

## **Douglas ESD Mentor Program Mentor Teacher Job Description**

### **Job Definition:**

Mentor Teachers will be matched with teachers who are in the first or second year of their career. Mentor Teachers will support and facilitate professional learning, continuous school improvement, teacher effectiveness, cultural responsiveness and increased student achievement.

### **Qualifications/Certifications:**

- Must have a minimum of five years of successful teaching experience.
- Is committed to students and their learning.
- Has demonstrated the ability to manage and monitor students' learning.
- Knows how to teach content- or grade-level knowledge and skills to students.
- Is knowledgeable of and committed to implementing culturally responsive practices.
- Think systematically about one's own practice and learn from experience.
- Is a member of a professional learning community.
- Is considered an exemplary teacher by a supervisor and colleagues.
- Must be able to meet during school hours and provide your own transportation to the site of New Teacher.
- Ideal candidates are former educators who are not currently employed full-time.

### **Effective Interpersonal Communication:**

- Works collaboratively, builds rapport and trusting relationships
- Listens with compassion and empathy, manages conflict effectively
- Communicates openly, honestly and sensitively, respects confidentiality
- Can clearly explain thinking and decision-making regarding classroom practices.

### **Responsibilities:**

- Log a minimum of 75 hours of work with each New Teacher.
- Participate in the mentor training program and attend network meetings.
- Communicate regularly with the mentor coordinator on progress of New Teacher.
- Orient the New Teacher to district policies, procedures and expectations.
- Provide instructional materials and/or direct New Teacher to resources.
- Observe the New Teacher's classroom and/or review recorded lessons to provide feedback, coaching and support, but not to evaluate.
- Observe and perform demonstration lessons for the New Teacher.
- Be accessible for on-going informal support and consultation.
- Support the New Teacher in meeting the growth cycle for evaluation.
- Model best practices in teaching and learning, active collaboration, and professional behavior.
- Attend check-ins with program leadership, including an end of contract evaluation
- Complete end of year self-evaluations and other surveys as requested
- Perform other responsibilities and duties as required by the position or as directed by the mentor coordinator.