



LOS ANGELES UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DIVISION

INVESTMENT SCHOOL MENTOR TEACHER JOB DESCRIPTION

Position Summary: The Investment School Mentor Teacher will be responsible for supporting the growth and development of teachers (non-permanent and permanent) at an Investment School. In addition to mentoring, Mentor Teachers may be called on to provide professional development for teachers in areas such as Common Core, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs, and other school-based initiatives. Mentor Teachers will be trained on and use a variety of data collection tools and protocols that guide teachers in reflecting on practice and progress towards professional goals for instructional improvement.

Individuals selected for the position of Mentor Teacher will attend training and professional development (approximately 12 hours) throughout the school year through Human Resources.

Stipend: Investment School Mentor Teacher shall receive an annual stipend of \$10,000 (to be paid over the school year) in addition to their regular salary.

Minimum Qualifications

1. Holds a valid California teaching credential;
2. Has achieved permanent status with the LAUSD;
3. Be a classroom teacher;
4. Has provided direct instruction to students during three of the last five years as a register carrying teacher OR has provided direct instruction to students for a minimum of three hours/periods per day during three of the last five years;
5. Has demonstrated evidence of effectiveness in classroom management, discipline, directed instruction, and communication with peers;
6. Has received satisfactory performance ratings for the last three evaluations;
7. Has not received a Notice of Unsatisfactory Service or Act in the prior five years of service;
8. Possesses additional qualifications pertaining to training and experience, professional qualities, professional growth, and human relations skills;
9. Designing, presenting and facilitating adult learning experiences preferred;
10. Successful teacher leadership experience preferred

Specific Training/Skills Preferred

1. Demonstrated expertise in designing and implementing Common Core instruction, assessment and methods that improve student achievement in the classroom;
2. Ability to model innovative teaching methodologies;
3. Ability to collaborate and maintain confidential relationships;
4. Experience related to adult learning (e.g., coaching, professional development, mentoring);
5. Demonstrated commitment to personal and professional growth and learning within a community of practice;
6. Willingness to engage in formative teacher development processes, including confidential, non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning;



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7. Evidence of excellent oral, written and technology skills;
8. Strong interpersonal and communication skills;
9. Proficiency in maintaining and managing regular communication and documentation
10. Optimism for potential of teachers and schools to effect change in the academic lives of students;
11. Capacity to accurately gather evidence during classroom observations using a teaching rubric

Duties and Responsibilities include, but are not limited to:

Interactions with Teachers:

- Establish and maintain a trusting, confidential and non-evaluative relationship with teachers;
- Demonstrate skillful use of mentor language;
- Assist teachers in reflecting on and analyzing their practice, reviewing student work and using relevant data to inform instruction and enhance student achievement;
- Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons;
- Provide opportunities for teachers to observe exemplary practice by arranging on-site or inter-site visits to other classrooms;
- Provide teacher professional development;
- Encourage teachers to identify instructional resources and support throughout the entire school community;
- Incorporate technology and analysis of data to advance both teacher learning and classroom practice;
- Promote collegiality and build community among participating teachers (e.g., new teacher seminars, discussion groups, learning communities, book studies, etc.)

Individual professional growth:

- Fully participate in mentoring professional development (approximately 12 hours for the year), including mentor training and other area, team, and committee meetings

Professionalism in the workplace:

- Maintain and submit required documentation (including but not limited to):
 - Mentoring logs on a monthly basis
 - Current and accurate coaching calendar reflecting scheduled meetings
 - Accurate time and attendance records
 - Demonstrate a minimum of 20 hours per month outside of the mentor's regular classroom responsibilities spent on teacher mentoring and other professional development activities.
- Demonstrate the highest standards of honesty, integrity, flexibility, and responsiveness
- Handle information in a confidential manner in accordance with established policies and legal requirements