

## SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

06/17	<u>INSTRUCTIONAL MENTOR</u>	xxx
Effective Date	Job Title	Index

### **Primary Function:**

Form partnerships with classroom teachers supporting them in curriculum development, classroom management, instructional strategies, assessment and professional development. Provide coaching and modeling of effective teaching techniques. Assist in the development, implementation and maintenance of instructional programs for the District.

### **Supervised By:**

School Administrator(s), Coordinator of Professional Learning, and/or assigned designee(s).

### **Essential Functions:**

- E-1 Develop supportive interpersonal relationships with teachers and educational support staff.
- E-2 Provide coaching through observation and feedback, setting goals, reflection activities, one-to-one interaction, and emotional support.
- E-3 Assist beginning teachers with the implementation of established framework for effective teaching.
- E-4 Demonstrate the use of effective instructional strategies through guiding, modeling, and co-teaching.
- E-5 Provide support for lesson planning, including instructional strategies, the effective use of standards, and the backward planning process.
- E-6 Help meet the diverse needs of all learners through culturally responsive practices and differentiation.
- E-7 Provide guidance for the implementation of classroom management and behavioral supports in the classroom.
- E-8 Consult with the classroom teacher on the appropriate use of assessments and analyzing student learning data.
- E-9 Work with individuals and teacher teams on the collaborative process of using student data to inform instructional planning and delivery.
- E-10 Link the classroom teacher to resources and services.
- E-11 Build capacity for teacher leadership through modeling professionalism, collegiality with peers, effective communication and conflict management, and continuing professional growth.
- E-12 Participate in regular consultations with other instructional mentors to share ideas and strategies based on research and best practice that support teachers in their work.
- E-13 Provide professional development to teachers in large and small group settings.
- E-14 Maintain confidentiality and professionalism in the teacher/coach relationship when working with administrators and others in the profession.
- E-15 Support school administrators in the use of school data to accomplish the school improvement plan and district strategic plan.
- E-16 Maintain contact logs and records of coaching and training activities.

### **Additional Functions**

- A-01 Upon request, assists in the selection of books, equipment, and other instructional materials.

- A-02 Take precautions to provide for the health and safety of all students.
- A-03 Take precautions to secure and protect District material, equipment, and facilities.
- A-04 Participate in activities that relate to school functions and/or the educative process which occur outside the regular school day, in accordance with the collective bargaining agreement.
- A-05 Perform other duties as assigned.

**Minimum Qualifications:**

- a. Valid Oregon Teaching License
- b. Master's Degree or equivalent training
- c. Five or more years successful experience as a classroom teacher
- d. Experience in teaching adults and the ability to make presentations to a variety of audiences preferred
- e. Recent training in a variety of instructional models
- f. Demonstrated ability to successfully teach and collaborate with colleagues
- g. Demonstrated knowledge of instructional strategies, state content standards and assessment as they relate to student outcomes
- h. Willingness to attend mandated instructional mentor trainings
- i. Must have the ability to drive to different sites within the District

**Work Environment**

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to frequent loud noises in the environment.

**Physical Requirements**

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting, standing and walking for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and materials, and lifting light objects.

Strength: Sedentary/Medium – Exert force to 10-25 lbs. frequently, and up to 10 lbs. constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects.

**Minimum Term of Employment:**

See Licensed Employee Contract.

**Salary Level:**

Placement on the Salem-Keizer Public Schools Licensed Employee Salary Schedule.

**Evaluation:**

Performance of this job will be evaluated in accordance with the provisions of the District's process for Evaluation of Licensed Personnel.

**I am willing and able to perform the duties of this job:**

Signature: \_\_\_\_\_

Date \_\_\_\_\_

Print Name: \_\_\_\_\_

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**Primary Function:**

Form partnerships with classroom teachers supporting them in curriculum development, classroom management, instructional strategies, assessment and professional development. Provide coaching and modeling of effective teaching techniques. Assist in the development, implementation and maintenance of instructional programs for the District. Partner with and support site-based instructional mentors.

**Supervised By:**

Coordinator of Professional Learning and/or assigned designee(s).

**Essential Functions:**

- E-1 Prepare and provide regular, ongoing training and group facilitation for school-based instructional mentors.
- E-2 Gather and develop resources that assist school-based instructional mentors in their work.
- E-3 Work in consultation with school-based instructional mentors, providing individualized support, feedback, and planning.
- E-4 Provide additional targeted mentoring support for schools with higher than average numbers of new teachers (0-2 years).
- E-5 Provide professional learning to clinical teachers, teacher candidates, clinical principals and university faculty in support of the Salem-Keizer Collaborative clinical model.
- E-6 Work in consultation with clinical teachers providing individualized support and feedback around the implementation of the co-teach strategies as used in our clinical sites.
- E-7 Develop supportive interpersonal relationships with teachers and educational support staff.
- E-8 Provide coaching through observation and feedback, setting goals, reflection activities, one-to-one interaction, and emotional support.
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Strength: Sedentary/Medium – Exert force to 10-25 lbs. frequently, and up to 10 lbs. constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects.

