Why Our Teacher in Residence Program is Important

* **The external pipeline for new teachers is continually shrinking each year:** For 2 years in a row, application numbers have continued to decline. AF must create a robust, internal pipeline to ensure there is a bench of strong teachers to fill our growing needs as a network.
* **This is a way to develop, train, and retain teachers:** With one year of intensive training under their belts, it is our hope that TIRs enter their first full year of teaching MORE prepared to work at Achievement First than our average first year recruits. In addition to development of talent, we also want to cultivate a deep investment in the AF community and ensure TIRs become committed teachers who intend to stay in the classroom for longer.
* **We believe this is a better entry point into teaching:** 9% of teachers leave within the first year and up to 50% within the first 5 years; much of this is attributed to the challenges of being a first year teacher. We are offering people an alternative pathway into teaching with a gradual release of responsibilities and a good deal of support.

Overview

In order to run a successful TIR Program which provides a clear, one-year pathway into a career as an effective first year teacher, we are making the following commitments:

* [***School commitments***](#SchoolComm) ***– <New supplemental documents!>***
  1. Hire strong Teachers in Residence
  2. Create Teacher in Resident schedules that meet all criteria
  3. Preserve times dedicated to Teacher in Resident development
  4. Pair each Teacher in Resident with a strong mentor Resident Advisor
  5. Provide a strong support structure for Teachers in Residence to ensure development **<New!>**
  6. Select a TIR Coordinator
* [***Network commitments***](#NetworkComm)
  1. Recruit strong Teachers in Residence **<New additions!>**
  2. Build a positive and powerful TIR cohort across the network
  3. Facilitate communication between schools and Relay
  4. Ensure TIR development is aligned between schools and Relay **<New!>**
* [***Relay commitments***](#RelayComm)

1. Run high quality practice sessions aligned to TIR areas of growth
2. Assess TIR development through [Gateway](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%20Overview.pdf) evaluations and in school observations
3. Provide schools with regular updates on TIR progress
4. Support uncertified TIRs to be on a pathway towards certification **<New!>**
5. Provide remediation before and after Gateways to support TIR development into a full time teacher **<New!>**

* [***TIR commitments***](#TIRComm) ***<New!>*** 
  1. Attend all required training sessions with Achievement First and Relay to ensure continued growth and development as a full time teacher.
  2. Maintain professional expectations and responsibilities at school.
  3. Proactively communicate conflicts and supports needed to school coaches, Relay, and NS Associate Director.
  4. (if uncertified) Remain in good academic standing at Relay and pass all required exams necessary for certification.

School Commitments:

1. **Hire strong Teachers in Residence**

* Successful TIRs at AF have the following attributes:
  + A professional who is as or nearly as skilled and qualified as a first year teacher hire (e.g. NYC Teaching Fellows, TFA) but wants a different first year experience (residency model) or needs more gradual development to be successful in the classroom. This role is first and foremost a teacher pipeline position and each TIR must reflect that reality. TIRs should know that they want to make teaching a career or are strongly considering it.
  + **<New!>** Have strong organizational skills and systems – must be able to juggle working full time at AF while completing all graduate school courses.
  + Show evidence of strong mindsets: mission-driven, committed, gritty, humble
  + **<New!>** Proven history of professional conduct
  + **<New!>** Have proven to meet outcomes in the face of obstacles. Takes ownership of results and has a solutions oriented mentality to problem solving.
  + Has a hunger to grow and quick uptake of feedback
  + Academically accomplished, with strong content background for secondary teachers.
* When to hire an Operations Assistant/Principal Assistant/Long Term Substitute instead of a Teacher in Residence:
  + If you need someone to make copies, coordinate and track homework and other data points, and plan and execute other daily or weekly administrative tasks, then hire an Ops Assistant. These duties can be a secondary part of the TIR experience, but they should not be the primary responsibilities.
  + If you need someone to support and eventually lead instruction who should become a teacher after one year of embedded development, then hire a TIR.

1. **Create Teacher in Resident schedules that meet all criteria**

* **<New!>** Utilize the [Teacher in Resident Core R&Rs Document](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/2016-17%20TIR%20Core_RRs_Support%20Structure_Final.docx) and [School Planning Template](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/2016-17_Planning%20Template%20for%20School%20TIR%20Program_final.docx)  to create TIR schedules and responsibilities at the school.
* Essential components of a TIR schedule include:

1. Observing and co-teaching in Resident Advisor’s room for at least 60 minutes a day.
2. Small group instruction for at least 20 minutes a day.
3. Weekly 30 minute coaching meeting with Resident Advisor to receive feedback, review upcoming lessons, and discuss support for the week
4. Weekly 3 hour Deliberate Practice sessions

* **<New!>** Throughout the year, TIR teaching responsibilities should steadily increase within their Resident Advisor’s classroom aligned to the [Gradual On-Ramp](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/2016-17%20TIR%20Core_RRs_Support%20Structure_final.docx). These at-bats are supported by their Resident Advisor so that by the end of the year, the TIR is planning and teaching a full class period.
  + - A TIR should consistently have an opportunity for teaching at-bats in 2 areas: in their RA’s classroom and leading small group. Small group instruction should not be the sole opportunity for teaching at bats *unless* your intention is for the TIR is to become a Learning Specialist.
    - **Best Practice**: After the TIR successfully completes [Gateway #2](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%202%20Classroom%20Management%20Rubric.pdf) (Behavior Management) in October, there should be an additional 30 min coaching meeting added to their schedule with a Dean or Grade Team Leader to discuss lesson planning and begin content development.

