



NEW TEACHER RETENTION AND SUCCESS MENTOR STANDARD POSITION DESCRIPTION

Position Title: New Teacher Retention and Success Mentor
Bargaining Unit: NCEA

FLSA Status: Exempt

This is a standard position description to be used for licensed positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The mission of the **New Teacher Retention and Success Mentor** is to provide a comprehensive and systematic process of providing meaningful ongoing assistance to newly hired educators with zero to three years teaching experience. This position will assist in coordinating and leading ongoing professional learning for other staff serving as mentors for new educators while maintaining and supporting professionals from groups who have historically been disproportionately leaving the district prior to retirement.

Applicants for this focused New Teacher Retention and Success Mentor position will have demonstrated success supporting teachers of color and Indigenous teachers and possess an ability to:

- Understand the personal and professional experiences of Teachers of Color and Indigenous Teachers.
- Recognize their own identity and position and how these affect the mentoring relationship.
- Engage in reflection that allows for perspective taking throughout the mentoring process,
- Create safe, trusting, and supportive spaces for dialogue addressing instructional concerns and challenges, ethnoracial and social-political dynamics, intersectionality, and systemic inequalities and bias.
- Identify and implement ongoing, relevant, and culturally responsive professional development opportunities that confront and disrupt patterns and incidences of race-based micro-agressions and discrimination.

Part II: Major Duties and Responsibilities:

1. Meets regularly with colleagues to coordinate, plan, implement and review initiative goals as well as document and share knowledge generated within them.



2. Facilitates and supports affinity groups.
3. Documents improvement efforts by collecting and reporting qualitative and quantitative data.
4. Provides formative feedback to Executive Director of Teaching and Learning on the progress of specific work objectives.
5. Observes probationary teachers, and provides instructional formative feedback; feedback is not part of teachers' evaluation using Danielson Framework for Teaching.
6. Provides one-on-one consultation, collaboration, and mentoring.
7. Invites new teachers to observe model teaching in other classrooms.
8. Organizes and/or participates in learning walks to other sites to observe exemplary teachers, model programs and other professional learning opportunities.
9. Provides proactive analysis and response to individual and group needs.
10. Organizes and/or presents common topics throughout the year such as NCEA contract, securing a sub, PD requests, PD days, use of leave, evaluation overview.
11. Attends regular mentoring PLC meetings and facilitates as appropriate.
12. Develops, uses, and refines culturally responsive tools for observational feedback.
13. Provides timely communication of issues, concerns, problems, needs and successes to multiple stakeholders.
14. Coordinates with administrators, teacher leaders, and coaches around the support of new teachers as needed.
15. Helps facilitate improvement processes to improve on the system of new educator support.
16. Plans and instructs new teacher induction course with the designated planning committee.
17. Meets and collaborates with administrators on school visits.
18. Performs other miscellaneous duties in support of initiative goals.

Part III: Minimum Qualifications:

Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.

1. Successful completion of a teacher certification program at an accredited college or university, and **valid Oregon licensure and endorsement(s)**.
2. Minimum of five years teaching experience.
3. Evidence of continuous professional learning and a commitment to participate in professional



growth opportunities and self-reflection on professional practice.

4. Candidates must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with diverse populations.
5. Successful experience in culturally responsive/relevant teaching practices and use of an equity lens aligned with NCS D vision, values and policy on a regular basis.
6. Possess relevant content knowledge and understanding of the needs of new educators.
7. Ability to work both independently and cooperatively, exercise judgment and creativity, organize work and work teams, set priorities, manage initiatives and meet deadlines.
8. Strong interpersonal and communication skills with demonstrated ability to speak and write clearly and persuasively.
9. Successful experience planning, implementing and participating in collaborative projects.
10. Strong organizational skills.
11. Strong analytical skills with ability to develop processes to measure the success of recruitment and retainment strategies.
12. Successful experience in developing and maintaining positive relationships with colleagues.
13. Demonstrate ethical and professional behavior representing the District in a positive manner.
14. Ability to travel within and outside the District, including overnight travel.
15. In-depth understanding of effective instructional strategies, curriculum design models, and lesson planning formats.
16. Knowledge of various classroom management and positive climate building strategies.
17. Classroom teaching experience that reflects best practices in instructional pedagogy.
18. Strong communication and leadership skills.
19. A desire to be a part of a professional development team which is centered on a commitment to lifelong learning and a belief that all children can learn.
20. A belief that observation, dialogue, feedback, etc. can have positive impacts on teacher performance.
21. An ability to create meaningful learning activities and resources for students, teachers, and administrators.
22. Valid state driver's license.



Part IV: Desired Qualifications:

- Successful experience in working directly with students and staff in implementing English Language Development services and Special Education services.

Part V: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, speak, move about, hear and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and responds according to established protocols.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.