**Achievement First Teacher Roles and Responsibilities**

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| **Bucket** | **Teacher Core Actions** |
| **Academic**  **Deep Content Knowledge** | Deeply understand the CCSS/NGSS for your grade and content(s), and how they fit with the standards for the grade before and after yours. |
| Unpack units prior to the start of each unit (before beginning any lesson planning for that unit) in order to deeply understand the unit outcomes and the arc of learning required to meet outcome, as well as to make strategic decisions in planning daily lessons. |
| Intellectually Prepare at the lesson level in order deeply understand the content that scholars need to grapple with and plan the most critical questions to increase heavy lifting for scholars. Attend all scheduled Intellectual Prep Protocols with your coach and colleagues. |
| Look at Student Work and analyze data daily, weekly, and after Interim Assessments to analyze and plan instructional next steps based on the data and respond to student data on a regular basis. Attend all scheduled LASW protocols with your coach and colleagues. |
| **Effective Delivery of Instruction** | Deliver instruction aligned with the *Essentials of Effective Instruction* rubric (TCP rubric), the FOI for your grade and content area, and specific school-wide pushes throughout the year (“Arc of the Year” pushes). |
| **Planning and Assessment** | For teachers with daily resources provided at the network level: Intellectually engage in materials and finalize daily lessons by using the resources.  For teachers without daily resources provided at the network level: Develop lesson plans that are aligned to the lesson planning expectations and are able to set you up for rigorous instruction in your classroom. |
| Submit lesson plans (9-12 teachers and other teachers without daily resources provided) or IPP (K-8 teachers with daily resources provided) for feedback by Monday 7 AM on Many Minds, make revisions based on feedback, and post final lesson plans to Many Minds by Thurs COB. |
| Rehearse/ internalize lessons to ensure you are prepared to focus on scholars (listening to responses to questions, behavior, differentiation, etc.) during the lesson. |
| Monitor ongoing achievement data at the daily, weekly, unit, and IA level to ensure all scholars, including scholars with IEPs, make ambitious academic progress each year and are on track to meeting academic goals in that content area. |
| When applicable to the grade/content area, manage the weekly quiz cycle, analyze the quiz data, and give students an opportunity for redo. |
| In collaboration with the AD, SSL and families, create Tier 2 support plans and implement for scholars who are not making progress in Tier 1 instruction. |
| In collaboration with the AD, SSL, Principal and families, create Tier 3 only if Tier 2 has been implemented with fidelity and is no longer working. |
| **Supporting All Scholars** | Work to understand scholar IEPs and modify instruction or develop accommodations accordingly. |
| Proactively partner with the Dean of Special Services, your coach, your co-teacher, and the colleagues on your grade team to better understand student needs and effective supports for a particular student. |
| Build 1 on 1 relationship with scholars who struggle behaviorally or academically. |
| **Character**  **Culture Leadership** | Model and uphold high expectations for behavior and character, in the classroom and throughout the school day. |
| Create and contribute to a school and classroom community that is joyful and rigorous, and supports students to take risks. |
| Support and follow whole school routines and procedures. |
| Build strong and trusting relationships with all students that you teach. Speak about all students with respect and show all students respect. |
| **Character**  **School and Classroom Expectations, Procedures & Structures** | Establish expectations, procedures, and structures that allow students to learn with a sense of urgency. This includes developing minute by minute plans for classroom procedures and transitions (both transitions between classes and within a class) at the start of the year. |
| Align expectations and teacher actions to the school-wide culture vision (during the first 6 weeks of school and throughout the year) to push toward 100% consistently across the school. |
| Follow all school-wide systems for our students, including the Choice Chart school wide system for behavior, the school-wide attendance system and homework system, and any grade-wide systems developed to support students. |
| **Family Partnership** | View our parents as partners, and communicate proactively with families around student progress. Make regular, positive contact (phone calls, texts, nice note home) to the families of all your students. |
| Proactively partner with families of students who are struggling academically or behaviorally to learn about their children, share updates and strategize on supports. |
| Embody a “parents as partners” mentality by speaking with respect about our scholars’ families and going above and beyond to build relationships with your students families (ex. hosting parent events with your grade team, sending classroom newsletters home, inviting parents in to your classroom, etc). |
| **Adult Culture** | Model AF’s Core Values: Results without Excuses; Excellence is a Habit; Team & Family; Whatever It Takes; Many Minds One Mission; and Everything with Integrity. |
| Demonstrate professionalism at all times by coming on time to work, coming on time to all meetings, and meeting all deadlines for lesson plans and assignments. Proactively reaching out for more time if it is needed. |
| Communicate professionally and effectively with school leaders and fellow staff in order to work together positively. |
| **Diversity and Inclusiveness** | Demonstrate and work towards continuous self-improvement in the D&I competencies: Building knowledge of race and class inequities and their impact, self-awareness, engagement in courageous conversations / Interaction with parents, students and staff from different backgrounds |
| **Own Your Learning** | Actively participate in PD sessions including fully engaging in practice. |
| Actively engage in coaching meetings by taking on the heavy lifting, taking notes, and owning next steps for follow up. |
| Look for other opportunities for learning including readings, leveraging other strong teachers in and outside of the network, and attending external PDs. |