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GATEWAY OVERVIEW RESOURCE



Gateways:

Assessments and Gateways

Since Relay is a performance and proficiency-based program, there are multiple performance assessments throughout the year to determine whether the Residents are making adequate progress towards becoming full-time teachers. Assessments include videos, observations, lesson plans, reflections, data trackers, and data-driven action plans. Assessments vary by content and are scored based on customized performance rubrics.

Gateways serve as checkpoints to both identify and communicate whether Residents are on track to becoming full-time teachers of record. As such, proficiency levels determine Residents' ability continue in the program with their cohort. Residents are evaluated by the Relay faculty and their school-based resident Mentors on gateway rubrics, with Relay faculty determining the final score for Residents. There are three possible responses to the gateways:

- If Residents are proficient, then they will move ahead.
- If Residents fail to pass a Gateway on their first attempt, then they will receive extra remediation on the technique and be assessed again.
- Should Residents fail a gateway multiple times, therefore failing to demonstrate readiness to take on further instructional responsibilities and move on with their cohort, they may be dismissed from the Relay Residency Program.

Gateway 1: Mindsets and Professionalism: Residents will demonstrate key mindsets of high expectations, personal responsibility, intentionality, continuing improving effectiveness, humility, and respect, as well as the professionalism standards of attendance, punctuality, preparation, follow-through, response to feedback, and engagement.

Gateway 2: Classroom Management and Culture: Residents will uphold a safe, urgent, engaging classroom culture by setting and reinforcing clear expectations. Residents will demonstrate proficiency with their classroom management toolbox to ensure positive engagement while also responding appropriately to off-task behavior and management challenges to keep students on track.

Gateway 3: Introducing New Material: Residents must demonstrate proficiency in introducing new material to ensure they are able to clearly plan and deliver content. Residents will be expected to effectively introduce new material and concepts to students while addressing key points and misconceptions.

Gateway 4: Teaching a Full Lesson: Residents will be observed teaching a lesson in their schools to determine their readiness to take on more classroom responsibility and run a classroom the following year. They will demonstrate proficiency in teaching a full block without assistance and ensure that students are moving toward meaningful outcomes. While Gateway 4 will be scored on a number of rows, Residents must prove proficiency in checking for understanding and executing student practice.

Gateway 5: Full Time Teaching Placement: Residents will demonstrate readiness to be a full-time teacher of record by interviewing and being hired for the upcoming school year.



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HARDY EL GRADUAL ON RAMP RESOURCE



College	RP1	RP2	RP3	RP4	
Teacher					
Rm.					
Staff2					
Cohort #					
8:00	Morning Mtg (Observe in classrooms)	Morning Mtg (Observe in classrooms)	Morning Mtg (Observe in classrooms)	Morning Mtg (Observe in classrooms)	
8:05					
8:10					
8:15					
8:20					
8:25					
8:30	Observations	Observe Reading Workshop in Yale	Co-teach Reading Workshop in Yale	Reading Workshop in Yale	
8:35					
8:40					
8:45					
8:50					
8:55					
9:00		Observations	Observations	Observations	Observations
9:05					
9:10					
9:15					
9:20					
9:25					
9:30		Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	Small Group Intervention	Small Group Intervention	Small Group Intervention	Small Group Intervention	
10:05					
10:10					
10:15					
10:20					
10:25					
10:30	Lunch	Lunch	Lunch	Lunch	
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	Recess	Recess	Recess	Recess	
11:05					
11:10					
11:15					
11:20					
11:25					

