

## Appendix A- Job Description

### Job Description

#### **Job Title: Induction Coach / Mentor Teacher**

**Reports to:** Director of Education Services

**Department:** Education Services

**Position Summary:** The primary responsibility of Induction Coaches is to provide classroom-based instructional mentoring to all first and second year (new or recently returning) teachers in Schools, K through 12<sup>th</sup> grade. In addition to mentoring, coaches will provide professional development for beginning teachers and administrators in areas such as classroom management, instructional strategies, and supporting students with special needs.

Individuals selected for the position will attend training and professional development throughout the school year through our ODE training, Mentor Forums, professional learning teams and peer coaching.

#### **Qualifications/Job Requirements:**

##### **Education:**

- Bachelor's degree required, Master's degree preferred.

##### **Specialized Knowledge, Licenses, etc:**

- Oregon teaching certification.

##### **Experience:**

- Minimum of five years recent classroom teaching experience.

##### **Specific Training/Skills:**

- Demonstrated expertise in designing and implementing standards based instruction and improving student achievement in the classroom.
- Demonstrated commitment to personal and professional growth.
- Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers using evidence of classroom practice and student learning.
- Experience related to using technology as an everyday tool for teaching, learning and communicating.
  - Experience related to adult learning and coaching preferred.

#### **Duties and Responsibilities:**

- Meet or exceed all performance targets for delivery of service as determined by program leaders.

- Interactions with beginning teachers and administrators:
  - Establish and maintain a trustful, confidential and non-evaluative relationship with beginning teachers and administrators to help develop their autonomy as professionals.
  - Demonstrate skillful use of mentor language.
  - Assist beginning teachers and administrators in reflecting and analyzing their practice and reviewing student work to inform instruction to enhance student achievement.
  - Use knowledge of equity principles to deepen beginning teacher and administrators' application of standards.
  - Model, as appropriate, innovative teaching methodologies through techniques such as team teaching and demonstration lessons.
  - Provide opportunities for beginning teachers and administrators to observe exemplary practices;
  - Encourage beginning teachers and administrators to find resources and support throughout the entire school community.
  - Incorporate technology and analysis of data.
  - Promote collegiality and build community among new teachers and administrators by providing professional development.
  - Maintain and submit required coaching documentation.