

Teacher Mentor

DEPARTMENT:	SCHOOLS	REPORTS TO:	PRINCIPAL
WORK SCHEDULE:	SEASONAL	COMPENSATION:	Annual Stipend
FULL/PART TIME:	Part Time	FLSA STATUS:	EXEMPT

Position Description

A teacher mentor is a supportive guide for new educators, offering tailored guidance and feedback to ensure their success. They facilitate discussions on instructional concerns and self-care resources, fostering a collaborative environment for sharing challenges and seeking advice. They model effective teaching practices and strategies through informal observations and one-on-one mentorship sessions, promoting classroom management and student engagement techniques. Additionally, they assist in navigating technology, reviewing safety procedures, and accessing district resources. By fostering open communication and advocating for teachers' needs, they contribute to a culture of continuous learning and professional growth within the school community.

Task Title	Essential Job Functions	Percent of Time Spent
Mentorship	<ul style="list-style-type: none"> Attend the new teacher induction luncheon and activities. Review district resources for self-care and the Employee Assistance Program. Discuss instructional or classroom concerns and share resources if necessary (counselors, facilitators, SEL coaches, SSD, and building administrators). If schedules permit, coordinate times for informal, supportive observations. Provide one-on-one mentorship to teachers, offering guidance, feedback, and support tailored to individual needs and goals. Model effective teaching practices and strategies, demonstrating techniques for classroom management, lesson planning, and student engagement. Create a supportive and collaborative environment where teachers feel comfortable seeking advice and sharing challenges. 	25%
Communication	<ul style="list-style-type: none"> Meet and review the use of Schoology, specific to grade level/content area (courses, groups, access to district-approved curriculum and resources). Review the teacher handbook specific to building (calendars, grading, absences, expectations for communication). Review building safety procedures to create awareness for mentee and ensure student safety in an emergency. Share about district organizations and events (performances, 	25%

	<ul style="list-style-type: none"> activities, committees, and athletics). • Discuss parent-teacher conferences and potential strategies for success. • Discuss technology needs to ensure preparedness for the first day of school. • Foster open lines of communication between mentees, fellow educators, administrators, and other stakeholders. • Act as a liaison between mentees and school leadership, advocating for the needs and concerns of teachers while also communicating organizational goals and expectations. • Utilize various communication channels, including in-person meetings, email, and digital platforms, to ensure effective information sharing and collaboration. 	
Planning and Meeting	<ul style="list-style-type: none"> • Schedule regular meetings with your mentee to check in and support their transition to the building/district. • Access and review all IEPs and 504s before the first day of school. • Discuss building events and review the calendar: parent-teacher conferences, benchmarking window, grading, progress reports, and semester exam procedures. • Review building safety procedures to create awareness for your mentee and ensure student safety in the event of an emergency. • Collaborate with mentees to develop personalized growth plans, setting clear objectives and timelines for professional development. • Facilitate regular check-ins and reflective meetings to assess progress, address challenges, and adjust goals as needed. • Assist mentees in planning and implementing engaging and rigorous instructional activities aligned with curriculum standards and student needs. 	25%
Professional Development	<ul style="list-style-type: none"> • Attend the new teacher induction luncheon and activities. • Attend mentor training and yearly mentor meetings. • Stay abreast of current research, trends, and innovations in education, and share relevant resources and insights with mentees. • Encourage continuous learning and self-improvement among teachers, fostering a culture of professional growth and excellence. 	25%

Supervisory Responsibilities

- **Supervisory Responsibility:** N/A, not responsible for supervising employees
- **Supervisory Activities:** None
- **Budget Signing Authority:** No budget signing authority.
- **Decision-making Authority:** Decisions impact a functional area or department

Qualifications

Required

- Valid Missouri driver's license

Preferred

- **Education:** Bachelor's degree in education, engineering, computer science, or related field, from an accredited institution
- **Licensure:** Missouri teaching license
- **Previous Work-Related Experience:** 1–3 years teaching or mentoring

Knowledge & Skills

Knowledge

- **Basic:**
 - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
- **Intermediate:**
 - Accounting: Accounting principles, practices, and the analysis and reporting of financial data.
 - Administrative: Administrative and office procedures, functions and basic office tasks.
 - Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy
- **Advanced:**
 - Customer and personal service: Principles and processes for providing customer and personal services.
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.
 - Electrical and Mechanical Engineering: Materials, methods, and the tools involved in the construction or repair of robotics equipment.
- **Expert:**
 - Computers/IT: Electronic equipment, robots, and computer hardware and software, including applications and programming.
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.

Skills

- **Constantly (More than 5.6 hours or 69% of the day):** Instructing, Service orientation, Social perceptiveness, Speaking, Systems analysis, Time management
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Active learning, Active listening, Complex problem solving, Coordination, Critical thinking, Judgment and decision making, Learning strategies, Management of material resources, Mathematics, Monitoring, Operation monitoring, Persuasion, Programming, Reading comprehension, Science, Technology design, Troubleshooting
- **Occasionally (Up to 2.5 hours or 32% of the day):** Equipment maintenance, Equipment selection, Installation, Operation and control, Operations analysis, Quality control analysis, Repairing, Systems evaluation
- **Rarely (Less than 1 hour or 12% of the day):** Management of personnel resources, Negotiation, Writing

Working Conditions

Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Color Vision, Finger Dexterity, Hearing, Repetitive Motion, Walking
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Sitting, Standing
- **Occasionally (Up to 2.5 hours or 32% of the day):** Balancing, Carrying/Lifting, Crawling, Crouching/Kneeling, Reaching
- **Rarely (Less than 1 hour or 12% of the day):** Multi-limb Coordination, Pulling/Pushing

Mental and Psychological Demands:

- *Medium demands:* The job requires some mental effort and involves moderate levels of stress (e.g., Occasional need to deal with difficult customers or manage emotions when interacting with others, sometimes work under tight deadlines, limited or no exposure to public criticism, occasionally requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

Working Environment

- *Moderate risk and discomfort level:* The work involves moderate risks or discomforts that require basic safety precautions, e.g., working around moving parts, carts, or machines; exposure to contagious diseases or irritant chemicals. Employees may be required to use common protective clothing or gear, such as masks, gowns, coats, boots, goggles, gloves, or shields.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: May 12, 2024