11:30				
11:35				
11:40	Observe Play in Princeton	Co-Teach Play in Princeton	Teach Play in Princeton	Teach Play in Princeton
11:45				
11:50				
11:55				
12:00				
12:05				
12:10				
12:15				
12:20				
12:25	Observe Play in Harvard	Co-teach Play in Harvard	Teach Play in Harvard	Teach Play in Harvard
12:30				
12:35				
12:40				
12:45				
12:50				
12:55				
1:00				
1:05	Observations			
1:10				
1:15				
1:20				
1:25				
1:30		Observe Writing Workshop in Yale	Co-teach Writing Workshop in Yale	Teach Writing Workshop in Yale
1:35				
1:40				
1:45				
1:50				
1:55	Observe Play in Yale	Co-teach Play in Yale	Teach Play in Yale	Teach Play in Yale
2:00				
2:05				
2:10				
2:15				
2:20				
2:25				
2:30				
2:35	Observations/Prep	Observations/Prep	Observations/Prep	Observations/Prep
2:40				
2:45				
2:50				
2:55				
3:00				
3:05				
3:10				
3:15	Pack Up	Pack Up	Pack Up	Pack Up
3:20	Dismissal	Dismissal	Dismissal	Dismissal



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RESIDENCY OVERVIEW BROCHURE



Join the Residency



Apply Today!

Visit masterycharter.org/careers/relay to learn more about our application process and apply!



Questions?

Email residency@masterycharter.org

A Resident in Her Own Words



“The Relay Residency has been a monumental and impactful opportunity. As a prospective teacher, I was unprepared, inexperienced, but hopeful I could make a difference. This two year program has gradually developed me into a skilled teacher. With hands-on deliberate practice and observations, I am exceeding every goal as a first year Mastery composition teacher. If you desire to make an impact on tomorrow’s generation, the Mastery-Relay Residency Program should be a priority on your list.”

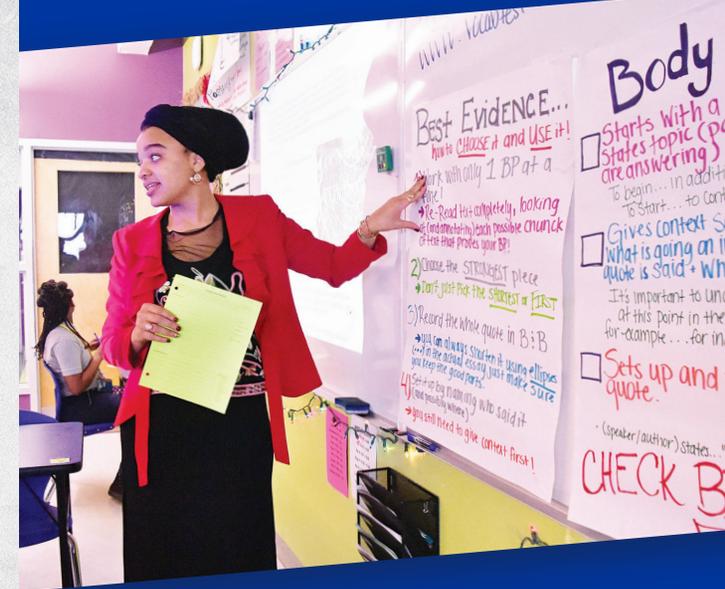
Quira Parker
2017 Year 2 Resident, Lead Teacher
Shoemaker Campus



Mastery Schools

masterycharter.org/careers/relay

Mastery-Relay Teaching Residency



Your pathway to becoming a highly effective educator



Mastery Schools
#ChooseMastery

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Aspiring Educator? Join Our Team!

The Opportunity

- The Mastery-Relay Teaching Residency, a partnership between Mastery Charter Schools and the Relay Graduate School of Education (RGSE), is the perfect opportunity for anyone looking for a pathway into the teaching profession.
- The Residency offers aspiring educators, including recent college graduates and career changers, an opportunity to receive high-quality teacher training while gradually taking on teaching responsibility.
- After a successful first year in the Residency, participants are prepared to transition into a full-time, lead teaching position at Mastery!



The Experience

- Residents complete a two-year Masters of Arts in Teaching program at Relay Graduate School of Education. The program includes:
 - extensive weekly training and deliberate practice in proven, highly-effective teaching techniques
 - mentorship and professional development from school leaders, Relay faculty, mentor teachers, and central office Residency program manager

The Benefits

- #1 One Year of Coaching and Development, Preparing You to be a Successful Lead Teacher!**
- #2 Full-time Salary and Benefits**
- #3 Engage with Expert Teachers and Learn Best Practices:**

Extensive weekly training, real-time practice sessions and actionable feedback through mentorship and professional development
- #4 A Teaching Certificate and a Master of Arts in Teaching:**

Save money on your graduate education! Mastery and Relay help pay for your tuition.