1. **Preserve times dedicated to Teacher in Resident development**

* Observation and coaching times with Resident Advisor must be held sacred
* TIRs are supported in ensuring they attend all Relay sessions and are held accountable to doing so
  + Time is allotted into TIR schedules for prompt attendance at weekly Deliberate Practice
  + School provides coverage to ensure consistent attendance at Deliberate Practice. To meet the requirements of the Relay program, TIRs may only have 3 unexcused absences for the year.
* If a TIR participating in Relay is promoted to a full-time teaching position after August 31st, 2016, he/she must continue to attend Relay trainings (including weekly Deliberate Practice) to ensure he/she continues to receive additional training and development and remain on a track to certification.

1. **Pair each Teacher in Resident with a strong mentor Resident Advisor**

* **<New!>** Resident Advisor roles and responsibilities can be found [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Relay%20GSE%20Teaching%20Residency_Resident%20Advisor.docx)
  + Resident Advisors (RAs) should be strong teachers in your building who have potential to become a school leader and want experience coaching.
    - Examples: current or rising Curriculum Fellow, Stage 4 Teacher, Current Grade Level Chair or Department Chair, Leadership Fellow or those likely to be in one of these roles in a year
  + **<New!> Best practice**: TIR/RA pairings matched by content/grade level. For the TIR to develop in content and be best prepared for the full time teaching position you envision him/her in, he/she should have a strong model for that specific grade level/content.

1. **Provide a strong support structure for the Teachers in Residence to ensure development <New!>**

* **<New!>** Each TIR must have a coach – sample support structures can be found [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/2016-17%20TIR%20Core_RRs_Support%20Structure_final.docx)
  + Utilize the [School Planning Template](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/2016-17_Planning%20Template%20for%20School%20TIR%20Program_final.docx)  to create the TIR support structure for your school.
* TIRs and Resident Advisors should have weekly 30 minute meetings to focus on skill building
  + Skill building should be bite-sized, focus on one skill at a time, and generally align with Relay’s scope and sequence. We recommend following this progression:
    - August – early September: professionalism ([Gateway #1](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%201--Professionalism%20and%20Mindsets%20Rubric.pdf))
      * Receiving feedback on personal organization, timeliness, working with a grade level team, etc.
    - Late September – November: taxonomy moves ([Gateway #2](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%202%20Classroom%20Management%20Rubric.pdf))
    - December – June: quality of instruction; tailored to TIR’s content/grade level and needs ([Gateway #3](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%203_Openings%20and%20INM_Rubric.pdf), [Gateway #4](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%204_Teaching%20a%20Full%20Lesson%20Rubric.pdf))

1. **Select a TIR Coordinator**

* Each school should have a “TIR Coordinator” who oversees the TIR program at each school site
  + **<New!> Best Practice**: The TIR Coordinator is a Dean or Grade Level Leader/Stage 4 Teacher/high performing teacher. The TIR Coordinator and Resident Advisor are separate roles and should not be occupied by the same person. Ideally, this person oversees and coaches the Resident Advisors to ensure TIR development.
* Ideally, TIR Coordinators:
  + Monitor the overall development and cohort culture of the school’s TIRs – and partner with Relay and the Associate Director of the TIR Program as needed.
  + Hold TIRs to high expectations of professionalism (timeliness, attire, presentation) and engage in conversations around professionalism.
    - We include this recommendation because many TIRs will be new to the working world and, like many new professionals, may need extra support here.
  + **<New!>** Regularly communicates with all stakeholders regarding TIR progress: Resident Advisors, Principals, NS Associate Director of the TIR Program, and Relay.
    - The TIR Coordinator is the gatekeeper for escalation of concerns to Principals
  + Works closely with the DSO to ensure TIRs remain in good standing with Relay, and are taking the necessary actions to work toward certification.
  + **<New!>** Oversees scoring of Gateway evaluations to ensure RAs are normed and reflect the bar set by the school

Network Commitments:

