

# Chittenden Central Supervisory Union

## Job Description

**JOB TITLE:** Mentor Coordinator – CCSU Mentoring Program

**FLSA STATUS:** Exempt

**UPDATED:** 6/26/09

**POSITION OBJECTIVES:** To coordinate and oversee the training and work of all differentiated support roles within the CCSU Mentoring Program: Mentors and Professional Peers, in order to provide effective induction, orientation, support, assistance and guidance to New Teachers and Transitioning Teachers to promote their professional growth and success; to improve teaching quality and student learning; and to promote the retention of highly qualified teachers.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned by the Executive Director of Curriculum, Instruction, and Assessment (EDCIA) and /or the CCSU Mentoring Program Coordinator.

### PROGRAM DEVELOPMENT AND OVERSIGHT

- Works with the EDCIA and /or the CCSU Mentoring Program Coordinator to organize, develop, and coordinate the delivery of professional development training for Mentors.
- Organizes, develops, coordinates, facilitates and delivers the CCSU Mentor Program for the assigned school(s) including orientation session(s) for Mentors/Professional Peers and their assigned New/Transitioning Teacher, and program meetings for Mentor and their assigned New Teacher.
- Works collaboratively with the EDCIA and /or the CCSU Mentoring Program Coordinator toward the establishment of an effective CCSU Mentoring Program at the assigned school(s); assesses the effectiveness of the program, and modifies the program as necessary.
- Works collaboratively with the EDCIA and /or the CCSU Mentoring Program Coordinator to develop and update the CCSU Mentoring Program guide specific to the school assignment(s).

### SUPPORT

- Supports all differentiated support roles within the CCSU Mentoring Program in their efforts of welcoming, integrating, and acclimating all New Teachers and Transitioning Teachers to the culture, goals, and best practices of the school, district and CCSU; and orienting New Teachers to the CCSU Supervision and Evaluation Model based on Danielson's Framework, and providing general support in the various domains, components, and elements of Danielson's Framework.
- Works collaboratively with the Mentors, Professional Peers and their assigned New/Transitioning Teacher, answering questions, providing information about curricular and school-wide issues and other needed support.

### OTHER PROFESSIONAL RESPONSIBILITIES

- Collaboratively coordinates and participates in mentor training programs offered during the summer and/or outside school hours.
- Works with the school principal to assign mentors to new teachers.
- Devotes in-service and pre in-service time for orientation and mentor training.
- Initiates and builds a foundation with teachers for the continued study of professional practice.
- Fosters the positive attitudes of new teachers about teaching.
- Provides emotional support and encouragement to new teachers to promote the retention of highly qualified teachers.

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

- Demonstrated proficiency as an educator in all four domains.
- Expertise in the Danielson Framework.
- Completed full coaching and mentoring training offered through CCSU.
- Willingness and ability to make the time commitments necessary for coordination of the mentor program.
- Willingness and ability to make a multi-year commitment.
- Highly committed to the task of helping new teachers find success and gratification in their new work.
- Evidence of success as a cooperating teacher, or other mentoring capacity.
- Proven success in a leadership 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.
- Demonstrated excellence in working with adults.
- Proven commitment to on-going professional development.
- Demonstrated sensitivity to others' view-point.
- 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 have experience or knowledge of the school and/or grade levels of the assignment.
- Masters degree (or equivalent) plus five years of teaching experience preferred.

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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.