



PUC Alumni Teach Project Mentor Teacher Application Process and Job Description



Mentor Teacher

Description: PUC Alumni Teach Project mentor teachers will support the growth of their teacher residents to become effective PUC teachers. They will serve in a co-teaching model and mentor their teacher resident through modeling, observing, coaching, and critical reflection.

Essential Duties and Responsibilities:

- Mentors will work one on one sharing their classroom, preparation and teaching with a resident four full days each week of the school year.
- Mentors will be expected to analyze their decision making and explain it to their residents daily. Thinking aloud and “naming it while you are doing it” is what will make planning and teaching decisions transparent so residents can begin to develop similar thinking patterns and productively challenge their mentors’ thinking.
- Mentors will be expected to plan formally with their residents a minimum of two hours/week, which includes at least 2 weekly hours of “sacred meeting time.”
- Mentors will include residents in all school retreats, meetings, events, team meetings and parent-teacher conferences.
- Mentors will introduce the resident to students on the first day as a Co-Teacher and send communication home to families informing them of the Alumni Teach Project. (in coordination with site leader)
- Mentors will gradually release increasing responsibility to their residents. (see Gradual Release Model) Mentors will submit monthly calendars to ATP Program Manager which include delegation of responsibilities between mentor and resident.
- Mentors will attend summer trainings and monthly full-day mentor seminars during the school year to ensure their success as mentor teachers. (resident will sub) Seminars are required.
- Mentors will provide on-going feedback about the Residency Program over the course of the year.
- Mentors will be supported and coached by the Program Manager in their work as Mentors. These one on one coaching sessions will run on site in the mentor’s classrooms and will follow a coaching Gradual Release Model.
- Mentors will be engaged in on-going formative, informal evaluations of their residents throughout the year by utilizing the PUC Teacher Framework.
- Mentors will receive feedback on competencies outlined in mentor rubric and identify mentor growth goals to be measured at the end of the year.



- Mentors will be observed (and possibly video-taped) periodically throughout the school year as they work with their Resident and provided feedback based on the mentor rubric.
- Mentors will complete all ATP assignments on time and upload artifacts to Google Classroom.

Qualifications:

- Strong planning skills in content area
- Demonstrates effective classroom management
- Willingness to learn and try new strategies
- At least 2 years of experience in the classroom
- Proven track record of collaboration, teamwork and achievement results
- Passion for improving education to help all students prepare for college and beyond
- Ability to attend professional development trainings or meetings outside the regular school day

Skills:

- Interpersonal skills using tact, patience, and courtesy
- Excellent verbal and written communications skills
- Problem solving skills and solutions orientation
- Ability to work collaboratively
- Ability to reflect critically on practice and “think aloud” reflection process
- Ability to multi-task and follow through on projects from start to finish
- Attention to detail
- Adept with Microsoft Word, Excel, and PowerPoint

Compensation:

- Stipend of \$3000 paid in two equal installments upon completion of set goals
- Sub coverage provided for mentor seminars
- One week of Design Your Own PD (during resident take over week)
- Support of your growth and leadership development by the ATP Program Manager



Mentor Teacher Inventory

Please upload this inventory on Google Classroom by August 5, 2016.

Part I: Background Information

Full Name: _____

School: _____ Current Grade(s) Taught: _____

Current Subject(s) Taught: _____

Courses you will teach next year (if different): _____

Total years of teaching at PUC (including 2016-2017) _____

Total years teaching (including 2016-2017): _____

Other courses/grades taught in the past: _____

Part II: Short Response

Please respond to the questions below in approximately 300-700 words per question

1. What do you believe is the purpose or importance of preparing alumni teacher residents at PUC?
2. Domain 4 of PUC's College Ready Teaching Framework is all about professional contributions. Describe a contribution you have made to the professional community at your school. What were your goals and outcomes? To what do you attribute your success?
3. Review the College Ready Teaching Framework. Select three indicators that you believe are most critical for new teacher development and provide your justification.
4. Take the three indicators from question #3 and describe how you would help to develop each indicator in a teacher resident. (include your approach and what specific strategies you might use)
5. What do you see as your strengths and areas for growth as a mentor and coach? Provide your justification.