

Chittenden Central Supervisory Union Job Description

JOB TITLE: Professional Peer – CCSU Mentoring Program

FLSA STATUS: Exempt

UPDATED: 11/16/10

POSITION OBJECTIVES: To acclimate assigned **Transitioning Teacher(s)** to the culture, goals, systems and best practices of the school, district, and CCSU; and introduces 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.

INDUCTION/ORIENTATION

- Integrates assigned Transitioning Teacher(s) into the organizational system of the school, the school district, the supervisory union, and the community.
- Welcomes assigned Transitioning Teacher(s) into the social structure of the building faculty and facilitates interactions between and among Transitioning Teachers and other faculty and staff in the building.
- Familiarizes/orients assigned Transitioning Teacher(s) with school, district, and supervisory union operating practices, policies, and procedures; and the school's schedule and instructional design (e.g. teaming structures, grade configurations).
- Provides assigned Transitioning Teacher(s) a general overview of the school and supervisory union assessment practices and calendars, and professional initiatives, such as the CCSU Comprehensive Plan for Continuous Improvement and its relationship to the school's Action Plan.
- Provides information and protocols for access to general services and resources available through the district (e.g. available programs, CCSU website, personnel expertise).
- Provides information and protocols for access to content specific resources available throughout the district (e.g. *Executive Director of Curriculum, Assessment and Instruction*, CCSU web content, K-12 Curriculum Leadership Groups, etc.) that introduces the teacher(s) to the comprehensive and guaranteed, viable core curricula and the comprehensive assessment plan and timelines.
- Familiarizes/orients assigned Transitioning Teacher(s) to the operating systems utilized by the school/district (e.g. student management system, Sungard, GroupWise).

SUPPORT

- Works collaboratively with assigned Transitioning Teacher(s) on a regular basis answering questions, providing information about curricular and school-wide initiatives and supporting Transitioning Teachers.
- Provides continued support in accessing solutions to problems.
- Identifies needs collaboratively with assigned Transitioning Teacher(s) and provides on-going support
- Provides guidance to assigned Transitioning Teacher(s) in establishing good parent and community relationships.

OTHER PROFESSIONAL DUTIES

- Participates in required CCSU Mentoring Program orientation session(s) offered during the summer and/or outside school hours.
- Devotes in-service and pre in-service time for orientation, mentor training, etc.
- Initiates dialogue and study of professional practice with Transitioning Teachers.
- Fosters positive attitudes about teaching and learning with Transitioning Teachers.
- Provides emotional support and encouragement to Transitioning Teachers to promote the retention of highly qualified teachers.

- Communicates concerns to the Site Mentor Coordinator/Standing Mentor so that the CCSU Mentoring Program curriculum can be adjusted accordingly.
- Completes an end-of-the-year evaluation

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).
- Highly committed to the task of helping Transitioning 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.
- Must hold a valid Level II Vermont Professional Educator license
- Masters degree (or equivalent) plus five years of teaching experience preferred, but not required.

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.