**Achievement First Academic Dean Roles and Responsibilities**

*The following table is intended for use as a guide.*

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| **Bucket** | **AD Core Actions** | **Principal Actions to Support and Manage AD** |
| **Obs/Feedback & Practice and Real Time Coaching (40%)** | Observe teachers regularly and use in the moment coaching strategies to adjust instruction.  *During the first weeks of school, it is expected that coaching focus significantly on foundational culture and engagement skills aligned to focus areas in weeks 1-6 to ensure each teacher reaches proficiency.  After that, coaching should focus on academic moves that support the arc of the year. Following that time period, DOSs and ADs should collaborate to support teachers with weak classroom management.* | Co-observe lessons and in the moment coaching to provide feedback and model for AD. |
| Working with a portfolio of 8-12 teachers, observe each teacher for at least 20 minutes each week and provide weekly/bi-weekly feedback using the Observation, Feedback, and Practice power skill structure. | Co-observe lessons and feedback conversations and provide feedback. Use the Observation, Feedback, and Practice rubric as a guide for feedback. |
| Coordinate with Special Services Leader to provide co-teachers with feedback specifically around co-teaching implementation | Monitor Zoho tracker (or the equivalent) monthly to assess if co-teachers have been given feedback specifically around co-teaching implementation. |
| **Intellectual Engagement and Preparation at Unit and Lesson Level (15%)** | Facilitate or prepare other teachers to facilitate Unit Unpacking protocols at least two weeks prior to the start of each unit.  In cases where units will be unpacked centrally, ensure teachers have done the necessary pre-work at top quality in order to engage in the protocol. | Co-prepare for Unit Unpacking by doing the work alongside one another.  Observe Unit Unpacking protocols and provide feedback on facilitation using the Protocol Facilitation Rubric. |
| Facilitate or prepare other teachers to facilitate Intellectual Preparation Protocol at the lesson level; over the course of the year, the protocol should shift time allocation so that there is sufficient time left for practice of the execution moves the teacher will employ for that lesson.  These can be done one-on-one or in small subject or grade specific groups. | Co-prepare the protocol by doing the work alongside one another.  Observe the protocol and provide feedback on facilitation using the Protocol Facilitation Rubric. |
| Facilitate or prepare other teachers to facilitate Looking at Student Work Protocol or another data analysis protocol to analyze and plan from data. These can be done one-on-one or in small subject or grade specific groups. | Norm on excellence together and take a first pass in understanding the trends.  Observe the protocol and provide feedback on facilitation using the Protocol Facilitation Rubric. |
| Review teacher lesson plans within your portfolio weekly (including Curriculum Fellows within your portfolio) and provide targeted feedback. | Co-review lessons together or select a few reviewed plans to analyze the quality of feedback. |
| **Preparation and execution of PD Sessions (10%)** | Design and deliver high impact professional development (department or school-wide) for teachers- delivered on during Early Release Days (often Fridays), Roll Off Days, and Content Meetings | Review and revise PD plans. Practice tricky portions of plans. Observe PD sessions and give feedback (in coaching meetings and in real time) using the VOE articulated in the PD Rubric. |
| Manage Grade Level Chairs or Department Chairs to facilitate strong meetings to check in on repeatedly do work | Co-observe grade or department meetings to identify trends. |
| After PD, assess uptake of department- or school-wide PD by collecting and sharing data and teacher practices |  |
| Lead and support data analysis and data-driven plans (in relation to weekly quizzes as well as Interim Assessments). |  |
| **Monitoring Student Achievement and Working with Struggling Scholars (10%)** | Monitor ongoing achievement data at the weekly, unit, and IA level to ensure all scholars, including scholars with IEPs, make ambitious and achievable academic progress each year. Use this data to make programmatic, structural, and intervention decisions. | Reflect on data, inventory and monitor systems together to identify bright spots and pain points. Pressure test data driven decisions to ensure they respond appropriately to trends and are feasible to implement. |
| In collaboration with the SSL and families, create Tier 2 support plans and implement for scholars who are not making progress in Tier 1 instruction. | Review plans together and monitor progress |
| In collaboration with the SSL, Principal and families, create Tier 3 only if Tier 2 has been implemented with fidelity and is no longer working. | Review plans together and monitor progress |
| **Family Partnership (5%)** | Manage communication around academic progress, particularly through progress reports and report cards. Ensure teachers are prepared to clearly articulate student progress and next steps for growth with families. | Review communication to families and directions/ training for teachers together. |
| Have courageous conversations with families of scholars who are struggling academically, including scholars who are at risk of not being promoted to the next grade. Proactively partner with families of struggling students to learn about their children, develop direct relationships with these scholars, share updates and strategize on supports. | Rehearse difficult conversations or sit in on conversations to provide feedback. |
| **Personal Growth and Learning (10%)** | Attend network PD, observe strong teachers and deans, visit strong schools, read about promising practices, attend external PD |  |
| **Other (10%)** | Potentially:   * Substitute teach * Cover duties * Manage Promotion in Doubt process * Plan rituals and traditions related to academics -- multiplication tournament, etc. * Manage other academic systems |  |

