



## Pre-Service Mentor Teacher Roles and Responsibilities

**Position Objective:** The Pre-Service Mentor Teacher is a teacher who plays a critical role in supporting pre-service teachers in their development when becoming 1st year teachers. The Pre-Service Mentor Teacher is a full-time teacher who hosts one pre-service student teacher in their classroom and demonstrates effective and distinguished level instructional practices. The Pre-Service Mentor Teacher explicitly models strong instructional and learning environment strategies for their pre-service teacher while providing high-quality coaching and feedback to ensure the pre-service teacher is building their expertise to deliver culturally responsive, rigorous and personalized instruction that leads to high academic achievement.

**Expected Outcomes:** The goal of a Pre-Service Mentor Teacher is to build the instructional capacity of their assigned pre-service teacher, developing a relationship grounded in trust, respect and mutual continuous learning and growth. The Pre-Service Mentor is responsible for enabling a gradual release of responsibility to the pre-service teacher in order to set the pre-service teacher up for success leading a classroom of their own. Additionally, the Pre-Service Mentor will support the PST in the DPS hiring process (i.e- mock interviews, resume writing, talent acquisition supports, networking)

### Required Responsibilities:

#### ***Instructional Expertise***

- Show emerging teachers what effective and distinguished practice looks like as described in LEAP
- Deconstruct and label the components of practice specific to LEAP
- Articulate the rationale behind decisions, judgments, and actionable next steps
- Facilitate opportunities for emerging teachers to try on the work of teaching in scaffolded and co-teaching teaching environments
- Facilitate opportunities for emerging teachers to practice instruction specifically related to Culturally and Linguistically Diverse students
- Deepen the instructional and learning environment knowledge and skills necessary for skillful beginning practice

#### ***People & Culture***

- Engage in frequent cycles of concrete, actionable, targeted and timely feedback (twice a month)
- Ground feedback in standards and expectations for performance of LEAP
- Identify concrete action steps that are followed up upon (by all involved)
- Facilitate opportunities for emerging teachers to try on the work of teaching in scaffolded and co-teaching teaching environments
- Deepen the necessary knowledge and skills around the “whole child” for skillful beginning practice

**Personal & Values**

- Models school and DPS mission and vision, ([DPS Mission and Vision](#)), and holds others accountable to the school and District priorities ([DPS Safety Plan](#))
- Establishes trust with resident teacher and models how to build that trust with the greater school community
- Serves as a model that inspires resident teacher to operate with integrity and intention towards students, parents, other staff members, and greater community at large
- Demonstrates and models self-reflection, ensuring a culture of improvement in service of continuous learning
- Actively solicits and acts on feedback from multiple sources

**Required Qualifications:**

- Must meet all licensure and certification requirements for a teacher role in DPS.
- Must have at least 3 years of teaching experience with Effective or Distinguished on most recent evaluation
- Must have been at the school for at least one year
- Must participate in required summer onboarding and pre-service training during the school year
- Must be a DPS Teacher in a designated teacher role that is responsible for student outcomes in Infinite Campus and receives an overall LEAP rating for instruction.

**Additional Qualifications:**

- Reach out to the Principal to understand the additional qualification for the specific role to which you are applying.

**Stipend:**

- Mentors in Title I schools will receive a stipend of \$750 per semester, paid in December and May. *\*Must complete summer training as well as a 2 hour asynchronous course on schoology, per semester.*

**Performance, Growth, and Evaluation:**

- Performance in this role will be considered in the overall LEAP evaluation through P7: Builds capacity among colleagues and demonstrates service to students, school, district and the profession. See P7: Evaluation guidance for Pre-Service Mentors.

**Required Professional Learning to Serve in Role:**

- Must join Pre-service Teacher Mentor Schoology page
- Pre-Service Mentor Teacher onboarding in August
- 2-hour asynchronous session per semester
- Additional professional learning provided by the educational prep partner with whom you are partnering with