Earn your Instructional I Certificate during Year 1 and Master of Arts in Teaching during Year 2.



Apply today to make an immediate impact in the lives of our students!



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SAMPLE RESIDENT RP1 ON-RAMP- PICKETT



JORDAN FLOYD's 1st Semester *On-Ramp*

SEMESTER	REPORT PERIOD	WEEK	RELAY TASK	PICKETT TASK	ASSESSMENT	
1	RP1 August 23 rd - October 30 th	1-5	Observe Instruction Grade Assignments Assist w/Transition and Routines	Hold Student Orientation Meetings Observe Mentor Teacher Observe MS/HS Math Peers Lead 1 Small Group Intervention (Plan & Prep Materials) SOPs (Grades, Call-Logs, etc.)	Gateway #1 Mindset & Professionalism (Due 10.4.17)	
		6-10	Teach Opening/ Closing Procedure Participate in Family Conferences	Participate in BTS Night and Report Card Conferences Pull Small Groups in Mentor Teacher's Class <i>Rolling: Observe Mentor Teacher; Observe MS/HS Math Peers; Lead 1 Small Group Intervention; SOPs</i>		
	RP2 October 31 st - January 12 th	11-15	Teach Intro to New Material *Whole Group	Lead the Opening (Do Now, Objective Intro)* Lead the Closing (Objective Wrap-Up & Exit Ticket)* Lead 2 Small Group Interventions <i>Rolling: Observe Mentor Teacher; Observe MS/HS Math Peers; SOPs</i>		Gateway #2 Classroom Management & the First Few Minutes (Due 11.15.17)
		16-20	Apply Student Engagement Strategies	Lead the Modeling (Show You, Show Me)* Lead the Practice/Collect Data (Show Me More, Independent Practice)* <i>Rolling: Observe Mentor Teacher; Observe MS/HS Math Peers; Lead 2 Small Group Interventions; Lead Opening, Closing; SOPs</i>		



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SIMPLIFIED...ON-RAMP DISTANCE LEARNING



Relay Residency Year 1 Gradual On-Ramp Guide*

While we recognize that the shift to online instruction has led to a myriad of teaching contexts for schools and Residents, we ask that you look at the gradual on-ramp with a critical eye to ensure that you are meeting the spirit of the gradual on-ramp, supporting a steady increase of responsibilities and thus readiness for full-time teaching at the end of the school year.

	Resident Responsibilities In-Person*	Resident Responsibilities Distance Learning Asynchronous and Synchronous*	Resident Advisor Responsibilities**	Feedback Focus Areas
August	<p>Planning Expectations: Review, internalize and prepare from lesson plans provided; script clear, precise expectations in lesson plans. With support, adapt lesson plans to student needs, platforms, or distance learning context where appropriate.</p> <ul style="list-style-type: none"> With support, adapt lessons to distance learning platform and student needs 	<p>Teaching Expectations: Set clear and precise expectations for participation in distance learning; support students in distance learning (organizing materials, supporting with technology, etc.) provide student support, and facilitate small groups; assist in grading student work</p> <ul style="list-style-type: none"> <i>If synchronous:</i> Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) <i>If asynchronous:</i> Provide support to a targeted group of students in their asynchronous work 	<ul style="list-style-type: none"> Attend Resident Advisor Training Host introductory meeting Weekly check-ins Schedule daily observations of yourself and other teachers for the resident Observe and provide feedback during teaching at-bats [continues every month] 	<ul style="list-style-type: none"> Set-Reinforce expectations Clear directions Positive narration Awareness Respond consistently Student investment Setting the tone Building relationships with students, families, and colleagues Lesson internalization – reviewing provided lessons
<p>Teaching Expectations: Begin to facilitate transitions, assist in class and provide student support, facilitate small group work, assist in grading student work</p> <ul style="list-style-type: none"> Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) 	<p>Observation Expectation: Observe school transitions. Daily observation of RA with a focus on large and small group instruction, positive classroom culture, building rapport (set, reinforce, clear directions, positive narration, awareness, responding consistently, setting the tone)</p> <ul style="list-style-type: none"> <i>If asynchronous, daily observation of RA asynchronous instruction or review of student work with focus on positive culture of asynchronous learning, student investment, building rapport (set, reinforce, clear directions, setting the tone)</i> 			
<p>Self and Other:</p> <ul style="list-style-type: none"> Plan opportunities to get to know students and families (e.g. surveys, check-in phone calls, letters, two-way journals, classroom open houses); establish positive connections with families; connect with a strategically identified group of students; build learning partnerships with your team members and Resident Advisor in service of improving your practice and your professional relationships Begin to reflect (e.g. journal, reflection partner, tracker, meeting with self, video review) on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement 				