1. **Recruit strong Teachers in Residence**
   * + **<New!>** Team Recruit will screen for high potential TIR candidates based on the [teaching competencies](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Team%20Recruit%20Private/Shared%20Documents/Teacher%20in%20Residence%20Program/TIR%20GPA%20Screening%20Guidance/Teacher%20Competencies%20Rubric%20and%20Notes.docx), specifically looking for candidates who spike in the following areas:
       - Organization
       - Mission driven
       - Professionalism
       - Uptake of feedback
       - Academically accomplished
     + **<New!>** To ensure all TIRs are eligible to pursue certification as per state requirements, Team Recruit will ensure all TIR candidates meet Relay GPA requirements
       - Candidates with a 3.0 GPA are preferred, while those below this threshold undergo a [rigorous screening process](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Team%20Recruit%20Private/Shared%20Documents/Teacher%20in%20Residence%20Program/TIR%20GPA%20Screening%20Guidance/TIR%20GPA%20Guidance_Final%203.10.16.pdf) to ensure they are able to meet the demands of balancing graduate school while working full-time.
2. **Build a positive and powerful TIR cohort across the network**

* The Associate Director at Network Support will be responsible for building a strong TIR cohort community. TIRs will feel strongly connected to other AF TIRs and the larger AF community. We will build community through:
  + - Additional TIR trainings, town halls, panels, etc.
    - Cohort team building opportunities – dinners, school celebrations, etc.
    - Monthly check-ins on wellness and development
* The Associate Director at Network Support will evaluate and update the TIR program by:
  + - Highlighting individual school’s best practices and sharing with other schools
    - Supporting the recruitment and selection of TIR candidates, and updating hiring profiles as necessary
    - Supporting schools create gradual on-ramps for TIRs to increase responsibility throughout the year
    - Collecting and analyzing TIR-related data

1. **Facilitate communication between schools and Relay**

* The Network Support Associate Director will facilitate communication between schools and Relay by:
  + - Creating and following up on optional surveys for schools to share feedback with Relay team
    - Tracking progress of TIRs in both Relay training/assessments and at school level
    - Keeping Relay up-to-date on TIR R&R and schedules at schools and sharing relevant data
    - Serving as the liaison for schools and Relay

1. **<New!> Ensure TIR development is aligned between schools and Relay**

* The Network Support Associate Director will ensure alignment by:
  + - Helping to facilitate Gateway evaluations by Relay and Resident Advisors
    - Communicating Gateway pass rates to schools and TIRs
    - Creating intervention plans for TIRs who have failed the Gateway – direct targeted supports needed to Resident Advisors and Relay advisors
    - Joining Talent Partner check-ins with Principals to discuss TIR support, progress, hiring, and professionalism concerns
    - Supporting Resident Advisors in coaching struggling TIRs

Relay Commitments:

1. **Run high quality practice sessions aligned to TIR areas of growth**

* TIR weekly Deliberate Practice and Resident Advisor training will be run by Relay
* Offer coaching support to Resident Advisors who have struggling TIRs

1. **Assess and support TIR development through Gateway evaluations and in-school observations**

* At points throughout the year (at least every eight weeks), Relay and Resident Advisors assess TIR progress at school and at Relay via the [Gateway evaluations](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/Gateways/Gateway%20Overview.pdf)

1. **Provide schools with regular updates on TIR progress**

* Relay advisors update the NS Associate Director on TIR progress via weekly check-ins

1. **<New!> Support uncertified TIRs to be on a pathway towards certification**

* Should a TIR fail to be in good academic standing, Relay advisor will notify the NS Associate Director and (as necessary) Principal/Director of School Operations
* Additional classes and certification counsel will be offered to TIRs to help prepare them for certification exams
* Additional office hours will be provided for individualized academic support

1. **<New!> Provide remediation before and after Gateways to support TIR development into a full time teacher**

Teacher in Resident Commitments: **<New!>**

1. **Attend all required training sessions with Achievement First and Relay to ensure continued growth and development as a full time teacher.**
   * TIRs will attend AF summer trainings and actively participate in professional development sessions throughout the year. This includes (but is not limited to): Friday PD, Data Days, Day of Practice
   * In addition, TIRs will also engage in additional professional development through Relay. This includes (but is not limited to): Deliberate Practice, Core Classes, Content Classes, and completing online module assignments.
2. **Maintain professional expectations and responsibilities at school.** 
   * TIRs will conduct themselves professionally in and outside of school, serving as a model for scholars at all times
   * All expectations and responsibilities at school and Relay will be met in a timely fashion and conflicts or delays in meeting any deadlines will be communicated early.
3. **Proactively communicate conflicts and supports needed to school coaches, Relay, and NS Associate Director.**
4. **(if uncertified) Remain in good academic standing at Relay and pass all required exams necessary for certification.**

All NY and CT TIRs sign an “Offer Letter Addendum” that outlines commitments to ensuring they are on track to certification. ([NY version](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/TIR%20FAQs_New%20York%2016-17_Final.pdf), [CT version](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/16-17%20Readiness%20Documents/AF%20TIR%20OL%20Addendum_CT%2016-17.pdf))