**Achievement First Academic Dean: Key Data to Drive Work**

*The following table is intended for use as a guide.*

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| **Key Data to Look At:** | **Most Helpful Reports to Review:** | **Frequency** | **Purpose**  *Relevant reports from second column are referenced in parentheses* |
| **Weekly Quiz or Exit Ticket Data** | *Data capture and reporting varies by school. In its simplest form this could be a spreadsheet or reviewing open ended work on student assessments together.*  **DnA reports include:**  Performance Summary Report  Peer & District Comparison Reports  Site Peer Comparison | Weekly | Alongside teachers or ask teacher to share how they:   * Evaluate what scholars are understanding or able to do independently * Review student work to provide targeted feedback for students, including opportunities to re-do work. * Determine how upcoming lessons may need to be adjusted based on foundational skill scholars are in the process of building |
| **Unit Assessment Data** | *Data capture and reporting varies by school. In its simplest form this could be a spreadsheet or reviewing open ended work on student assessments together.* | After each unit assessment (varies by content) | Alongside teachers or ask teachers to share how they:   * Dive deep into student performance by passage, standard, question and analyze student work to understand scholar misconceptions * Prioritize key next steps for instruction based on common needs across scholars * Identify scholars in need of Tier 1 intervention and make decisions on what to prioritize based on their misconceptions/ gaps |
| **Course Grade KPI** | 1. B3. School- % Fail by Subject Grade  2. C4. School- Grade Distribution by School Grade Subject (for MS and HS, should include GPA)  3. D.1 Fs Student List | Monthly | * Evaluate if specific classes have a high % of students failing, or an unusually high/low grade distributions. If so, dig deeper into gradebook practices and student performance. (1, 2) * Work with SSL to identify any courses or grades with a strong disparity in % of students with IEPs vs. without IEPs failing and intervene as necessary. (1) * Identify scholars who are at risk of failing courses based on in progress course grades. (3) |
| **Arc of the Year Data Report** | Access depending on the time of year (see Arc of Year Manual for additional details) | Weekly | * Assess if you are consistently observing the teachers in your portfolio * Identify trends in teacher needs to inform upcoming PD * Identify teachers in your portfolio who need more aggressive support (in order to become anchors for the school in a particular skill related to the arc of the year or because they are especially struggling and need additional support to meet proficiency targets) |
| **IA Data** | 1. IA vs. State Test Scatter Plot  2. Longitudinal report at school, class, and student level  3. Questions by Student or Questions by Class (Most helpful for Math, Science, History)  4. Test Item and Error Analysis w/ Student Work (Helpful for all content areas- especially ELA) | After each IA cycle (3 times/year) | * Step back to evaluate the effectiveness of instruction and progress that scholars are making relative to other similar scholars and other schools (1, 2) * Dive deep into student performance by passage, standard, question and analyze student work to understand scholar misconceptions (3, 4) * Work with teachers to prioritize key next steps for instruction based on common needs across scholars * Identify scholars in need of intervention (1, 2) and make decisions on what to prioritize based on their misconceptions/ gaps (3, 4) |
| **Reading Achievement Data (K-2)** | Data Status Report  2. Current Proficiency Report  3. Intervention Impact Report  4. Score Detail Report | After each testing cycle (5-6 times/year) | * Monitor if students are being tested at each point in the year. (1) * Given the advanced benchmarks for this point in the year, analyze if grades are on track to hit advanced proficiency goals for the end of the year.  If they are not, dive deeper into trends to determine what changes may need to take place. (2) * Evaluate the impact of interventions on student growth.  Students in interventions should be growing more than students not in interventions. (3) * Revisit intervention groups.  Use new data to re-make intervention groups, move students out of intervention who do not need it, and identify students who may be in need of interventions. (4) |
| **Reading Fluency Data (3-9)**  *Reminder: Fluency is an umbrella term that applies to decoding, rate, prosody, and literal comprehension.* | 2 Times Per Year:  STAR Data (universal screener)  Fluency Screener Data (universal screener)  F&P Data (secondary assessment)  Phonics Surveys (secondary assessment)  5 Times Per Year:  F&P  Wilson data  Read Live Data |  | 2 Times Per Year:   * Compare the # and students who fall below the Lexile and Accumaticity triggers.  (The # of students falling below the triggers should decrease.) * Identify students that need intervention and require secondary assessments (F&P and Phonics Survey).   5 times per year (after each cycle):   * Monitor data for students in intervention. * Evaluate the impact of interventions on student growth.  Students in interventions should be growing more than students not in interventions. * Revisit intervention groups.  Use new data to re-make intervention groups, intensify some students’ interventions (more frequent, more time, or smaller group size), and move students out of intervention. |
| **Promotion in Doubt Data** | 1. Network Summary (click on your school to drill down)  2. Grade Level Reports | At the end of each trimester/quarter (3-4 times/year) | * Identify grades that are outliers in the number of scholars who are PID (1) * Identify scholars whose promotion is in doubt and diagnose why in order to build a support plan and communicate out to parents. (2) |