September

Planning Expectations: Review, internalize and prepare from lesson plans provided; review and revise objectives and standards for lesson plans; script clear, precise expectations in lesson plans

- *With support, identify appropriate distance learning platforms and adapt lessons to platform and student needs*

Teaching Expectations: Teach the first few minutes of class a minimum of once a week - threshold, do now, opening/ framing the lesson. Assist in class providing support and facilitating small group work. Continue gradual on-ramp responsibility for previous month(s).

- Lead teaching minimum: 40-45 minutes/week
- Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work)

Synchronous Teaching Expectations: Teach the first few minutes of class a minimum of once a week - (e.g. community builder, do now, opening/ framing the lesson). Assist in class providing support and facilitating small group work. Continue gradual on-ramp responsibility for previous month(s).

- Lead teaching minimum: 40-45 minutes/week
- Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work)

Asynchronous Teaching Expectations: Based on teaching platform, support with instruction such as:

- Record instructional videos
- With support, identify student mastery and needs for additional support; follow-up for students who need additional support
- Foster classroom culture and/or student investment in an asynchronous setting

Observation Expectations: Daily observation of RA and other teachers in the first few minutes of class to identify how they set the tone in terms of academics and classroom culture. Continue to observe entire lessons for positive classroom culture, building rapport with students.

- *If asynchronous, daily observation of asynchronous instruction from RA and other teachers (or their review of student work) with focus on how they set the tone in terms of academics and classroom culture. Continue to observe positive culture of asynchronous learning, student investment, building rapport (set, reinforce, clear directions, setting the tone)*

Self and Other:

- Plan opportunities to get to know students and families; track and maintain positive connections with families; regularly connect with a strategically identified group of students; build learning partnerships with your team members and Resident Advisor in service of improving your practice and your professional relationships
- Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; solicit feedback from diverse perspectives

- **Complete Gateway #1**
- Schedule teaching opportunities for Resident
- Observe and provide feedback during teaching at-bats (continues every month)
- Weekly check-ins (continues every month)
- Support Residents in co-planning and providing additional support for students in need

- Classroom culture (continued)
- Clear procedures
- Threshold and/or Community Building
- Lesson internalization: standards and objective(s)
- Framing the learning: sharing objective(s), CFS, agenda
- Building and maintain relationships with students, families, colleagues
- Do now or opening activity

