**TIR Support Structure**
***Directions****: Complete the chart below with staff names to determine your TIR support and management Structure.*

**Resident Advisor:**

**Teacher in Residence:**

 **Grade Level/Content:**

**Principal:**

**TIR Coordinator:**

**NS Assoc. Director of TIR Program:**

**Kristina Mercado**

**Teacher in Residence:**

**Grade Level/Content:**

**Teacher in Residence:**

**Grade Level/Content:**

**Teacher in Residence:**

**Grade Level/Content:**

**Teacher in Residence:**

**Grade Level/Content:**

**Resident Advisor:**

**Resident Advisor:**

**Resident Advisor:**

**Resident Advisor:**

**Relay Residency Program Director:**

**Rebecca Good (CT)**

**TBD (NY)**

|  |
| --- |
| *(Additional space below should you have more than 5 RA/TIR pairings)* |
| **Resident Advisor** | **Teacher in Residence** | **Grade Level/Content** |
|  |  |  |
|  |  |  |

**Individualized TIR Roles and Responsibilities
*Directions:*** *The table below should be created for each TIR to ensure all core responsibilities are planned for and in a central place.*

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| **5th Grade ELA TIR** |
| **Resident** | Sam |
| **Grade Level** | 5th  |
| **Subject Area** | ELA: Writing  |
| **Resident Advisor** | Ralph |
| **Resident Advisor Class to observe and support daily** | Writing in Ohio |
| **Weekly Coaching Meeting with Resident Advisor** | Every Friday at 12pm |
| **Small Group(s) to Lead**  | Book Club |
| **Full group teaching at-bats (gradually increases)**  | Writing in Ohio |
| **Deliberate Practice Day/Time** | Every Tuesday 3pm at 335 Adams St, Brooklyn, NY*Released from school at 2:15pm**Coverage for TIR provided by Eric* |
| **Other Classes to Support** | Vocab5th Writing in Michigan State5th Literature in Cornell |
| **Daily Meal & Transition Duties** | HW Table: 7:10a-7:30aBathroom break post: 11:35a-11:45aLunch/Recess Duty: 10:40am-11:30pm |
| **Daily System Duties** | * Snack drop off
* Follow up with absent scholars
* Daily Kickboard data entry for 5th grade homerooms
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**Gradual On-Ramp Matrix***The following table represents the trajectory of a 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.* ***Directions****: Revise the blue portions below to flesh out RA, TIR Coordinator, and LT support for each month.* ***Relay is in the process of making changes to their Gradual On Ramp, that would impact the month by month description of TIR Responsibilities. A new version of the Gradual On Ramp will be released by the week of 4/25/16. Please hold off on completing this matrix until then.***

