



ISAAC SCHOOL DISTRICT NO. 5

3348 West McDowell Road

Phoenix, Arizona 85009-2416

(602) 484-4700 Fax (602) 278-1693

MENTOR

Qualifications:

1. A minimum of three years successful K-8 classroom teaching experience
2. Recognized as an exemplary classroom teacher by supervisors and fellow teachers
3. Exceptional professional role model
4. Experience working with linguistically and ethnically diverse students
5. Committed to participate in professional development to acquire the knowledge and skills needed to be an educative mentor
6. Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence
7. Willingness to work collaboratively and share instructional ideas and materials with beginning teachers
8. Possesses strong literacy and numeric skills
9. Possesses computer skills (e.g., e-mail and internet usage)
10. Committed to ongoing personal professional growth
11. Skilled in interpersonal and communication skills
12. Committed to the function and processes of educative mentoring
13. Experienced in the effective instruction of adult learners

Responsibilities

1. Uphold confidentiality between Mentor and Beginning Teacher
2. Commit to spending two hours per week with each assigned beginning teachers
3. Mentor a maximum of 15 beginning teachers
4. Develop norms of collaboration, inquiry and on-going learning
5. Serve as a model of a positive, empowered professional performing at or above the standards of performance expected by the school and school district
6. Model attitudes and beliefs that all students can learn
7. Model attitudes and beliefs of the teachers' influential role in the academic lives of their students
8. Reflect and analyze one's own mentoring
9. Exhibit discrete skills of teaching and subject matter or grade level expertise as displayed in their classroom

10. Share knowledge of instructional theory and district curriculum with beginning teachers and other mentors in a collaborative manner
11. Engage in empathetic projection based upon the needs of beginning teachers
12. Model a dedication to their own professional growth, showing curiosity about their practice and constantly seeking to improve it
13. Work well with colleagues to create schools that are true communities of learners where teachers hold themselves personally accountable for the academic success of their students
14. Establish relationships with site administrators; meet with site administrators every 3-4 weeks
15. Meet with Management Council Member once per week
16. Serve as models of professional leadership
17. Attend all Math Lesson Study Forums, Mentor Forums, Mentor Academies and Beginning Teacher Workshops.
 - a. An example of the Mentor Academy training follows:
 - i. beginning teacher characteristics
 - ii. rationale for supporting beginning teachers
 - iii. skills in identifying the needs and concerns of beginning teachers
 - iv. building a trusting relationship
 - v. skill in implementing a variety of mentoring strategies
 - vi. development multiple methods of classroom observation skills,
 - vii. working with adult learners
 - viii. collection and analysis of different types of evidence of learning taking place and effective teaching
 - ix. development of a professional growth plan
18. Conduct formative observations of all their beginning teachers
19. Discuss strengths and areas of concern with beginning teachers to formulate a plan for strengthening the beginning teachers' instruction
20. Maintain all records, documents and logs pertinent to working with beginning teachers
21. Other duties as assigned

Salary

Consistent with FY 2009 Certified Teacher Salary Schedule & Stipend, Full Benefits

OPENING/CLOSING DATE: June 13, 2008 - until filled

INTERNAL/EXTERNAL

**AN EQUAL OPPORTUNITY EMPLOYER IN COMPLIANCE WITH TITLE IX OF THE EDUCATION
AMENDMENTS OF 1972 AND SECTION 504 OF THE REHABILITATION ACT OF 1973**