October	<p>Planning Expectations: Review, internalize and prepare from lesson plans provided; review and revise objectives and standards for lesson plans, lesson assessment and exemplar. Articulate why the learning and the lesson matter.</p> <ul style="list-style-type: none"> • <i>With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for individual student needs</i> 		<ul style="list-style-type: none"> • Complete Gateway #2 • Review Gateway #1 results and determine appropriate supports • Schedule teaching opportunities for Resident • Observe and provide feedback during teaching at-bats (continues every month) • Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> • Framing the learning: Objectives, CFS, agenda • Hooks • Engagement techniques (wait time, cold call, turn and talk, everybody writes, call and response) or additional distance learning engagement techniques {e.gas message or jam boards, chat functions, breakout rooms, gestures etc) • Ratio • Internalizing and/or revising daily assessment • Exemplar creation and criteria for success
	<p>Teaching Expectations: Begin to teach the opening of a lesson 3-4 times a week while fostering student engagement. End the lesson and transition the class to the next activity 3-4 times a week. Continue gradual on-ramp responsibility for previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 60-80 minutes/week • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) 	<p>Synchronous Teaching Expectations: Begin to teach the opening of a lesson 3-4 times a week while fostering student engagement. End the lesson and transition to the next activity or preview future lessons and learning. Continue gradual on-ramp responsibility for previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 60-80 minutes/week • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) <p>Asynchronous Teaching Expectations: Based on teaching platform, support with instruction while fostering student engagement:</p> <ul style="list-style-type: none"> • Record instructional videos • Community building and engagement (message boards, newsletters, etc) • With support, identify student mastery and needs for additional support; follow-up for students who need additional support • Foster classroom culture and/or student investment in an asynchronous setting 		
	<p>Observation Expectations: Daily observation of RA and other strong teachers in lesson opening, transitions, fostering student engagement. Continue to observe entire lessons. Attend and observe department and grade level planning meetings.</p> <ul style="list-style-type: none"> • If asynchronous, daily observation of asynchronous instruction from RA and other teachers (or their review of student work) with focus on lesson openings, and fostering student engagement. Continue to observe positive culture of asynchronous learning, student investment, building rapport. 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> • Track and maintain positive connections with families; regularly connect with multiple groups of students; build learning partnerships with your Resident Advisor and other colleagues in service of improving your practice and your professional relationships • Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; solicit feedback from diverse perspectives 			

November

Planning Expectations: Review, internalize and prepare from lesson plans provided; Build out key points from objectives, continue to adapt and revise lesson plans, script introduction to new material to clarify what the teacher is doing and what the students are doing, identifying misconceptions, and appropriate instructional delivery methods. Continue reviewing and revising, standards, objectives, assessments, exemplars, CFS, and alignment.

- *With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for individual student needs*
- *With support, experiment with new platforms, resources, or modes for distance learning*

Teaching Expectations: Continue to start and end the class 3 times per week, provide opportunities to engage students and support monitoring during independent practice, continue to help lead transitions and practice strong classroom culture. Teach the beginning of class including Introduction to New Material 2-3 times weekly. Continue gradual on-ramp responsibility for previous month(s).

- Lead teaching minimum: 100-120 minutes/week (openings + INM)
- Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work)

Synchronous Teaching Expectations: Continue to start and end the class 3 times per week, provide opportunities to engage students and support monitoring during independent practice, continue to help lead transitions and practice strong classroom culture. Teach the beginning of class including Introduction to New Material 3 times weekly. Continue gradual on-ramp responsibility for previous month(s).

- Lead teaching minimum: 100-120 minutes/week (lesson openings + INM)
- Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work)

Asynchronous Teaching Expectations: Based on teaching platform, lead recording or implementation of instruction, review of student work and mastery, and additional student follow-up 2-3 times weekly; provide opportunities to engage students and support monitoring during independent practice; continue to foster engagement, classroom culture and student investment in asynchronous learning. Continue gradual on-ramp responsibility for previous month(s).

Observation Expectations: Daily observation of RA and other teachers introduce new material. Continue to observe entire lessons. Observe RA or team of teachers planning or reviewing an entire lesson.

- *If asynchronous, daily observation of RA and other teachers' asynchronous instruction (or their review of student work) with focus on introducing new materials. Observe RA or team of teachers planning or reviewing an entire lesson.*

Self and Other:

- Track and maintain positive connections with families; regularly connect with multiple groups of students; build learning partnerships with your Resident Advisor and other colleagues in service of improving your practice and your professional relationships
- Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; solicit feedback from diverse perspectives

- Review Gateway #2 Results
- Work with Resident to identify misconceptions in upcoming lessons
- Observe and provide feedback during teaching at-bats (continues every month)
- Weekly check-ins (continues every month)
- Support with identifying students in need of additional support and what those supports are

