

Identifying Y1, Y2, and Y3 Teachers

Beginning Educator Support Team (BEST) Grant

First, Second, and Third-Year Teachers

Below are definitions for 2021 – 2022. These are also on p. 1 in the BEST iGrant applications.

First-Year Teacher: A teacher who has not yet taught a full school year in a continuous, certificated teaching assignment in public, charter, or private schools in the United States. Substitute teaching experience should only be counted if it was for a single, continuous, certificated assignment for the full school year. District certificated pre-K teachers should be counted and supported in same way other district first and second-year teachers are supported.

Second-Year Teacher: A teacher who has taught one, but not yet two full school years in a continuous, certificated teaching assignment in public, charter, or private schools in the United States.

Third-Year Teacher: A teacher who has taught one, but not yet two full school years in a continuous, certificated teaching assignment in public, charter, or private schools in the United States.

Determining Experience Level of Educators:

Count experience for educators only if the answer to all four below is YES:

- Location: Was the work inside the US?
- Setting: Was the work done in a public, charter, or private school?
- Assignment: Was the teacher the continuous teacher-of-record from first day to last day of school year?
- Certificated assignment: Was a teaching certificate (e.g., residency, conditional, emergency) required for the position?

Do not consider:

- Substitute experience that is less than a full year as teacher-of-record in a single position.
- Overseas or other out-of-country teaching experience.
- Non-certificated teaching experience.
- Business or industry experience related to career and technical education positions.
- FTE – NOTE: All first and second-year teachers should be supported regardless of their FTE status. Long-term substitutes expected to finish the schoolyear in one assignment can be supported.



Identifying Mentor Models

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Mentor Models

Below are definitions for 2021 – 2022. These are also on p. 1 in the BEST iGrant applications.

Released Mentor: Experienced educators who are released from teaching or other responsibilities to allow dedicated, weekly time for mentoring. The maximum ratio for released mentors with no other responsibilities is 20 beginning teachers per one mentor. Released mentors are expected to observe each beginning teacher at least 8 times per year.

Instructional coaches and other TOSAs may be considered released mentors if mentoring is considered part of their assignment and if their position designated sufficient time to prioritize work with new teachers. EXAMPLE: A coach assigned 4 beginning teachers should have the equivalent of 1 day of time per week allotted for mentoring.

Colleague Mentor: Experienced educators who mentor in addition to their teaching or other responsibilities. The maximum ration is two beginning teacher per one colleague mentor. Colleague mentors are expected to observe their beginning teacher(s) at least quarterly.

