

EXAMPLE – TEACHER ON SPECIAL ASSIGNMENT (TOSA)- BEGINNING TEACHER MENTOR

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

Student Impact GOAL 1

Goal-Setting Conference	Content Standards/Skills	<p>District Standards of Practice: Mentoring other colleagues and sharing ideas and strategies. (Domain 4. Standard 31)</p> <p>Mentor Standards 7. Instructional and Leadership Practices: <i>Quality mentor programs accelerate the professional practice of beginning educators to positively impact student achievement for EACH and EVERY learner no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.</i></p> <p>8. Equity, Cultural Competence and Universal Access: <i>Quality mentor programs foster and develop culturally competent educators. (from Oregon Mentoring Program Standards)</i></p>
	Assessments	Data from Human Resources will be used in order to evidence beginning teacher retention to the profession and to the district.
	Context/Students	<p>ABC School District is a multilingual school district, which motivates and empowers all students to succeed. We serve 5,700 students across k-12 grades in four elementary schools, two middle schools and five small high schools.</p> <p>Beginning teachers are spread out in all 11 schools in our district. In our district 80% of our students are English Language Learners.</p>
	Baseline Data	<p>At the national level 50 % of teachers leave the profession before the 5th year and 30% of them leave before the 3rd year.</p> <p>For the last six years, our district has been able to keep 100% of teachers teaching and most of them have stayed teaching in our district.</p> <p>This year we are serving 31 teachers that are new to the profession. 10 them are second year teachers (they worked in our district last year too) and 21 are first year teachers. 14 are elementary teachers, are 5 middle school teachers and 10 are high school teachers.</p> <p>I personally serve 19 of them. All are first year teachers.</p>
	Student Growth Goal (Targets)	By June 2016 100 % teachers that are served by the Beginning Teacher Mentor Program will decide to continue teaching and 80% of them will decide to stay teaching in our district, as measured by Human Resources retention data.

<p>Rationale</p>	<p>Effective teaching is the number one factor that influences student achievement after accounting for student characteristics. New teachers typically take from three and five years to teach at a level that maximizes student growth and achievement. New teachers face a host of unique challenges associated with entering the profession beyond instruction in the classroom, such as translating theory from teacher preparation programs into practice, developing classroom management skills, and often accomplishing these tasks in relative isolation. Our district believes that by serving beginning teachers through the Mentor Program, teachers feel supported, valued and tend to stay in the profession and accelerate their growth so they become the best they can be, sooner. Successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies.</p>
<p>Strategies</p>	<p>We will follow New Teacher Center research, framework and tools to serve all our beginning teachers. I will meet with teachers in my assignment weekly, observe them periodically and provide them with feedback. Based on our collaborative assessment (the teachers' and mine) of their needs I will provide them with supports, resources, ideas, strategies and professional development on how to meet the learning needs of their students.</p>
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Training from the Oregon Department of Education and New Teacher Center. Mentors attend all academies for year one and year two. • Time to collaborate in Professional Learning Communities with other mentors in the district to focus on problems of practice • Time to participate in Mentor Forums to continue developing the craft