- Framing the learning: Objectives, CFS, Agenda
- Introduction to New Material: appropriate instructional delivery methods, clarity, key points, anticipating misconceptions
- Alignment of instruction

December	<p>Planning Expectations: Review, internalize and prepare from lesson plans provided; Build out key points from objectives, continue to adapt and revise lesson plans, script introduction to new material to clarify what the teacher is doing and what the students are doing, identifying misconceptions, and appropriate instructional delivery methods. Continue reviewing and revising, standards, objectives, assessments, exemplars, CFS, and alignment.</p> <ul style="list-style-type: none"> • <i>With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for individual student needs</i> • <i>With support, experiment with new platforms, resources, or modes for distance learning</i> 		<ul style="list-style-type: none"> • Work with Resident to identify misconceptions in upcoming lessons • Co-plan or co-review an introduction to new material to support instructional planning. • Observe and provide feedback during teaching at-bats (continues every month) • Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> • Introduction to New Material: using a variety of explanatory devices, clarity, key points, anticipating confusion • Instructional delivery alignment • Use organizational system to manage workflow
	<p>Teaching Expectations: Teach the beginning of class daily. Introduce to New Material 3-4 times weekly. Continue gradual on-ramp responsibility from previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 140-160 minutes/week (lesson openings + INM) • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) 	<p>Synchronous Teaching Expectations: Teach the beginning of class daily. Introduce New Material 3-4 times weekly. Continue gradual on-ramp responsibility from previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 140-160 minutes/week (lesson openings + INM) • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) <p>Synchronous Teaching Expectations: Based on teaching platform, lead recording or implementation of instruction, review of student work and mastery, and additional student follow-up 3-4 times weekly. Continue gradual on-ramp responsibilities from previous months.</p>		
	<p>Observation Expectations: Daily observation of RA and other teachers introduce new material. Continue to observe entire lessons. Observe RA or team of teachers planning or reviewing an entire lesson.</p> <ul style="list-style-type: none"> • <i>If asynchronous, daily observation of RA and other teachers' asynchronous instruction (or their review of student work) with focus on introducing new materials. Observe RA or team of teachers planning or reviewing an entire lesson.</i> 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> • Track and maintain positive connections with families; regularly connect with multiple groups of students; build learning partnerships with your Resident Advisor and other colleagues in service of improving your practice and your professional relationships • Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; solicit feedback from diverse perspectives 			

January	<p>Planning Expectations: Review, internalize and prepare from lesson plans provided; Build out key points from objectives, continue to adapt and revise lesson plans, script introduction to new material to clarify what the teacher is doing and what the students are doing, identifying misconceptions, and appropriate instructional delivery methods. Continue reviewing and revising, standards, objectives, assessments, exemplars, CFS, and alignment.</p> <ul style="list-style-type: none"> • <i>With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for individual student needs</i> • <i>With support, experiment with new platforms, resources, or modes for distance learning</i> 		<ul style="list-style-type: none"> • Complete Gateway 3 Introducing New Material • Observe and provide feedback during teaching at-bats (continues every month) • Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> • Introduction to New Material: using a variety of explanatory devices, clarity, key points, anticipating confusion • Instructional delivery alignment
	<p>Teaching Expectations: Assist in resetting culture expectations; introduce new material <i>at least</i> 3-4 times per week. Continue gradual on-ramp responsibility for previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 160-180 minutes/week (lesson openings + INM) • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) 	<p>Synchronous Teaching Expectations: Teach the beginning of class daily. Introduce New Material 3-4 times weekly. Continue gradual on-ramp responsibility from previous month(s).</p> <ul style="list-style-type: none"> • Lead teaching minimum: 160-180 minutes/week (lesson openings + INM) • Co-teaching minimum: 1 period/day (focus should be on providing support and facilitating small group work) <p>Asynchronous Teaching Expectations: Based on teaching platform, lead recording or implementation of instruction, review of student work and mastery, and additional student follow-up <i>at least</i> 3-4 times weekly. Continue gradual on-ramp responsibilities from previous months.</p>		
	<p>Observation Expectations: Daily observation of RA and other teachers introduce new material. Continue to observe entire lessons. Observe RA or team of teachers planning or reviewing an entire lesson.</p> <ul style="list-style-type: none"> • <i>If asynchronous, daily observation of RA and other teachers' asynchronous instruction (or their review of student work) with focus on introducing new materials. Observe RA or team of teachers planning or reviewing an entire lesson.</i> 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> • Track and maintain positive connections with families; regularly connect with multiple groups of students; build learning partnerships with your Resident Advisor and other colleagues in service of improving your practice and your professional relationships • Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; solicit feedback from diverse perspectives 			

Spring Term

Resident Responsibilities*		Resident Advisor Responsibilities**	Feedback Focus Areas
February	<p>Planning Expectations: Internalize plans, script CFUs, script exemplar responses to CFUs and possible adjustments based on data.</p> <ul style="list-style-type: none"> With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for group or individual student needs 		<ul style="list-style-type: none"> Review Gateway #3 Results Allow for increase in teaching/ co-teaching responsibilities Observe and provide feedback during teaching at-bats (continues every month) Weekly check-ins (continues every month)
<p>Teaching Expectations: Increase teaching time into the guided/ independent practice and CFU portions of the lesson <i>at least</i> 2-3 times a week. Ask CFU questions, help monitor student work and learn to adjust the lesson. Residents should also co-teach with Resident Advisors daily. While the content should be jointly owned by the Resident and Resident Advisor, the shape of this co-teaching can be determined by the needs of the content and students, including traditional co-teaching, individual or small group support, parallel teaching, etc. Continue gradual on-ramp responsibility for previous month(s).</p> <ul style="list-style-type: none"> Lead teaching minimum: 200-220 minutes/week (lesson openings + INM) Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) 		<ul style="list-style-type: none"> Implementation of CFUs : Ask, ask, ask, gestures/polling and whiteboards Adjusting instruction real-time based off of CFUs- re-teach do overs, pinpoint, or check-in Monitoring and adjustment during student practice 	
<p>Synchronous Teaching Expectations: Increase teaching time into the guided/ independent practice and CFU portions of the lesson <i>at least</i> 2-3 times a week. Ask CFU questions, help monitor student work and learn to adjust the lesson. Residents should also co-teach with Resident Advisors daily. While the content should be jointly owned by the Resident and Resident Advisor, the shape of this co-teaching can be determined by the needs of the content and students, including traditional co-teaching, individual or small group support, parallel teaching, etc. Continue gradual on-ramp responsibility for previous month(s).</p> <ul style="list-style-type: none"> Lead teaching minimum: 200-220 minutes/week (lesson openings + INM) Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) 			
<p>Asynchronous Teaching Expectations: Based on teaching platform, increase instructional responsibilities to include recording or implementation of instruction, CFUs or other asynchronous formative assessment, monitoring and review of student work and mastery, and additional student follow-up <i>at least</i> 2-3 times weekly. Continue gradual on-ramp responsibilities from previous months.</p>			
<p>Observation Expectations: Daily observation of RA and other teachers check for understanding and facilitate student practice. Continue to observe entire lessons. Observe RA or team of teachers planning or reviewing student practice portion of the lesson.</p> <ul style="list-style-type: none"> If asynchronous daily observation of RA and other teachers' asynchronous instruction (or their review of student work) with focus on CFU, asynchronous formative assessments, and monitoring student practice. Observe RA or team of teachers planning or reviewing an entire lesson. 			
<p>Self and Other:</p> <ul style="list-style-type: none"> Track and maintain positive connections with families; regularly connect with multiple groups of students; build new learning partnerships in service of improving your practice and your professional relationships Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; examine individual interactions with students; solicit feedback from diverse perspectives 			

