

Mesa Union School District

Class Title: Beginning Teacher Support and Assessment (BTSA) Mentor

Annual Stipend: \$1365.00

Basic Function:

Under the direction of site administrator, the BTSA Mentor is responsible to support participating teachers as they enter the teaching profession in California. BTSA Mentors assist beginning teachers through modeling best practice, observation, coaching, conferencing, and other related support which will aid the Beginning Teacher's professional growth and success.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

1. Participate in the mentor orientation, forums, and professional development events, as required.
2. Plan, participate in, and facilitate support and training activities for Participating Teacher(s), including orientation/launch, workshops/seminars and collaborative learning events (may be held into early evening hours), veteran teacher observations, and an end-of-year recognition.
3. Actively contribute to the success of overall program goals by building personal leadership capacity and assuming leadership responsibilities.
4. Participate in and complete the mentor informal and formal assessment process; assist the Participating Teacher in the development of the case study portfolio reflecting their work.
5. Be willing to spend 1.5 – 3 hours with each Participating Teacher before school starts to assist with classroom set up and planning, if possible.
6. Develop a trusting, confidential and reflective professional partnership with the Participating Teacher(s).
7. Review Participating Teacher's eligibility for the BTSA Induction Program; monitor and support teachers in their progress towards credentialing; if necessary, and refer to District/County credential analyst, as needed.
8. Provide weekly, on-site support to each Participating Teacher (an average of 6 hours per month) using a variety of support and assessment strategies focused on Participating Teachers needs.
9. Assist Participating Teacher(s) in developing an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP) and the District's goals. Support the teachers in making periodic adjustments based on feedback from informal and formal assessments and similar sources.
10. Assist each teacher in developing and completing a professional development plan, based on the ILP.
11. Assist each teacher in developing and maintaining documentation of New Teaching Center Formative Assessment System processes to meet BTSA Induction Program requirements and to be used as evidence of the teacher's professional growth activities.
12. Maintain certain records on Participating Teacher's Formative Assessment System processes.
13. Turn in all the documentation for the ILP, the Mid-Year Review, and Professional Growth Reflections for each Participating Teacher.
14. Participate in processes for assessing Participating Teacher's demonstration of application of induction standards.
15. Communicate regularly (at least 1x every 4 – 6 weeks) with site and District administrators regarding program information, the Formative Assessment System, progress in credentialing, and Participating Teacher working conditions.
16. Report on the BTSA Induction Program to District/site administrators, the school board, and/or the union association at least once per year.
17. Coordinate with other teacher training/professional development programs.
18. Participate in the program evaluation process (Induction Survey) and comply with District and project reporting procedures (BTSA Consent Form and Statewide Survey).

Board Approved: April 19, 2016

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Qualifications:

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Exhibit knowledge of the state-adopted academic content standards and performance levels for students, the state-adopted curriculum frameworks, and the California Standards for the Teaching Profession.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.
- Display a willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and utilize the informal and formal assessment system.
- Exhibit a willingness to work with Participating Teachers and share information, instructional materials, and ideas; complete informal and formal assessment entries, and complete an annual informal and formal assessment binder.
- Demonstrate a commitment to personal professional growth and learning and to possess effective interpersonal and communication skills.
- Lead, organize, problem solve, and motivate people.
- Exhibit professional demeanor.
- Use technology devices for word processing, data management, and telecommunications.
- Effectively utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information.

Physical Requirement:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

Education and Credential Requirements:

Have at least three (3) years of experience as a teacher, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing.