**AF Bushwick Elementary**

**Teacher in Residence Program Overview 2015-2016**

**TIR Program Preamble:**

*We believe that an intentional Teacher in Residence program will build a teacher pipeline for our school. We will accomplish a robust program by 1) attracting and hiring qualified and skilled Teachers in Residence, 2) intentionally develop our Teachers in Residence, and 3) maximize the potential of Teachers in Residence by allocating their time on high impact levers. Our goal is to have 100% of TIRs prepared to enter the classroom as fulltime teachers in one year.*

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**Roles and High-Level Responsibilities**

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| **TIR Program Coordinator** | **Academic Dean** | **Resident Advisor** | **Teacher in Residence** |
| * Oversee TIR program at AFBES * Key point person for Relay and Network Support TIR Program Manager * Develops Resident Advisors on effective coaching and management * Is TIR’s Manager. * Determines which sessions TIRs will attend at DOPs and at Friday PD, in close collaboration with RAs. | * Coach and manager of the Resident Advisor * Monthly co-observations of the RA and TIR co-teaching (beginning October) * Updates principal on RA’s effectiveness and flags any support needed | * Observes and coaches the TIR on instruction, classroom management, and lesson planning skills during designated time of day. * Is “go-to” person and mentor for TIR. | * Work with and support Resident Advisor to increase student achievement * Increase student achievement, develop student character, and build joyful and focused culture * Take ownership of own learning by tackling and embracing all learning opportunities |

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| **Responsibilities of TIR Program Coordinator** | |
| **Responsibilities** | **Definition of Responsibility** |
| **Drive vision/goals of program and ensure R&Rs of each role are followed through with fidelity** | * Develop and clearly articulate the vision for the TIR program at AFBES * Execute network-provided goals for the program * Present vision for program as well as its structure and TIR/RA R&Rs to our school team * Develop, implement, and monitor R&Rs of TIRs and RAs through weekly RA-TIR observation and feedback, coaching and observation PDs for RAs, bi-weekly RA cohort meetings, and weekly TIR cohort meetings |
| **Consistently monitor effectiveness of TIRs and TIR program** | * Develop concrete monthly benchmarks (in alignment with TIR gradual release plan and Relay gateways) and check in on TIR progress on these benchmarks * Celebrate bright spots and areas for growth, and act accordingly * Reach out to other schools in the network for support/ideas on areas for growth and introduce these best practices, as suitable, to AFBES * Meet with TIRs bi-weekly for a cohort meeting (topics: cohort building, coverage, task, and instructional check-ins and updates); * At points throughout the year (at least every eight weeks), assess TIR progress at school and at Relay (leveraging their Gateways as an assessment of TIRs) and update R&R and schedule to reflect gradual transition to full-time teacher next year. * Evaluate and measure effectiveness of TIR schedules and adjust according by considering building needs and/or TIR skill levels; * Train and frequently check-in on TIR personal effectiveness domain components (i.e. use of Outlook, weekly worksheets, deadline submissions); * Stay in consistent communication with Network TIR Coordinator; * Plan and execute TIR cohort activities at the school-site; * Monitor and follow up with TIRs regarding professionalism and adherence to AFBES Professionalism norms and expectations. |
| **Interface with the Network on TIR initiatives** | * Act as the primary point of contact for Network- AFBES TIR updates, initiatives, events, etc. |
| **Serve as the point person for Relay – AFBES contact** | * Attend RA trainings * Check in with Relay point person (Lauren Bassi, for example) frequently on TIR progress * Immediately address TIR concerns * Ensure TIRs and DSO connect on any concerns about Relay reimbursement or certification * Provide Relay with updates when requested on all residents * Turnkey information from Relay to RAs in a timely fashion (cascading communication) * Update Relay, as appropriate on TIR-RA pairings and address any concerns (from Relay regarding RA-TIR partnership) * Update self/Principal bi-weekly on TIR progress at Relay and at AFBES   + Ensure RAs and TIRs are following Relay scope and sequence for gradual release;   + Check in with Relay program coordinator for updates on TIR progress and academic standing;   + Complete necessary paperwork and follow through with DSO to ensure payments and any financial matters are taken care of; |
| **Manage personal effectiveness component of TIR work** | * Schedule TIRs to attend Together Teacher NTT PD * Support action steps from this PD * Lead school-based PD for TIRs on personal effectiveness (see TIR roles and responsibilities) * Check-in on personal effectiveness items during weekly TIR Cohort Mtg * Address personal effectiveness and professionalism concerns in a timely fashion with TIRs |
| **Develop and maintain TIR schedule iterations** | * Devise Bi-weekly schedule revisions during the first 8 weeks of school; * Devise and determine Longer-term schedules * Utilize data and needs of school based on LT/GLL feedback to create these schedules |
| **Develop and maintain task protocol** | * Check in with GLCs to ensure TIR Task Requests are being utilized appropriately * Check in with GLCs to ensure tasks are being forwarded to TIRs as per protocol guidelines; * Check in with TIRs during weekly cohort meeting to ensure they are maintaining task board in the TIR office and meeting deadlines |
| **Develop and maintain coverage protocol** | *This depends on the time of year, and is dependent on what the TIR gets familiar with. For example, if a TIR is with Moverman throughout the year, he/she may be able to cover when Moverman is out for Curriculum Fellow days after about October. But, it would not make sense to put a TIR in the room on Day 1.*   * Train GLCs on utilizing TIR/teacher coverage pairs to assign coverage for unplanned absences * If the coverage is within “Phase 1”, the TIR coordinator could also teach the first class with coverage while the TIR observes. This would be on “planned days” (i.e. absence due to Curriculum Fellow days) * Ensure teachers are eliciting coverage as necessary once absence has been approved by Janine/Stacey; * Oversee TIR assignments to planned coverage to ensure TIRs are not being double-booked; * Check to ensure teachers are sending Outlook appointments to TIRs to schedule coverage and that TIRs are adhering to coverage appointments. |
| **Manage RAs** | * Meet with RAs monthly (in a joint cohort meeting) for updates on TIR progress (could be combined with GLC meeting) * Ensure RAs complete necessary TIR skills update form each month (email); * Observe RAs and TIR during instructional time once per month and give feedback; * Observe RA and TIR coach meeting once per month and give feedback; * Check in on any professionalism or adult culture concerns; * Deliver necessary Relay information to RAs and ensure alignment with Relay. * **Loop in RA managers to all communication between TIRs, Relay, and self.** |

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| **Responsibilities of Academic Dean** | |
| **Responsibilities** | **Definition of Responsibility** |
| **Execute on goals of program and followed through with fidelity** | * Monitor R&Rs of TIRs and RAs through weekly RA-TIR observation and feedback, coaching and observation PDs for RAs, bi-weekly RA cohort meetings, and weekly TIR cohort meetings |
| **Manage RAs** | * Co-observe RAs and TIR with Principal during instructional time once per month and give feedback; * Check in on any professionalism or adult culture concerns; |

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| **Responsibilities of Resident Advisor** | |
| **Responsibilities** | **Definition of Responsibility** |
| **Daily and weekly coaching through modeling, observations, and gradual release** | * Facilitate TIR observation and support for approximately 60 minutes/day. This could be split across two subjects. * Set aside dedicated 15-20 mins/week to debrief observations. * Observe TIR teaching as they take on more core responsibilities * Throughout the year, steadily increase responsibility in his/her classroom so that by the end of the year, TIR is planning and teaching a class period each day. See calendar in document for details. * Model and then support TIR in teaching a small group of students (4-12) toward student achievement goals for at least 20 minutes a day. This could look like TIR pulling a small group during independent practice. * Review lesson plans for the relevant subjects |
| **Daily and weekly coaching through feedback and coaching meetings** | * Lead weekly 30 minute check ins to review lessons and discuss support for the upcoming week. Sample agenda below:   + 5 min: Check-In and Other Problem Solving   + 10 min: Feedback and Practice (either on one lesson or trends across multiple lessons from Real Time Coaching), including applying feedback to upcoming lessons   + 15 min: Intellectual prep     - Planning for upcoming lesson     - Analyzing student work   + 2 min: Capture and share next action steps (TIR owns this) * Ensure there is written follow up (TIR takes notes) and action items from each coaching meeting |
| **Communication and leadership** | * For NY Relay Program Residents: attend all Relay Program trainings and complete Gateway assessments for his/her resident * Complete monthly check in forms on TIR progress and submit to TIR Coordinator * Attend all PD for RA/coach role during summer and school year * Proactively ask questions and raise concerns and possible solutions to TIR Coordinator * Attend TIR and RA cohort meetings |
| **Resident Advisor Pairings** | * Tanya Kolb (K-1st Gr TIR) * Mary Beth Ingram (2nd-3rd Gr TIR) * Carla Moverman (4th Gr TIR) |

