



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Induction Mentor Specialist (K-6)**

Position Type: Certified	Department: Human Resources
Salary Schedule: Certified	Reports to: Coordinator of Personal Development
Salary Range: N/A	Location: District Office
Term of Employment: 10 months	Approved By: Human Resources
Shift: Day	Date: July 1, 2021

POSITION SUMMARY:

The Mentor Specialist provides support to new certified DVUSD teachers. The Mentor Specialist develops and implements systems of support to year one and two teachers, facilitates the induction course, and organizes meetings for year one and year two teachers with the Induction Mentor team. Grades third through sixth experience and or instructional coaching preferred for this position.

The induction program provides teachers with a continuum of professional and emotional support that helps new to profession teachers become familiar with the culture and expectations of their school and district. The mentor assists new hires in building a foundational knowledge of their practice and professional responsibilities.

The induction program mentor:

- Provides job embedded professional development for teachers aligned with the Strategic Plan and the Baldrige Criteria for Performance Excellence.
- Utilizes best practices for mentoring as well as support in the classroom
- Conducts focused and guided planning sessions related to curriculum, instruction, classroom management and assessment.
- Plans and organizes monthly meetings that provide “real time” support for new teachers
- Embeds Induction class material in meeting schedule.
- Visits classrooms and facilitates professional and emotional support.
- Supports new teachers with the district training expectations.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Participates in training in the skills of effective mentoring and strategies for supporting new teachers to be successful in a standards-based classroom. The mentoring relationship is shaped by the activities that the beginning teacher and mentor participate in together.
- Establishes a support link between the beginning teacher with a network of veteran teachers, in addition to their mentor, that they can rely on for assistance and guidance.
- Models excellent content knowledge of the state curriculum frameworks.
- Creates a social network to provide professional resources in a structured manner.
- Observes and monitors progress, documents observations, maintains a mentor log.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Attends all required trainings related to improving instructional practices and mentoring skills. Attends all scheduled meetings, including new teacher orientation, and trainings for mentors. Maintains weekly documentation in a shared folder and shares changes among mentors and department leaders.
- Ensures a strong start to the year by helping new hires launch into a productive year through orientation, including making sure they know where to obtain all needed materials and resources.
- Provides instructional and emotional support, including but is not limited to: regular observation of and conferencing with the beginning teacher; addressing issues such as classroom management and communicating effectively with parents; recognizing and addressing multiple learning styles and individual student needs.
- Provides professional support by being a resource for information on professional practice.
- Serves as a liaison. The mentor should have the knowledge and skills to refer the beginning teacher to other teachers and educational resources, exposing a variety of perspectives and instructional practices.
- Serves as a resource by informing the new hire of opportunities and supports provided by various professional associations.

PROGRAM EVALUATION:

- Systematic data collection on program design, implementation, and outcomes of the induction program, including educator retention rates, is necessary to determine program effectiveness.
- Surveys participants - beginning teachers and principals will determine levels of satisfaction and understand the strengths and weaknesses of the program.
- Maintains records of participants, program activities and resources used for the program. This information should include how many participated and the amount of time spent in induction/mentoring activities.
- Program evaluation instruments include but are not limited to surveys/ questionnaires, individual and group interviews, and observations to determine the impact on participating teachers and their students.
- Responsible for conducting an annual evaluation of the program's effectiveness, using the records and survey instruments, and analyzing the data collected.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Designs, monitors and updates department information using the Portal, Canvas, and Powerschools.
- Completes other job related duties as assigned by the supervisor.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Ability to work with all types of people.
- Ability to provide nurturing support.
- Must have outstanding elementary experience.
- Must have experience with or understanding of strategies for conferencing, coaching and feedback.
- Demonstrates the ability to diagnose and analyze classroom management issues.
- Must have an understanding of or an experience with curriculum design and best practices in instructional strategies.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies, as well as communicating and evaluating.
- Demonstrates the ability to work with and present to adult learners.
- Must demonstrate the ability to work in a self-directed and self-monitored environment.
- Uses student work to evaluate and inform practice.
- Must be familiar with formative and summative assessments and data results.
- Must have the ability to foresee needs and take appropriate action.
- Possesses understanding and experience with facilitating educational change.
- Demonstrates professionalism in attitude and behaviors.
- Models lessons using best practices in instructional strategies.
- Demonstrates leadership capacity and a strong advocacy for new teachers.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to work effectively under time constraints.
- Must demonstrate flexibility, common sense, and good judgment.
- Must maintain a well-groomed appearance.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986. Must be properly certified.
- Must meet all Arizona Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications including SEI endorsement as required by Arizona Department of Education.
- Must have and maintain a valid Arizona driver's license.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Five years of teaching experience.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence and to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Required to stand, reach with hands and arms, talk or hear, and taste or smell.
- Required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, occasionally climb or balance, stoop, kneel, crouch or crawl. Regularly lift and/or move up to 30 lbs.
- Must have close, distance, color and peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.