



# DEER VALLEY

Unified School District

## JOB DESCRIPTION

JOB TITLE: **Induction Mentor Specialist (Special Education)**

Position Type: <b>Certified</b>	Department: <b>Human Resources</b>
Salary Schedule: <b>Certified</b>	Location: <b>District Office</b>
Reports to: <b>TPP Coordinator</b>	
Term of Employment: <b>10 months</b>	Shift: <b>Day</b>
Approved By: <b>Human Resources</b>	Date: <b>March 26, 2024</b>

### **POSITION SUMMARY:**

The Mentor Specialist is a master teacher and a district liaison between the Human Resources and assigned school sites/new teachers/specific programs. The Specialist works in conjunction with district leadership, site administration and various departments to enhance new teacher effectiveness and impact teacher retention.

*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:**

- Provides training in utilizing IEP-Pro, development of individualized IEP's and facilitating effective IEP meetings.
- Collaborates with teachers to provide high quality standards-based teaching, learning, and assessment of specific IEP goals at all grade levels.
- Models and demonstrates effective instructional and behavior intervention strategies.
- Assists in the identification and development of specific instructional accommodations needed by individual students.
- Assists in the identification and development of specific modifications of content as needed by individual students.
- Knowledge and understanding of effective instructional strategies, research-based best practices for pedagogy, planning, curriculum mapping and a variety of assessment methods
- Knowledge and skills in areas such as mentoring, classroom management, alignment of curriculum, instruction, and assessment, and peer coaching

- Knowledge of national, state, and district standards and trends concerning instructional methods, resources, and strategies
- Evidence of proficiency and willingness to use technology
- Expertise in working with colleagues in areas of professional learning, learning teams, and new teacher support
- Expertise in multiple curriculum and instruction programs/content/strategies
  
- Demonstrate commitment to personal and professional growth and learning through ongoing training and reflection
- Effective communication, planning, organization, presentation, and leadership skills; ability to work with and motivate others
- Experience working with site-based teams
- Ability to plan and present information/training for the adult learner
- Ability to quickly assimilate programs/processes and apply to a variety of situations
- Ability to work effectively and efficiently without constant supervision and under stressful timelines
- Ability to develop and maintain cooperative and effective professional relationships with teachers, administrators, and district personnel
- Understands the value and confidentiality in the mentoring process and is able to maintain confidentiality in mentoring relationships
- Ability and willingness to work outside the traditional teacher working hours and calendar, including evenings, weekends, and summer
  
- Collect and analyze quantitative and qualitative data to inform practice and determine impact on teacher effectiveness and retention
- Observes teachers and provides feedback, meets with the school principal or designee to support the teachers' progress
- Collaborates with teachers, principals, and district administrators to identify and assist in delivering professional development opportunities for beginning teachers
- Models direct, explicit, systematic instruction including effective teaching techniques and strategies
- Understands and interprets assessment data, both formal and informal, to inform instructional decisions
- Works with outside consultants to provide professional learning for grade level, department, and cluster group teachers
- Increases and enhances own professional knowledge, skills, and expertise about effective instruction and school improvement
- Exhibits professional attitude, appearance, and demeanor
- 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

**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
- Responsible for conducting an annual evaluation of the program's effectiveness, using the records and survey instruments, and analyzing the data collected
- 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 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 (Properly Certified) 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.*