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| **Responsibilities of Teacher in Residence** | |
| **Work with and support Resident Advisor to increase student achievement: 30%** | * Observe and support Resident Advisor for approximately 60 minutes/day in literacy (TRD/Lit, GR, writing) or Math. * Throughout the year, steadily increase responsibility in Resident Advisor’s classroom so that by the end of the term (Aug – Jan or Feb – June), TIR is able to plan and teach that class period. See calendar below for details. * Support classroom focus, joy, and rigor by serving as the co -teacher in the classroom as needed; this could include being the co-teacher in a SS class up to twice per day in 1st grade. * Assist and eventually lead classroom transitions and routines. * Assist with and grade formative and summative assessments and daily exit tickets as per directions/expectations of the RA. Enter data into tracking systems. * Attend co-planning meeting with Resident Advisor prior to data days to analyze data and determine ways to act aggressively on student data to implement Tier 1 scholar interventions, as determined and directed by the RA. * Model REACH values daily and maintain high behavioral expectations from scholars |
| **Increase student achievement, develop student character, and build joyful and focused culture through small groups and intervention classes: 20%** | * Teach a small group of students (4-12) toward student achievement goals for at least 30 minutes a day in phonics, or Guided Reading, or upper elementary book clubs, or math small groups. * Teach REACH class in 2nd and/or 3rd grade, or oversee 4th grade volunteer class * Support individual students through one-on-one tutoring as needed, 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%** | * Supervise lunch, transition times, and serve as chaperone on field lessons when possible * Weekly copying of grade level homework packets as provided by teachers * Printing posters and laminating projects * Photocopying class sets of books as necessary * Enter Kickboard data daily for the grade * Book room organization * Support through some administrative tasks as needed such as Classroom organization and classroom support; Follow up calls to absent scholars? * Potentially support with HW room or re-do room with a teacher |
| **Engage in intentional, focused, teacher training and learning: 20%** | * Attend New Teacher Training and All Teacher Training over the summer * Attend Friday PDs at school-site * Attend other relevant PD such as Days of Practice, Data Day, and school-based PDs * For Relay Program Residents: attend all Relay Program trainings, complete all Relay assignments, and be in good standing with Relay (3.0 GPA or above). * Weekly 30 minute check ins with Resident Advisor to review lessons, discuss support for the upcoming week, feedback, and learning goals progress. * Attend monthly AFBES TIR Cohort meetings with TIR Coordinator and arrive fully prepared and able to participate actively * Take responsibility for your own learning and development in the teaching profession through:   + lesson rehearsal   + attending afterschool practice groups if needed;   + research into content area;   + reading appropriate literature such as *Teach Like a Champion, Practice Perfect, The Skillful Teacher*;   + completing all necessary pre-work for PDs and engaging fully in the PD;   + asking questions and seeking guidance from your RA when needed;   + implementing feedback from RA on skills and lesson plans;   + engaging in IPP with your grade team, content area, and RA   + utilizing Better Lesson and Many Minds as lesson planning and development resources;   + other self-directed learning as advised by your RA, TIR Coordinator, and/or Relay. * Build content expertise in your subject areas and deep intellectual engagement through:   + daily lesson internalization and rehearsal   + engaging in grade level IPP   + planning rigorous lessons and implementing RA and TIR coordinator feedback;   + grading and analysis of student work, and   + ongoing professional development. * Maintain strong performance and professionalism in your role by adhering to the norms and expectations in the AFBES Norms and Expectations and adjust accordingly as needed |
| **Personal Organization and Effectiveness: 10%** | * Check email daily and respond to all necessary emails within 24 business hours; * Notify RA and TIR Coordinator 48 hours in advance if a deadline extension is necessary. * Meet all deadlines for tasks, projects, and lesson plans;   Utilize an effective personal organization system to ensure all tasks are completed by deadlines. This could look like:   * inputting all tasks and appointments into Outlook calendar * printing daily Outlook calendar for easy reference and to aid in effective time management * creating a weekly worksheet with all tasks, deadlines, appointments, and personal priorities clearly detailed for that week; * engaging in monthly map planning around learning goals; * posting and internalizing TIR schedule |

