**Overview**

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**TIR Roles and Responsibilities***\*Responsibilities in red are core TIR responsibilities for all TIRs across the network*

|  |  |  |
| --- | --- | --- |
| **Responsibility** | **Time Allotment** | **Description** |
| **Work with and support Resident Advisor to increase student achievement** | 30% | * *Observe and support Resident Advisor/mentor teacher for at least 60 minutes/day.*
* *Throughout the year, steadily increase responsibility in mentor / lead teacher’s classroom so that by the end of the year, TIR is planning and teaching a class period by the end of the year. See* [*Gradual On-Ramp*](#GradualOnRamp) *for details.*
* Support classroom focus, joy, and rigor by serving as the “second” teacher in classroom as needed; this could include being the 2nd teacher in a CTT classroom for a small portion of the day.
* Assist and eventually lead classroom transitions and routines.
* Assist with and grade diagnostics, reading growth tests, formative and summative assessments.
* Model core values daily and expect students to behavior similarly.
 |
| **Through small groups and intervention classes, increase student achievement, develop student character, and build joyful and focused culture** | 20% | * *Teach a small group of students (4-12) toward student achievement goals for at least 20 minutes a day.*
* Support individual students through one-on-one tutoring, parent phone calls, individualized incentive systems, daily check-ins, and relationship building as needed.
 |
| **Support and maintain school and grade-level systems and operations** | 20% | * Manage homework and attendance systems for a grade level
* Supervise meals, transition times, field lessons, and more
* Support through minor administrative tasks as needed
* Potentially teach an after-school elective
* Serve as a substitute teacher
 |
| **Intentional, focused, teacher training and learning** | 20% | * *Attend New Teacher Training, All Teacher Training, and Relay summer training (if in NY/CT) over the summer*
* *Attend school-site early release day PD*
* *For NY/CT Relay Program Residents: attend all Relay Program trainings, complete all Relay assignments, and be in good standing with Relay.*
* *Weekly 30 minute check ins with Resident Advisor to name learning goals, review lessons, and discuss support for the upcoming week*
* *Attend other relevant school-based PD*
* Take responsibility for your own learning and development in the teaching profession
* Build deep content expertise in your through deep intellectual engagement, grading and analysis of student work, and ongoing professional development
* Maintain strong performance and professionalism in your role and adjust accordingly as needed
 |
| **Personal Organization and Effectiveness** | 5% | * Check and respond to emails
* Upkeep personal organizational systems such as:
* Flexi
* Outlook calendar/tasks
* Weekly worksheet
* Monthly map
* One Note
 |
| **School specific priorities** | 5% |  |

**Essential Components of a TIR Schedule <New!>**

*The following must be included in a TIR’s schedule*

|  |  |
| --- | --- |
| **Component** | **Frequency** |
| **Observe/co-teach in Resident Advisor’s Classroom***By the end of the year, TIR should be able to teach this classroom on his/her own. If Resident Advisor is a Dean, TIR must have sacred time to observe (and eventually co-teach) in a classroom that matches their grade level/subject area. This must be with a high-performing teacher (ex: Stage 4) to ensure the TIR has a model for excellence.* | 1/day(minimum 60min/day) |
| **Lead Small Group Instruction***(ex: Book Club, Guided Reading)**For the first week, TIRs should observe how to effectively lead small group instruction (ideally from their Resident Advisor) before taking on a small group.* | 1/Day(minimum 20min/day) |
| **Weekly Coaching Meeting with Resident Advisor** | 1/Week |
| **Deliberate Practice <new times for CT!>**New York at Adams St every Tuesday* MS/HS: 7:45am – 10:45am
* ES: 3pm – 6pm

New Haven (Location TBD) every Wednesday* 2pm-5pm

Bridgeport (Location TBD in Bridgeport area) every Friday* 10am – 1pm

Hartford (Location TBD in Hartford area) every Friday* 9:30am-12:30pm

*Please ensure TIR is released from school with time allotted for travel so that they can arrive to sessions on time.* | 1/Week |
| **Work Time/Prep***TIR should use this time to help their Resident Advisor prep for their block, internalize the lesson to co-teach, complete grading, have lunch, etc.* | 1/Day |

Other components that may be included in a TIR schedule but not part of essential core schedule:

* Breakfast/Lunch Duty
* Systems Duties:
	+ HW Check, Attendance Calls, etc.
* Push-In Support
* Transition/Dismissal Duty
* Reading Intervention/Testing
* Substitute Teach
	+ Note: If TIR is filling in for a long term leave (ex: Maternity or FMLA) please follow the compensation guidance found here: [NY Compensation Guide](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamHC/Pages%20for%20DSOs/Internal%20Promotions%20and%20Transfers%20Resources%20%28NY%29.aspx), [CT Compensation Guide](https://manyminds.achievementfirst.org/sites/NetworkSupport/TeamHC/Pages%20for%20DSOs/Internal%20Promotions%20and%20Transfers%20Resources%20%28CT%20and%20RI%29.aspx)

