

Chittenden Central Supervisory Union Job Description

JOB TITLE: Standing Mentor – CCSU Mentoring Program

FLSA STATUS: Exempt

UPDATED: 6/26/09

POSITION OBJECTIVES: To acclimate all **New Teachers** and **Transitioning Teachers** of a given building to the culture, goals, and best practices of the school, district and CCSU; to orient the New Teachers to the CCSU Supervision and Evaluation Model based on Danielson's Framework; to provide general support in the various domains, components, and elements of Danielson's Framework; and to introduce New and/or Transitioning 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 by the Executive Director of Curriculum, Instruction, and Assessment, and/or the CCSU or Site Mentor Coordinator.

- Serve as **Mentor** to any New Teacher(s), if any, within the school as appropriate. (Please refer to Mentor job description for essential duties and responsibilities). Additional compensation shall be provided to serve as Mentor.
- Serve as **Professional Peer** to all Transitioning Teacher(s), if any, within the school. (Please refer to Professional Peer job description for essential duties and responsibilities). Additional compensation shall be provided to serve as Professional Peer.

OTHER PROFESSIONAL DUTIES (whether or not any New/Transitional Teacher is assigned)

- Participates in required CCSU Mentoring Program training offered during the summer and/or outside school hours.
- Participates in required CCSU Mentoring Program orientation session (offered during the summer and/or outside school hours) annually.
- Participated in required CCSU Mentoring Program quarterly meetings.
- Assists with the training and orientation of new Mentors as requested.
- Helps facilitate the instructional delivery of designated program meetings in conjunction with the CCSU Mentoring Program coordinator.
- Organize and facilitate on-site program meetings.
- Initiates and builds a foundation with all New and Transitioning Teachers participating in the CCSU Mentoring Program for the continued study of professional practice.
- Assists the school principal with the implementation of the school's action and professional development plans as requested (particularly in years when there are no New Teachers or Transitioning Teachers).
- Serves as an available resource for teachers for the development of supervision and evaluation goals consistent with the school's action and professional development plans.
- Fosters positive attitudes with all New and Transitioning Teachers participating in the CCSU Mentoring Program about teaching and learning.
- Provides emotional support and encouragement to all New and Transitioning Teachers participating in the CCSU Mentoring Program to promote the retention of highly qualified teachers.
- Communicates concerns to the CCSU Mentoring Program coordinator so the CCSU Mentoring Program curriculum can be adjusted accordingly.

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 the four domains of professional practice (specifically content area and or developmental planning and expertise, classroom management, instruction and assessment techniques, and school leadership).
- 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).
- Completion of CCSU Observing and Coaching Training.
- 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.
- Willingness and ability to provide a multi-year commitment.
- Must hold a valid Level II Vermont Professional Educator license
- Must work within the assigned school.
- With Administrative and/or Mentor Coordinator coverage support, must be willing to commit to common meeting times with assigned teachers during the course of the day/week.
- Masters degree (or equivalent) plus five years of teaching experience preferred, but not required.

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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.