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| **K-1 TIR Detailed Responsibilities (draft)** | |
| **Resident Name** | Mindy Lahiri |
| **Grade Level** | Kindergarten and 1st Gr |
| **Subject Area** | 1st grade Writing (Aug – Jan); 1st grade Math (Feb – June)  Potentially Kindergarten specials supervision |
| **Resident Advisor** | Tanya Kolb (1st grade) |
| **Resident Advisor Class to observe and support daily** | Writing (Aug-Jan)  Guided Reading  Math (Feb – June) |
| **Weekly Meeting time with *Resident Advisor*** | TBD by Resident Advisor and Resident  Example: Tuesdays 12:00-12:30 |
| ***Manager Name*** | Stacey Park |
| **Bi-weekly check-in with Manager** | TBD by Manager and Resident  Example: every other Wednesdays 1:45 – 2:15 pm |
| **Small Group(s) to Lead** | 1st grade writing |
| **Full group teaching at-bats (should increase)** | Gradual Release in Writing (observe 🡪 drift 🡪 lead T & Ts 🡪 lead model 🡪 parallel teaching or implementing other co-teaching models)  Same structure will apply for math during springtime |
| **RELAY program times** | **Every Tuesday -** leave building at 2:15 for Deliberate Practice at 335 Adams Street, Suite 700 | Brooklyn, NY 11201 |
| **Other Classes to support** | Support during one or two social studies/Science classes in 1st grade  1st grade Cooperative Play or homework re-do  High need classroom or grade level in other area of the school  Potential class for Kindergarten |
| **Daily Meal & Transition Duties** | Breakfast support (to make-up time for RA)  Daily Lunch Duty from 10:50am-12:25pm  Possible Late Duty support (in conjunction with Ana Maria) |
| **Daily System Duties** | Tasks as assigned by task protocol;  Other possible supports (daily, weekly, and monthly):   * Copies for K and 1st grade * Lamination and poster-making * Kickboard data entry for K and 1st grade classes (daily) * Classroom organization support * Following up on absent scholars |

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| **2nd-3rd TIR Detailed Responsibilities (draft)** | |
| **Resident Name** | Morgan Tookers |
| **Grade Level** | 2nd and 3rd Gr |
| **Subject Area** | Literature, Writing, Guided Reading |
| **Resident Advisor** | Mary Beth Ingram |
| **Resident Advisor Class to observe and support daily** | Literature (Aug-Jan)  Guided Reading  Writing (Feb – June) |
| **Weekly Meeting time with *Resident Advisor*** | TBD by Resident Advisor and Resident  Example: Tuesdays 12:00-12:30 |
| ***Manager Name*** | Stacey Park |
| **Bi-weekly check-in with Manager** | TBD by Manager and Resident  Example: Every other Wednesday 1:45 – 2:15 pm |
| **Small Group(s) to Lead** | 2nd grade and 3rd grade GR |
| **Full group teaching at-bats (should increase)** | Gradual Release in Literature, Writing, and GR |
| **RELAY program times** | **Every Tuesday -** leave building at 2:15 for Deliberate Practice at 335 Adams Street, Suite 700 | Brooklyn, NY 11201 |
| **Other Classes to support** | Math fluency intervention  Reading fluency intervention  Supervision during Accelerated Reader and Independent reading |
| **Daily Meal & Transition Duties** | Breakfast support (to make-up time for RA)  Daily Lunch Duty from 10:50am-12:25pm  Possible Late Duty support (in conjunction with Ana Maria) |
| **Daily System Duties** | Tasks for 2nd and 3rd grade as assigned by task protocol;  Other possible supports (daily, weekly, and monthly):   * Copies for 2nd and 3rd grade * Lamination and poster-making for 2nd and 3rd gr * Daily Kickboard data entry for 2nd and 3rd grade homerooms * Classroom organization * Following up on absent scholars |

