

**POSITION TITLE:** Teacher – Mentor – Career Coach – Richmond Teacher Residency Program

**QUALIFICATIONS:** Must possess a valid Virginia Collegiate Professional License in the subject area with a minimum of five years recent teaching experience. Tenured teacher with Richmond Public Schools is preferred. Ability to participate in required training to acquire knowledge and skills to be an effective mentor. Exemplary classroom practice and leadership capacity. Credibility among teachers and administrators. Demonstrated commitment to personal and professional growth and learning. Must have the ability to motivate and engage teachers for successful learning outcomes. Excellent oral, interpersonal and written communication skills, public relations, and organizational skills are required. Must have the ability to work in a cooperative manner with a variety of groups, including parents, teachers, administrators, and community/university representatives. Excellent computer skills, proficient in Microsoft Office applications are required. Experience/knowledge in the following area preferred: Mentoring pre-service or new teachers and/or coaching and other collaborative method.

**PERFORMANCE EXPECTATIONS:** Provides specialized coaching support for new teachers. Form a year-long trusting and reflective professional partnership with a new teacher in a secondary core content area. Embraces a team-based approach to teaching and learning including co-teaching, modeling lessons, and coaching to support new teacher success. Coach and assists with lesson planning, classroom management, instructional strategies, analysis of student work, curriculum development, and all aspects of the RTR/new teacher experience. Documents coaching support using specific Santa Cruz New Teacher Center formative assessment tools and logs. Conducts regular classroom observations and provide prompt data-based feedback with each observation. Participates in ongoing professional development activities including New Teacher Center workshops. Attends monthly professional seminars. Assumes a variety of leadership roles within the program. Participates in a program evaluation process. Performs other related duties as assigned.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in a school setting. Performs professional work providing support for new teachers. Work requires frequent standing, sitting, walking and light lifting up to 10 pounds. Effective verbal and written communication skills for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

**REPORT TO:** Director of Professional Development

**PAY SCHEDULE:** Teacher Salary Schedule

**LENGTH OF CONTRACT:** 210 Days (10 months). Position is contingent upon grant funds from US Department of Education.

**FLSA:** Exempt