



FREMONT UNION HIGH SCHOOL DISTRICT

Job Description: New Teacher Advisor

1. MINIMUM QUALIFICATIONS

- A. **California Credential:** A clear California credential (Ryan, 2042, or Life)
- B. **Education:** BA or BS degree
- C. **Experience:** six years teaching experience, permanent status and satisfactory evaluations

2. TERM

All New Teacher Advisors are hired for a two-year term. A third year can be requested and granted if approved by the New Teacher Support Advisory Board.

3. GENERAL RESPONSIBILITIES

A New Teacher Advisor provides assistance to Participating Teachers in meeting the 2042 Induction Standards and in advancing their skills and knowledge of the California Standards for the Teaching Profession through coaching and classroom observation. In addition, New Teacher Advisors design and present professional development addressing the content of the Induction Standards (Content and Pedagogy, Technology, Equity, Health and Safety, English Learners, and Special Populations).

3. MAJOR AREAS OF RESPONSIBILITY

- A. Responsible to adapt the New Teacher Project's expectations and processes to meet the needs of our Participating Teachers and of the Fremont Union High School District
- B. Assigned sites and caseloads based on Induction numbers and needs based on the recommendation of the New Teacher Support Advisory Board
- C. A flexible work schedule that involves summer planning, August orientations, Staff Development days and after-school meetings
- D. Works together with Work with the Program Lead Administrator and Human Resources in learning credential renewal requirements, gathering beginning teacher credential and employment information, and in verifying induction qualification
- E. Review current induction model with the New Teacher Support Advisory Board and reflects upon ways to improve the program and to better meet the needs of our district's Participating Teachers
- F. Mentors and coaches Participating Teachers to improve practice around the California Standards of the Teaching Profession
- G. Engages Participating Teachers in the Formative Assessment System (goal setting and review, lesson planning, classroom observation, analysis of student work, etc.)
- H. Maintains documents verifying Participating Teachers' completion of Induction Standard action plans and the Formative Assessment System processes

- I. Attends training on coaching strategies and Formative Assessment System tools from the New Teacher Center (training days and Friday mentor forums)
- J. Meets with other advisors, the New Teacher Support Advisory Board, and site-based leadership teams to design a year-long plan on how to utilize resources and use district and site professional development time to meet Induction Standards