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| **4th Gr TIR Detailed Responsibilities (draft)** | |
| **Resident Name** | Danny Castellano |
| **Grade Level** | 4th Gr |
| **Subject Area** | Math (Aug – Jan);  2nd and 3rd grade REACH Class  4th grade Book Club |
| **Resident Advisor** | Carla Moverman |
| **Resident Advisor Class to observe and support daily** | Math (1st block)  Bookclub (alternate teacher) |
| **Weekly Meeting time with RA** | TBD by Resident Advisor and Resident  Example: Tuesdays 12:00-12:30 |
| ***Manager Name*** | Stacey Park |
| **Bi-weekly check-in with Manager** | TBD by Manager and Resident  Example: Wednesdays 1:45 – 2:15 pm |
| **Small Group(s) to Lead** | Math fluency intervention  Reading fluency intervention  Supervision during Accelerated Reader and Independent reading |
| **Full group teaching at-bats (should increase)** | Gradual Release in Math (observe 🡪 drift 🡪 lead T & Ts 🡪 lead teach🡪 parallel teaching or implementing other co-teaching models) |
| **RELAY program times** | **Every Tuesday -** leave building at 2:15pm for Deliberate Practice at 335 Adams Street, Suite 700 | Brooklyn, NY 11201 |
| **Other Classes to support** | High need classroom or grade level in other area of the school  Weekly observation of literature/writing and bookclub |
| **Daily Meal & Transition Duties** | Breakfast support (to make-up time for RA)  Daily Lunch Duty from 10:50am-12:25pm  Possible Late Duty support (in conjunction with Ana Maria) |
| **Daily System Duties** | Tasks for 4th grade as assigned by task protocol;  Other possible supports (daily, weekly, and monthly):   * Copies for 4th grade * Lamination and poster-making for 4th grade * Daily Kickboard data entry for 4th grade homerooms * Classroom organization * Following up on absent scholars |

**Gradual Release Calendar**

The following table represents a typical trajectory for TIRs’ growing teacher responsibilities, as well as the flow of support from the RA, RA’s Manager, and the TIR Coordinator. Relay assessments correspond with activities in the classroom. At critical junctures, TIR Coordinator should evaluate TIR progress (informed by reports from Relay and resident advisors) and adapt TIR schedules and responsibilities as needed.

