



Job Title: **Mentor Teacher**

Job Family: Certified

Pay Program: Certified

Job Code:

Typical Work Year: Teacher Contract plus an additional 4 days with a \$2,000 stipend

**SUMMARY:** The Mentor Teacher works to develop, strengthen, and retain quality early career teachers. Mentor Teachers create professional and social support for early career teachers through weekly conversations, modeling of quality instruction, and assisting with the location and use of education resources. They work collaboratively with the School Improvement Team, Building Principals, Curriculum Facilitators, Instructional Coaches, other Mentors and their early career teacher. ***This is NOT a supervisory position and DOES NOT include evaluation of colleagues.***

**ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES:** *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.*

Job Tasks Descriptions	Frequency	% of time
1. Enact the Educational Model of Dallas Center-Grimes Schools	Ongoing	100%
2. Understand the Iowa Teaching Standards and Ethics	Ongoing	100%
3. Support early career teacher(s) in effective strategies for classroom management	Weekly	40%
4. Guide the development of lesson planning, including selecting instructional strategies, creating formative assessments, and differentiating instruction	Weekly	25%
5. Analyze student work with early career teacher(s) to determine whether or not the standard is being met	Bi-Weekly	15%
6. Provide suggestions for building parent partnerships	Monthly	15%
7. Promote the continued professional learning of early career teacher(s) through goal setting, reflective practice, and professional conversations about teaching and learning	Ongoing	25%
8. Share policies and procedures for the building and district	Ongoing	50%
9. Participate in peer observations as outlined in Mentoring Seminar	Once per semester	10%
10. Attend Mentoring Seminars with early career teacher(s)	Monthly	25%
11. Collaborate with Instructional Coaches to provide streamlined support for early career teachers	Weekly	15%
12. Serve as a positive role model for early career teacher(s)	Ongoing	100%
13. Engage in coaching cycles with an Instructional Coach to strengthen instructional practices and set a culture of continuous development	Twice a year minimum	
14. Engage in 4 days of leadership activities and professional learning beyond teacher contract		
15. Perform other duties as assigned		

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Three years of successful teaching experience
  - One year of teaching experience at DCG

**LICENSES, REGISTRATIONS OR CERTIFICATIONS:**

- Current Iowa Teaching license

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

In addition to abilities needed to meet the essential duties and performance responsibilities for the position assigned:

- Proven ability to work cooperatively and effectively with colleagues
- Demonstrated leadership qualities and strong interpersonal skills
- Strong ability in using student-level data to guide instructional decisions
- Models continual professional improvement with evidence of growth
- Basic computer and software skills to support instruction
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to promote and follow Board of Education policies, Superintendent's policies, building, and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Use of Instructional Technology

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	Position Title	Job Code
Reports to:	The Director of Teaching and Learning	
	Building Principal	

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

<b>Physical Activities:</b>	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit				X
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell		X		

<b>Weight &amp; Force Demands:</b>	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

<b>Mental Activities:</b>	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3

Compare			X	
Analyze				X
Communicate				X
Copy		X		
Coordinate			X	
Instruct			X	
Compute			X	
Synthesize			X	
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate				X

Work Environment:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or Humid Conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Vision Demands:	Required
No special vision requirements	X
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

Noise Level:	Exposure Level:
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	