**Sample TIR Schedule:**
 *All observations times should have a specified room to ensure TIR is spending the time observing exemplars for teaching*

|  |  |
| --- | --- |
| **7:00 – 7:15** | Morning Meeting or Work Time*(Check emails, organize materials for the day, review LPs)* |
| **7:15 - 8:00** | Breakfast/HW Duty |
| **8:00 - 8:50** | Push-in Support: Phonics and Grammar |
| **8:50 - 9:45** | Observe: Think, Read, Discuss |
| **9:50 - 10:25** | Observe: Guided Reading |
| **10:25 - 10:50** | Lead: Guided Reading  |
|
| **10:55 - 12:25** | Lunch Duty *(Table Leader)* |
| **12:25 - 1:20** | Work Time/Intervention Support |
| **1:25 - 2:10** | Push-in Support: Social Studies/Science |
| **2:15 - 2:55** | Push-in Support in RA Classroom: Writing |
|
| **2:55 - 3:05** | Snack Duty |
| **3:10 - 3:40** | RA Coaching Meeting |
| **3:40 - 4:05** | Pack Up/Dismissal Duty |

**Gradual On-Ramp into Teaching: Year Overview**The following table represents a typical trajectory for TIRs’ growing teacher responsibilities. Relay assessments correspond with activities in the classroom. At critical junctures, coaches should evaluate TIR progress (informed by reports from Relay and resident advisors) and adapt TIR schedules and responsibilities.

|  |  |  |
| --- | --- | --- |
|  | **Activities within Resident Advisor’s classroom** | **Additional activities** |
| **Summer** | * Assist in classroom setup in preparation for the new school year.
 | * Participate in summer training and professional development
 |
| **September** | * Observe instruction, grade assignments and/or assist with transitions and routines during at least one period each weekday in resident advisor’s classroom.
* Lead small-group instruction (ideally, within resident advisor’s classroom).
* Assist with opening procedures for five to 10 minutes on at least five days, for a total of about 30 minutes of teaching time during month.
 | * Administer reading assessments and other diagnostics, if applicable.
* Initiate family outreach.
 |
| **October** | * Lead small-group instruction.
* Teach opening procedures such as threshold, do-now and oral drill twice per week for a total of about 50 minutes of teaching time during month.
* Grade routine assignments such as do-nows, exit tickets, homework and, in consultation with resident advisor, more high-stakes assessments.
 | * Observe and participate in family conferences.
* Manage students as a substitute teacher, during arrival and dismissal, and during recess, lunch and hall transitions.
 |
| **November** | * Lead small-group instruction.
* Teach resident advisor’s opening procedures five times, for a total of about 50 minutes of teaching time during month.
* Teach resident advisor’s introduction to new material at least five times, for a total of about 75 minutes of teaching time during month.
 |  |
| **December** | * Lead small-group instruction.
* Teach resident advisor’s class opening and introduction to new material at least five times, specifically to apply engagement strategies, for a total of about 100 minutes of teaching time during month.
 |  |
| **February** | * Lead small-group instruction.
* Teach 10 to 20 minutes of whole-group instruction at least five times, for a total of 100 minutes of teaching time during month. Specifically, apply strategies to check for understanding.
* Elementary: Teach a mathematics lesson.
 |  |
| **March** | * Lead small-group instruction.
* Teach whole lesson at least four times, for a total of 240 to 300 minutes of teaching time, during month. Focus on guided and independent practice and closing the lesson.
 | * Collect data on interim or key student assessments for use in data-driven instruction.
* Participate in a formal interview or career conversation with Principal regarding the 2017-18 school year
 |
| **April** | * Lead small-group instruction.
* Teach whole lesson at least four times, for a total of 240 to 300 minutes of teaching time, during month. Focus on guided and independent practice and closing the lesson.
* Elementary: Teach a writing lesson.
 |  |
| **May** | * If expected to be hired, teach at least one period each weekday for at least two weeks during month, for a total of about 600 minutes of teaching time.
 | * Support students with disabilities through small-group push-in and pull-out, as well as differentiation during regular classroom instruction.
* Implement feedback from special education team.
* Review an individualized education program (IEP).
 |
| **June** | * If hired, consistently teach a full lesson with at least one group of students for a total of 600 to 800 minutes of teaching time during month.
 | * Assist with end-of-year assessments and trips.
 |

**TIR Support Structures <New!>***Below is a diagram of the typical TIR support structure that should be present at each school. There are two iterations of this structure that are outlined below.*



**Iteration 1**

* **TIR Coordinator** coaches Resident Advisors and oversees school’s TIR Program
* **Resident Advisor** is the TIR’s formal coach, provides weekly feedback, and assesses TIR on the Gateway rubric
	+ All Resident Advisors report to TIR Coordinator

**Iteration 2**

* **TIR Coordinator** oversees school’s TIR Program and is the formal coach for all TIRs
	+ **TIR Coordinator** assesses TIRs on the Gateways and conducts weekly coaching conversations with all TIRs
* **Resident Advisor** is solely the TIR’s model for great teaching- they do not formally coach the TIR or complete Gateway evaluations
	+ **TIR** gradually takes on more teaching responsibility in the classroom of their Resident Advisor with the support of the TIR Coordinator
	+ After the TIR passes Gateway #2 (Behavior Management), **Resident Advisor** may have a 30min weekly check-in with the **TIR** to discuss lesson plans for the week and co-teaching responsibilities
	 *Note: Although this model puts the onus of TIR coaching on one person (the TIR Coordinator), TIRs should still be paired with one specific person (Resident Advisor) to observe. TIRs should have one period of the day that serves as a “home base” where they will practice a majority of their whole group teaching at bats with the support of the TIR Coordinator and Resident Advisor.*