



**GENERAL INFORMATION**

<i>TITLE</i> .....	Mentor
<i>LICENSURE</i> .....	Professional Educator License (PEL)
<i>CLASSIFICATION</i> .....	Stipend
<i>FLSA STATUS</i> .....	Exempt
<i>REPORTS TO</i> .....	Building Principal or designee
<i>PRIOR EXPERIENCE</i> .....	Whenever possible, at least three years of job-alike experience with increasing levels of responsibility and demonstrated leadership traits is preferred.
<i>EVALUATION</i> .....	Stipend positions are assigned on an annual basis at the sole discretion of the Building Principal or designee. Performance issues that are not in line with this job description will be communicated to the mentor and may result in the stipend not being offered to the employee in subsequent years and/or possible immediate dissolution of the stipend agreement.

**JOB GOAL(S)**

Under general supervision, the mentor will:

- Provide support to a new teacher and/or teachers new to our district by observing, coaching and mentoring on a regular basis. The mentor’s overall role is to promote the growth and development of the beginning teacher to improve student learning. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher’s career.

**MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES**

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Builds relationships with new teachers in the district for the purpose of establishing an environment of trust and collaboration and providing emotional support.
- Coaches and assists new teachers with teaching strategies, lesson planning, classroom management and identification of curriculum resources for the purpose of improving instruction and helping new teachers become successful.
- Models professionalism at all times for the purpose of demonstrating expected behaviors and actions of master teachers.
- Orients new teachers to system-wide mentor program (e.g. responsibilities, schedules, policies with regard to involvement with students, etc.) for the purpose of providing teachers with information regarding program objectives, identifying training needs and reviewing functions of mentor.

**MENTAL DEMANDS**

*Knowledge*

The mentor possesses a working knowledge of applicable, curriculum, subject content and the performance duties of the position.

*Ability*

The mentor shall engage in collaborative dialogue with peers; maintain records and prepare applicable reports; communicate effectively both orally and in written form; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; read a variety of materials, engage in ongoing professional development; implement a growth centered approach to problem-solving and conflict-resolution with the mentee; demonstrate the ability to work cooperatively and effectively with other certified, classified, and administrative personnel.

*Reasoning*

The mentor shall possess the ability to define problems, collect data, establish facts, and draw valid conclusions. The mentor shall possess the ability to solve practical problems and deal with a variety of abstract and concrete variables in situations

where only limited standardization exists. The mentor shall possess ability to interpret an extensive variety of technical instructions in written, oral, diagram or schedule form.

### **PHYSICAL DEMANDS**

While performing the duties of this job, the mentor is regularly required to stand, walk, talk, hear, taste, and smell. The mentor is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The mentor must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

### **WORK ENVIRONMENT**

While performing the duties of this job, the mentor regularly works inside and works in an educational setting with children of varying ages and abilities. Work duties may include occasional work in outdoor weather conditions and is subject to noises associated with an educational environment both indoors and outdoors. However, the noise level in the work environment is usually moderate.

*The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*

### **ADOPTED**

- September 19, 2016