Provides emotional support and encouragement to New Teachers to promote the retention of highly qualified teachers.
- Communicates concerns to the WWSU Mentoring Program coordinator so the WWSU Mentoring Program curriculum can be adjusted accordingly.
- Completes an end-of-the-year evaluation.

#### **SUPERVISION RECEIVED:**

#### **SUPERVISORY RESPONSIBILITIES:**

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Demonstrated proficiency as an educator in the four domains of professional practice (specifically content area and or developmental planning and expertise, classroom management, instruction and assessment techniques, and school leadership).
- Completed Observation and Coaching training offered through WWSU.
- Ability to make the time commitments necessary for successful mentoring (including face-to-face contact with the assigned New Teacher throughout the day/week, during prep and /or professional

periods, during lunch, before/after school, during school breaks, and the like; summer mentor training and orientation; regular group council meetings; and the like).

- Highly committed to the task of helping New Teachers find success and gratification in work that promotes student learning.
- Evidence of success as a cooperating teacher, or other mentoring capacity.
- Proven professional commitment to the school and district including recent and significant involvement in student activities, school/district projects, events, committees and the like.
- Willingness to observe and be observed.
- Demonstrated excellence in working with adults as well as students.
- Proven commitment to on-going professional development and district initiatives.
- Demonstrated sensitivity to others' viewpoint.
- Demonstrated willingness to be an active and open listener.
- Demonstrated competence in social and public relation skills.
- Must hold a valid Level II Vermont Professional Educator license. - Must hold an endorsement in the content and grade area of the new teacher; or must work (or have recently worked if retired) within the same school/department/team of the New Teacher, and have experience and/or knowledge of the content area and instructional level of the New Teacher.
- With Administrative and/or Mentor Coordinator coverage support, must be willing to commit to common meeting times with assigned New Teacher during the course of the day/week.
- Masters degree (or equivalent) plus five years of teaching experience preferred, but not required

**PHYSICAL EFFORT AND STRESS:** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

.....  
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.