**Minimum Term of Employment:**

See Licensed Employee Contract.

**Salary Level:**

Placement on the Salem-Keizer Public Schools Licensed Employee Salary Schedule, plus Program Assistant differential.

**Evaluation:**

Performance of this job will be evaluated in accordance with the provisions of the District's process for Evaluation of Licensed Personnel.

**I am willing and able to perform the duties of this job:**

Signature: \_\_\_\_\_

Date \_\_\_\_\_

Print Name: \_\_\_\_\_

## Characteristics of Instructional Mentors

### **Pedagogy, content knowledge, and dispositions in support of beginning teacher learning**

- ❖ Demonstrates effective instruction and assessment, including:
  - Child and adolescent development and learning
  - Content knowledge related to subject area
  - Curriculum development/differentiation
  - Lesson planning and use of multiple instructional strategies
  - Assessment, including the use of formative assessment to support student learning
  - Academic language as it pertains to content delivery and support of student learning
  - Effective classroom management
- ❖ Demonstrates dispositions that support beginning teacher growth, including:
  - The ability to listen actively and respond constructively to beginning teachers
  - The ability to adapt and be flexible in response to changing circumstances
  - The capacity for empathy toward others and the ability to build trusting relationships
  - The ability to serve as a role model with respect to professional and ethical behavior
  - A commitment to inquiry in teaching and working with beginning teachers
  - A commitment to ongoing professional learning
- ❖ Employs equity principles and practices to support student learning:
  - Utilizes a strengths-based approach that recognizes the learning potential of all student through the use of inclusive practices
  - Engages students through differentiated instruction and assessment practices

### **Mentoring and reflective practice in support of beginning teacher learning**

- ❖ Understands adult learning and the professional growth of beginning teachers
  - Demonstrates the ability to scaffold experiences in support of beginning teachers' growth
  - Uses a variety of strategies and resources to respond to beginning teachers' needs
  - Demonstrates the ability to help others actively learn new knowledge and skills
  - Demonstrates regard for multiple perspectives
- ❖ Facilitates learning experiences that promote collaborative inquiry, analysis, and reflection
  - Uses data to engage the beginning teacher in examining and improving practice
  - Guides beginning teachers effectively in collaborative problem solving and reflective thinking

### **Classroom environment and expectations in support of beginning teacher learning**

- ❖ Creates an environment of professional and respectful communication with the beginning teacher
- ❖ Creates effective collaborative time in support of the beginning teacher's learning

# Attributes of Effective Mentors

## **Dispositions: Effective mentors are...**

- lifelong learners
- reflective about their own practice
- committed to supporting the learning of others
- respectful of their colleagues
- problem posers and problem solvers
- able to see, seek, and apply humor in appropriate ways in even the most challenging situations
- able to recognize the positive impact of teaching philosophies and strategies that both include and differ from their own

## **Knowledge: Effective mentors know and understand...**

- the roles and responsibilities of mentoring new teachers
- necessary and available resources to support and enhance the teaching and learning process
- organizational structure, policies, and practices of their school and community contexts
- the needs of new teachers
- conferencing strategies
- coaching observation techniques
- effective teaching strategies for all learners
- curriculum they are responsible for teaching, including the full K-12 scope and sequence
- various formal and informal methods for student assessment
- ways to promote positive pair and/or group interactions and communication (e.g., norms of collaboration)
- adult development
- change process (e.g., *Concerns-based Adoption Model*)
- cultural proficiency
- various strategies to promote adult learning and reflection
- different ways people process information, make decisions, and communicate their thinking (e.g., *Myers-Briggs Type Indicator*, *Keirsey Temperament Sorter*)

## **Skills: Effective mentors have the ability to...**

- apply their knowledge in developmentally appropriate ways when working with new teachers
- consistently demonstrate effective teaching, learning, and assessment strategies within their own classrooms
- effectively manage and resolve conflict in their interactions with others
- be consistently culturally proficient in their engagements with others whose backgrounds are different from their own
- enroll others to participate in and support the mentor program
- collaborate with and influence decision makers within their settings
- use a variety of data sources to refine their practice — as teachers, mentors, and leaders