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| --- | --- | --- | --- | --- |
|  | **TIR Responsibilities** | **RA Support** | **TIR Coordinator Support** | **LT Support\*\*Specify if Principal or Dean** |
| **August** | * Assist in classroom setup in preparation for the new school year.
* Participate in summer training and professional development
 | * Shepherd TIR through training, answers questions, introduces TIR to staff
* Conduct 1st coaching meeting: expectations, etc.
* Provides feedback on professionalism: timeliness to sessions, etc.
* Attend Gateway #1 training
 | * Sets professional expectations with TIRs, shares schedules/expectations
* Talks with TIRs regarding professionalism concerns (when needed)
 | * Train TIR Coordinator on real time coaching, as necessary
* Check in on TIR Coordinator  to ensure:
	+ Set Professional expectations with TIRs
	+ Looped into professionalism concerns
 |
| **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.
 | * Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
* Evaluate TIR on Gateway #1 and submit to TIR Coordinator for approval, debrief results with TIR after approval and prior to final submission
* Provide TIR with deliverables for classroom: graded exit tickets, tracker submissions, copies, etc.
* Conduct weekly coaching meeting with TIR
	+ Coach TIR on: redirecting scholars/upholding classroom expectations aligned to school system while pushing into classroom
 | * Run TIR taxonomy drills (ideally during schoolwide PD)
* Co-observe TIR with RAs at least once, focusing on opening procedures and TIR/RA join coaching debrief
* Review all Gateway #1 RA evaluations- if needed, adjust ratings to ensure school-wide consistency
* Get Principal approval on all Gateway #1 scores prior to RA submission deadline
* Update NS Associate Director (Kristina Mercado) of any changes to Individualized TIR R&Rs or TIR Support Structure (ex: changes in TIR/RA pairings)
* Ensure all TIRs have received differentiated training on any small group TIR will lead
 | * Approve Gateway #1 evaluation scores
* Meet with any TIR who failed Gateway #1 re: professionalism concerns
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| **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.
 | * Model TIR teaching activity for the month
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
	+ Ex: RA to model Week 1. TIR to create Do Now for week 2 and receive at-bats in threshold and Do Now
* Conduct weekly coaching meeting with TIR
* Observe TIR’s small group and provide feedback- ideally in first week of the month- if not possible due to schedule, flag for TIR Coordinator to complete and share feedback
* Evaluate TIR on Gateway #2 and submit to TIR coordinator for approval, debrief results with TIR after approval and prior to final submission
* Conduct weekly coaching meeting with TIR
 | * Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month
* Review all Gateway #2 RA evaluations to ensure consistency, get Principal approval
* Ensure all TIRs are observed during their first week of leading small group instruction (if RA unable to observe due to schedule conflicts)
 | * Check-in with TIR Coordinator for high-level update - which TIRs are on track to passing the next Gateway? What intervention plans are in place?
	+ Share these notes with Talent Partner during Monthly Stepback.
* Approve Gateway #2 evaluation scores
 |
| **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.
 | * Co-plan INM and model TIR teaching activity for the month
	+ Model both how to lesson plan and execute the INM
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area, refer to documents in RA Blast from NS Associate Director for detailed on-ramp into INM
* Conduct weekly coaching meeting with TIR
 |  Real time coaching with TIRs who failed Gateway #2, specifically coaching in rubric strands rated a “1” or “2” Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month - join RA/TIR debrief for TIRs who failed Gateway #2 | * Check-in with TIR Coordinator for high-level update - which TIRs are on track to passing the next Gateway? What intervention plans are in place?
	+ Loop in Talent Partner and NS Assoc. Dir. of TIR Program
 |
| **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.
 | * Co-plan and model TIR teaching activity for the month
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
* Conduct weekly coaching meeting with TIR
 |  Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month - join RA/TIR debrief for struggling TIRs Plan to conduct a “TIR stepback” in January with Principal- this should be a mid-year review of performance thus far, communicating if TIR is on track to promotion, help in scheduling as necessary |  Check-in with TIR Coordinator for high-level update - which TIRs are on track to passing the next Gateway? What intervention plans are in place? |
| **January** | * During the month of January, Residents do not have night classes though there will be Deliberate Practice. January is used as a month for remediation and additional support, as the Resident needs. The gradual on-ramp should remain consistent from December, unless you have reason to believe that the Resident is ready to take on more. Gateway #3 will be scored at the end of January, evaluating the Resident’s ability to lead the first few minutes of class and introduce new material. Residents will also receive an evaluative observation from a Relay faculty member.
 |  Co-plan and model TIR teaching activity for the month Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area Evaluate TIR on Gateway #3 rubric* Conduct weekly coaching meeting with TIR
 |  Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month - join RA/TIR debrief for struggling TIRs Review all Gateway #3 RA evaluations to ensure consistency, get Principal approval Real time coaching with TIRs who failed Gateway #3 Compile glows/grows of all TIRs to make recommendations to Principal re: performance thus far (for ES) Propose plan for TIR content development in Math to Principal  |  Use TIR Coordinator recommendations to prep for TIR step backs Start conducting TIR Step Backs- discuss with all TIRs if on track to promotion or not, with evidence from Gateways and observations (for ES) With TIR Coordinator, finalize plan for TIR content development in Math Approve Gateway #2 evaluation scores |
| **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.
 | * Co-plan and model TIR teaching activity for the month
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
* Conduct weekly coaching meeting with TIR
 |  Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month - join RA/TIR debrief for struggling TIRs Propose plan for promotion interviews with TIRs in March |  Finish all TIR Step Backs by first week of February With TIR Coordinator, finalize plan for TIR promotion interviews in March* + Share dates for interviews with Talent Partner
* Check-in with TIR Coordinator for high-level update - which TIRs are on track to passing the next Gateway? What intervention plans are in place?
 |
| **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.
 | * Evaluate TIR on Gateway #4 rubric
* Co-plan and model TIR teaching activity for the month
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
* Conduct weekly coaching meeting with TIR
 |  Communicate to all TIRs plan for promotion interviews (ex: if doing a demo, 1:1, date/time)* + Recommendation: Conduct a TIR meeting to share information and rationale with a follow up email
	+ [Example email](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20Recruit/Shared%20Documents/Teacher%20in%20Residence%20Program/Demo%20Lesson%20Email.msg)

 Review all Gateway #4 RA evaluations to ensure consistency, get Principal approval* Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month
 |  Conduct formal interviews or 1:1 career conversations to determine TIR promotions* + Flag any non-renewal conversations for Kristina Mercado
* Check-in with TIR Coordinator for high-level update
* Approve Gateway #4 scores
 |
| **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.
 | * Co-plan and model TIR teaching activity for the month
* Plan for and communicate to TIR teaching at-bats in classroom for this month’s focus area
* Conduct weekly coaching meeting with TIR
 | * (for ES) Propose plan for TIR content development in Writing to Principal
* Co-observe TIR with RAs at least once
* Share with RAs what anticipated grade level/subject area TIR is likely to be promoted into – plan for ramp up in TIR content development
 | * Communicate TIR promotions
* Check-in with TIR Coordinator for high-level update on TIR performance
 |
| **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).
 | * Conduct weekly coaching meeting with TIR, focusing on lesson planning/content development
 | * Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month
 | * Check-in with TIR Coordinator for high-level update on TIR performance
 |
| **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.
 | * Conduct weekly coaching meeting with TIR focusing on lesson planning/content development
 | * Co-observe TIR with RAs at least once, focusing on TIR teaching activity for the month
 | * Check-in with TIR Coordinator for high-level update on TIR performance
 |