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|  | **TIR Responsibilities** | **RA supports TIR by:** | **RA’s Manager supports RA by: (more logistical)** | **TIR Coordinator supports TIRs and RAs by: (more training on the coaching; diff cons, skill)** |
| **August** | * Assist in classroom setup in preparation for the new school year, as directed by RA. * Participate in summer training and professional development | * RA is “go-to” person for TIR; supports TIR with new staff things (answering questions, etc) * Helping with organization of materials | * Checking in with RA on initial relationship building with TIR and any professionalism concerns | * RA training around setting expectations with TIR, effective coaching meetings, having tough conversations with TIR, real-time coaching * Initial orientation for TIRs on professional expectations, organization systems (or ensuring they attend sessions during August development) * Initial meeting with RA and TIRs together to share vision for program and success factors, * practice RTC with the RA (via video). Potentially have a weekly meeting. * Train TIRs on F&P assessments/taking running records? |
| **September** | * Observe instruction, grade tests, quizzes, assignments, and/or assist with transitions and routines during at least one period each weekday in RA’s classroom. * Pull a small-group for instructional support (ideally, within resident advisor’s classroom). This could look like working with a small group during independent practice. This could also look like putting a Book Club or GR group. * Assist with opening procedures for 5-10 minutes on at least five days, for a total of about 30 minutes of teaching time during month. This could look like leading procedures every Friday or other day of the week. * Administer reading assessments and other diagnostic assessments, after successful training. * Engage in substitute co-teaching (when a teacher is absent, and only if possible). | * RTC on opening procedures with TIR * Coaching meetings to review FOI(s) for relevant subject(s) | * Co-observe with TIR Coordinator at least once in the month | * Two check-ins with TIR cohort * RA practice with observation and feedback protocol (via GLC meetings) |
| **October** | * Lead small-group instruction; support during independent practice with specific small group * 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 RA, more high-stakes assessments. Enter data into relevant tracking system. * Manage students as a substitute teacher, during arrival and dismissal, and during cooperative play, lunch and hall transitions. | * Train/coach TIR on specific needs of scholars to pull during IP, and instructional strategies to use with them. * Check in with TIR on effectiveness of support during independent practice/small group instruction * Model opening procedures (threshold and do-now) for first part of the week; TIR to take over for second part of the week (with quick debrief afterwards). * Observe and coach TIR during opening procedures * Check in with TIR on data entry | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once * RA practice with observation and feedback protocol (via GLC meetings) |
| **November** | * Lead small-group instruction; support during independent practice with specific small group * Teach RA’s opening procedures five times, for a total of about 50 minutes of teaching time during month. * Teach RA’s introduction to new material at least five times, for a total of about 75 minutes of teaching time during month. * Observe and participate in family conferences. | * Review FOI of INM with TIR * Check in with TIR on effectiveness of support during independent practice/small group instruction * Model opening procedures for core subject area for RA; observe and coach TIR during opening procedures at least 5 times in the month. * Rehearse introduction to new material 5 times during the month with TIR, before they execute the next day. Observe and coach TIR during intro to new material. | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once * RA practice with observation and feedback protocol (via GLC meetings) |
| **December/January** | * Lead small-group instruction; support during independent practice with specific small group * 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. | * Check in with TIR on effectiveness of support during independent practice/small group instruction * Model pre-identified engagement strategies for TIR * Rehearse engagement strategies with TIR, to prepare for application during INM. * Observe and coach TIR during INM at least 5 times | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once * RA practice with observation and feedback protocol (via GLC meetings) |
| **February** | * **Shift to math focus (in K-2). Thus, in K-2, gradual release model would re-start following Aug – Jan structure. In 3-4, resident will continue in RA’s content area and RA will follow schedule as it appears here.** * Lead small-group instruction; support during independent practice with specific small group * Internalize whole-group instruction part of lesson * 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. * Prepare for hiring guest lesson at school-site (only if RA and school leaders believe TIR is promotable to full-time teaching position for the following year). | * RA reviews FOI with TIR, specifically on whole-group lesson. RA coaches TIR on content and material as needed. Specific focus on **checks for understanding.** * RA and US-TIR rehearses whole-group instruction 5 times * RA observes and coaches TIR during whole-group instruction. Debriefs after each observation * Check in with TIR on effectiveness of support during independent practice/small group instruction | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once |
| **March** | * Lead small-group instruction; support during independent practice with specific small group * 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. * Engage in guest lesson and interview with principal for 2016-2017 full-time teaching role. | * RA reviews FOI with TIR, specifically guided and independent work expectations * RA coaches TIR on teaching the guided and independent practice, and closing out the lesson. Rehearses 4 lessons with the TIR. * Observe and coach TIR during 4 lessons in the month. * Check in with TIR on effectiveness of support during independent practice/small group instruction | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once |
| **April** | * Lead small-group instruction; support during independent practice with specific small group * 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. | * RA coaches TIR on teaching the guided and independent practice, and closing out the lesson. Rehearses 4 lessons with the TIR. * Observe and coach TIR during 4 lessons in the month. * Check in with TIR on effectiveness of support during independent practice/small group instruction | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once |
| **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 necessary or as makes sense, as well as differentiation during regular classroom instruction. \*This could also look like taking on a gen-ed group to allow the SpEd teacher to have an even smaller group. * Implement feedback from the RA and/or DSS. * Review an individualized education plan (IEP). | * RA observes and coaches TIR during teaching period. * Debrief observation and rehearse upcoming lesson as necessary | * Co-observe with TIR Coordinator at least once in the month | * Co-observe TIR with Dean at least once |
| **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. | * RA observes and coaches TIR during teaching period. * Debrief observation and rehearse upcoming lesson as necessary | * Co-observe with TIR Coordinator at least once in the month |  |