The job of Tutor Mentor is done for the purposes of providing assistance and support for Natrona County School District Tutors; facilitating the work of the NCSD Tutor Program; supporting the work of tutors in meeting the high expectations of the District; and coordinating and conducting professional development for Tutors, teachers, and administrators. This position will work collaboratively with District departments and schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provide professional leadership and facilitation for the purpose of ensuring effective induction, orientation, mentoring, and staff-development programs for NCSD Tutors.

- Develop collaborative partnerships with District administrators, association leaders, community, and state agencies for the purpose of supporting the induction, orientation, mentoring and professional development needs of NCSD Tutors.

- Assist in the development, maintenance and coordination of public relations for the purpose of promoting the induction, orientation, mentoring, and professional development programs within the District, community, and state.

- Make recommendations for the NCSD Tutor Program, including program expenditures, for the purpose of ensuring the program runs in an efficient and effective manner.

- Ensure the integrity of the Tutor program and work in coordination with District and building personnel for the purpose of facilitating implementation fidelity of a quality Tutor program consistent with District mission and goals.

- Assist in the development of Tutor program activities that are research based and support the learning needs of teachers and students for the purpose of ensuring the success of the program.
ESSENTIAL DUTIES AND RESPONSIBILITIES continued

- Assist with a strategic planning process that will result in the development and implementation of a quality Tutor program for the purpose of ensuring the needs of Tutors are met in an effective and efficient manner.

- Provide day-to-day guidance and differentiated coaching for Tutors for the purpose of supporting Tutors in sharpening their practice.

- Manage and monitor the implementation of policy and practice, intervening in the event of possible breakdowns, for the purpose of maintaining consistency in the program.

- Facilitate learning experiences for principals in how to manage the work of Tutors; how to effectively work with Tutors; how to help staff receive the greatest benefit from coaching; how to solve problems related to coaching; how to share successes; and to learn how coaching works in other schools for the purpose of providing tools for principals to consistently manage the program at the building level.

- Facilitate cohort study groups and small-group dialog between and among Tutors based upon interests, need, and school improvement goals for the purpose of ensuring the effectiveness of the program.

- Serve as a member of meetings, as appropriate, for the purpose of gathering and conveying information to ensure that District goals for the Tutor program are met.

- Assist in the development, implementation, and administration of goals, objectives, and procedures (i.e. working one-on-one with Tutors and principals, and train-the-trainer programs, etc.) for the purpose of providing effective and efficient induction, orientation, mentoring, and professional development program(s) and services for Tutors.

MINIMUM QUALIFICATIONS

Knowledge of:

- District goals and assessment and instructional strategies.

- Services and activities provided in a Tutor program.

- Recent developments, current literature, and sources of information, related to adult learning theory, curriculum and instruction, and tutor programs.

- Principles and practices of data collection and report preparation.
MINIMUM QUALIFICATIONS continued

- Pertinent federal, state, and local laws, codes, and regulations including administrative and departmental policies and procedures.

- Modern office practices, methods, and computer equipment.

- Principles and procedures of record keeping.

- Principles and practices used in dealing with the public.

- Best practice and research regarding tutor programs.

**Skill to:**

- Highly skilled in the areas of assessment and instructional strategies.

- Operate modern office equipment including computer equipment.

- Type and enter data at a speed necessary for successful job performance.

**Ability to:**

- Perform responsible and difficult Human Resources work involving the use of independent judgment and personal initiative.

- Understand the organization and operation of the District’s Human Resources Division as necessary to assume assigned responsibilities.

- Respond to requests and inquiries from the general public and staff.

- Work independently in the absence of supervision.

- Deal constructively with conflict.

- Gain cooperation through discussion and persuasion.

- Handle multiple, concurrent projects, and manage priorities and tasks.

- Analyze problems, identify alternative solutions, and project consequences of proposed actions, and implement recommendations in support of goals.
• Respond to requests and inquiries for information regarding personnel policies and procedures.

**MINIMUM QUALIFICATIONS continued**

• Research, collect, compile, and analyze information and data.
• Independently compose correspondence and memoranda.
• Maintain confidentiality of employee information.
• Maintain and prepare complex, extensive, and confidential records and reports.
• Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.
• Communicate clearly and concisely, both orally and in writing.
• Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

**SUPERVISORY RESPONSIBILITIES**

This job has no supervisory responsibilities.

**EDUCATION and/or EXPERIENCE**

• Master’s Degree from an accredited college or university
• Four to ten years of related experience and/or training
• NCSD experience as a Tutor (preferred)

**LANGUAGE SKILLS**

Ability to read, analyze and interpret common scientific and technical journals, financial reports, and legal documents. Ability to write speeches and articles for publication, that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of directors.

**MATHEMATICAL SKILLS**

Ability to apply advanced mathematical concepts, such as exponents, logarithms, quadratic equations and permutations. Ability to apply mathematical operations to such
tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, and sampling theory and factor analysis.

**REASONING ABILITY**

Ability to apply principles of logical or scientific thinking to a wide range of difficult concepts. Ability to deal with a variety of abstract and concrete variables.

**PHYSICAL DEMANDS**

On-the-job time spent in physical activities is indicated below:

NONE:

- Taste or smell

UNDER 1/3:

- Climb or balance
- Stoop, kneel, crouch, or crawl

1/3 TO 2/3:

- Stand
- Walk
- Sit

On-the-job time spent in physical activities is indicated below (continued):

OVER 2/3:

- Use hands to finger, handle, or feel
- Reach with hands and arms
- Talk or hear

**REQUIRED MOVEMENTS**

On-the-job time spent in physical activities is indicated below:

FREQUENTLY:

- Twist body part above waist
- Rotate body part above waist

OCCASIONALLY:
• Bend

**REQUIRED MOVEMENTS continued**

• Reach
• Squat
• Kneel – duration at one time of five to 30 minutes
• Climb on step ladder
• Push or pull less than 50 pounds
• Crawl a distance of two to five feet

**WEIGHT LIFTING REQUIREMENTS**

Weight lift requirements are indicated below:

**NONE:**
• Up to 50 pounds

**UNDER 1/3:**
• Up to 25 pounds

**1/3 to 2/3:**
• None

**OVER 2/3:**
• Up to ten pounds

**VISION REQUIREMENTS**

Vision requirements are indicated below:

• Close vision (clear vision at 20 inches or less)
• Distance vision (clear vision at 20 feet or more)

**WORK ENVIRONMENT**

Typical noise levels for this work environment are:

• Moderate noise (examples are business office with computers and printers, light traffic)

**Hearing Demands (including ability to discriminate verbal commands and environmental safety sounds) for this position are:**

• Ability to hear well enough for any type of position (e.g. normal hearing and audiogram including normal noise and speech discrimination)
WORK ENVIRONMENT continued

Amount of time will be exposed to following environmental conditions:

NONE:
- Wet or humid conditions (non-weather)
- Work near moving mechanical parts
- Work in high precarious places
- Fumes or airborne particles
- Toxic or caustic chemicals
- Extreme cold (non-weather)
- Extreme heat (non-weather)
- Risk of electrical shock
- Work with explosives
- Risk of radiation
- Vibration

UNDER 1/3:
- Outdoor weather conditions

I have read and understand the scope of this job and hold the minimum requirements:

Employee Name (please print): ___________________________________________________

Employee Signature: ___________________________ Date: ____________________