



JOB DESCRIPTION

Job Title: Language Immersion Mentor

Position Type: Certified	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Location: District Office
Reports to: World Language Coordinator	
Term of Employment: 9 month	Shift: Day
Prepared By: CIA	Date: April 23, 2024
Approved By: Human Resources	Date:

POSITION SUMMARY:

The Language Immersion Mentor provides embedded, visible support that responds to student and teacher needs in ongoing, consistent, dedicated ways within the Dual Language Immersion programs at Dual Language Immersion schools. He or she engages Language Immersion staff in the study and use of effective instruction and intervention strategies for all students, provides support systems to implement instructional programs with fidelity and creates coordinated professional development that is responsive to achievement data, and aligned with DVUSD improvement system efforts to maximize the investment of district resources.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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. The requirements listed below are representative of the knowledge, skill, and/or ability required.

ESSENTIAL FUNCTIONS:

Pedagogical and Instructional Support

- Increases the quality and effectiveness of classroom instruction.

- Models lessons in classrooms. Components of modeling include: planning with the teacher prior to teaching the lesson, delivering the lesson, debriefing with the teacher or team, and mentoring the teacher.
- Possesses knowledge of second language acquisition and second language teaching methods.
- Possesses knowledge of DLI models and experience in a DLI program.
- Provides support in teaching and learning standards of the state curriculum frameworks; refining various teaching strategies; classroom management; recognizing and addressing multiple learning styles and individual student needs; differentiated instruction.
- Provides support in effective parent communication.
- Ensures implementation of adopted district curriculum and AZ State Standards.
- Maintains knowledge of research-based teacher resources available in various content areas.
- Possesses knowledge of and has experience working with diverse learners. This includes students who are: English Language Learners, gifted, students with disabilities, homeless, and other at-risk populations.

Professional Development

- Plans and facilitates professional learning opportunities.
- Applies adult learning theory.
- Provides weekly instructional coaching and classroom support for DLI teachers.
- Purposefully connects highly effective teachers with other teachers and educational resources, exposing a variety of perspectives and instructional practices.
- Informs teachers and administrators of opportunities and supports provided by various professional associations.

Continuous Classroom Improvement Support

- Models and teaches using a systems approach to improve learning.
- Able to model the use of pre-assessments/formative assessments that help determine learning targets, and steps in planning, instruction, and assessment.
- Actively participates in building teacher capacity by using a systems approach to continuous improvement.
- Supports teachers to align classroom instructional practices with identified school CIP instructional strategies.
- Models the use of short cycles of improvement as part of the professional learning communities (PLC) process.
- Possesses Intercultural Competence and experience working with others from different cultural backgrounds.

Leadership

- Demonstrates evidence of effective organizational skills.
- Demonstrates skills in problem solving, listening, collaboration and diplomacy.
- Displays excellent oral, written communications, and effective interpersonal skills with the ability to communicate with a variety of audiences, including teachers, administrators, and district leadership.
- Has the ability to foresee needs and take appropriate action.
- Possesses understanding and experience with successfully facilitating educational change.
- Demonstrates leadership capacity and a strong advocacy for teachers.
- Exhibits a commitment to lifelong learning, including a demonstrated passion for exploring new ideas and practices.

Professional Responsibilities

- Mentors Dual Language Immersion teachers by meeting and conferencing with them, with an emphasis on teachers in their first three years of teaching.
- Assists in coordinating events and meetings.
- Attends all scheduled meetings and trainings.
- Manages, tracks, and reports participant progress by keeping data records.

PROGRAM EVALUATION:

- Surveys teachers and principals to determine levels of satisfaction and understand the strengths and weaknesses of the program for improvement.
- Maintains records of participants, program activities, and resources used for the program.
- Facilitates program evaluation testing, such as STAMP testing.
- Assists other personnel as may be required for supporting them in the completion of their work activities.
- Completes other job-related duties as assigned by the supervisor.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Must be able to diagnose and analyze classroom management issues.
- Must demonstrate broad problem-solving skills and reflective practice.
- Must be able to use student work to evaluate and inform practice.
- Must be familiar with formative and summative assessments and analysis of results.
- Must have a record of excellence in teaching and effective student growth/achievement.
- Must have an understanding of or experience with curriculum design and best practices in instructional strategies.

- Must have a strong and/or specialized background in highly effective: reading instructional practice, math instructional practice, and/or special education instructional practices.
- Must demonstrate professionalism in attitude and behaviors, including confidentiality.
- Must provide outstanding customer service.
- Must demonstrate the ability to effectively use various technology tools for planning and implementing instruction with students and staff and use technology tools effectively in communication and support.
- Must be able to work effectively under time constraints.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate flexibility, common sense, and good judgment.
- Must maintain a well-groomed, professional appearance aligned to district standards.

SUPERVISORY RESPONSIBILITIES:

- The Dual Language Immersion Mentor will not be involved in the supervision or evaluation of any teachers.

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 have and maintain a valid Arizona Driver's license.
- Must attain SEI Endorsement as required by DVUSD and ADE.

EDUCATION AND/OR EXPERIENCE:

- Bachelor's degree is required.
- Master's degree is preferred.
- Minimum of 3 years of teaching experience.

LANGUAGE SKILLS:

- Skills in a second language is required.
- Skills in the Mandarin language is preferred.
- 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:

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

