

**Eudora Schools USD 491**  
**Building Mentor Application**  
**(for working with second-year teachers)**

I am interested in being considered for the position of a building mentor teacher for Eudora Schools. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance. I believe I have the qualities for establishing a professional relationship with a beginning educator. I will be able to help the novice teacher face the realities of teaching, set appropriate goals, model effective teaching practices, and perform the duties listed below.

<b>Mentoring Qualifications</b>	<b>Mentoring Duties</b>
<ul style="list-style-type: none"> <li>• Has three or more years of successful teaching experience in the district</li> <li>• Completes or will complete mentor training</li> <li>• Demonstrates exemplary teaching ability through               <ul style="list-style-type: none"> <li>○ Professional competency as indicated by the most recent teacher evaluation; and/or</li> <li>○ Recognition under national or state programs, including the National Board Teaching Certification Program, the Kansas Exemplary Educators Network, or Teacher Leader Endorsement on a teaching license</li> </ul> </li> <li>• Highly regards the teaching profession</li> <li>• Values and demonstrates professionalism</li> <li>• Is respected by both peers and administration as a role model in the profession</li> <li>• Exhibits highly effective classroom management skills</li> <li>• Desires to invest in someone else’s professional growth</li> <li>• Is highly proficient in teaching curriculum</li> <li>• Uses effective communication and collaborative skills</li> <li>• Speaks truth with kindness</li> <li>• Respects confidentiality</li> <li>• Is patient with adult learners</li> <li>• Demonstrates strong interpersonal skills</li> <li>• Exhibits confidence</li> <li>• Exudes an optimistic attitude</li> <li>• Demonstrates flexibility</li> <li>• Possesses leadership skills</li> <li>• Assumes a non-evaluative role in the mentoring process</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in required training</li> <li>• Attend designated workshops as established by the district mentors throughout the year</li> <li>• Collaborate with district mentors once each quarter at a group meeting</li> <li>• Build a relationship with the novice teacher through listening and trust building</li> <li>• Take responsibility to engage in positive and constructive communication and feedback</li> <li>• Plan and collaborate with the novice teacher a minimum of 30 minutes bi-weekly</li> <li>• Complete two classroom observations (one per semester) of the novice teacher and discuss notes with the novice teacher</li> <li>• Ensure that the novice teacher observes at least two in-building colleagues during the school year</li> <li>• Complete contact logs and observation forms and return them to the district mentors on the last teaching day of the month</li> <li>• Complete the mentor/novice teacher checklist and present it to the building principal by the designated due date</li> <li>• Complete the mentor/novice teacher program evaluation prior to the conclusion of the first and second semesters and present them to the district mentors</li> </ul>

*In collaboration with the district mentors, building principals will select the mentor/novice teacher pairings. Every effort will be made to choose and notify building mentors prior to the end of May. Changes in teaching assignments may require changes in mentor/second-year teacher pairings.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Building

\_\_\_\_\_  
Grade Level/Content Area

**This signed application should be turned into the building principal prior to spring break of the current school year.**