March	<p>Planning Expectations: Begin to script out guided and independent practice, gradual release in plans with details and prepared exemplars and responses, include CFUs and selected students into lesson plans. Script out lesson closings.</p> <ul style="list-style-type: none"> • <i>With support, adapt lessons to distance learning platform and student needs, customizing where appropriate for group or individual student needs</i> 		<ul style="list-style-type: none"> • Provide opportunities for Residents to begin teaching full lessons • Look at student work together from daily assessments to determine level of mastery and next steps • Involve resident in data-driven instruction analysis of assessment data • Observe and provide feedback during teaching at-bats (continues every month) • Weekly check-ins (continues every month) 	<p>Student Practice:</p> <ul style="list-style-type: none"> • Gradual release • Monitor and adjust • Monitoring and giving feedback on student work • Lesson closings
	<p>Teaching Expectations: Teach a full lesson 2-3 times per week.</p> <ul style="list-style-type: none"> • Lead teaching minimum: 2-3 full lessons per week • Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) 	<p>Synchronous Teaching Expectations: Teach a full lesson 2-3 times per week.</p> <ul style="list-style-type: none"> • Lead teaching minimum: 2-3 full lessons per week • Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Asynchronous Teaching Expectations: Based on teaching platform, increase instructional responsibilities to include full lesson ownership 2-3 times per week.</p>		
	<p>Observation Expectations: Daily observation of RA and other teachers check for understanding and facilitate student practice. Continue to observe entire lessons. Observe RA or team of teachers planning or reviewing student practice portion of the lesson.</p> <ul style="list-style-type: none"> • <i>If asynchronous, daily observation of RA and other teachers' asynchronous instruction (or their review of student work) with focus on CFU, asynchronous formative assessments, and monitoring student practice. Observe RA or team of teachers planning or reviewing an entire lesson.</i> 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> • Track and maintain positive connections with families; regularly connect with multiple groups of students; build new learning partnerships in service of improving your practice and your professional relationships • Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; examine individual interactions with students; solicit feedback from diverse perspectives 			

April	<p>Planning Expectations: Write or internalize a full lesson plan for at least one subject with all components. Analyze assessment data, track student progress towards goals, plan with the needs of individual students in mind</p> <ul style="list-style-type: none"> Adapt lessons to distance learning platform and student needs, customizing where appropriate for group or individual student needs 		<ul style="list-style-type: none"> Complete Gateway #4: Teaching a Full Lesson Provide lesson plan feedback Provide opportunities to do in-class or pull out support for special needs students Observe and provide feedback during teaching at-bats (continues every month) Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> Accurate review of student work to identify strengths, areas for growth, and next steps Focus areas based on Residents' strengths/areas of growth especially in content and rigor
	<p>Teaching Expectations: Teach full lessons <i>at least</i> 3-4 times per week</p> <ul style="list-style-type: none"> Lead teaching minimum: 3-4 full lessons per week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) 	<p>Synchronous Teaching Expectations: Teach full lessons <i>at least</i> 3-4 times per week</p> <ul style="list-style-type: none"> Lead teaching minimum: 3-4 full lessons per week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Asynchronous Teaching Expectations: Based on teaching platform, increase instructional responsibilities to include full lesson ownership 3-4 times per week.</p>		
	<p>Observation Expectations: Continue to observe entire lessons. Participate in planning and data analysis meetings.</p> <ul style="list-style-type: none"> If asynchronous, daily observation of RA and other teachers' asynchronous instruction (or their review of student work). Participate in planning and data analysis meetings. 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> Track and maintain positive connections with families; regularly connect with multiple groups of students; build new learning partnerships in service of improving your practice and your professional relationships Regularly reflect on teaching practice, mindsets, identity, and bias in service of interrogating practices that promote cultural responsiveness, support for all students, and continuous improvement; examine individual interactions with students; solicit feedback from diverse perspectives 			

<p>May</p>	<p>Planning Expectations: Write or internalize a full lesson plan for at least one subject with all components. Analyze assessment data, track student progress towards goals, plan with the needs of individual students in mind</p> <ul style="list-style-type: none"> Independently adapt lessons to distance learning platform and student needs, customizing where appropriate for group or individual student needs 		<ul style="list-style-type: none"> Complete Gateway #5: Getting Hired as a Teacher Complete Gateway #4 Reflections Do more data-driven instruction analysis of assessment results Prepare them for teaching or co-teaching role in the fall by increasing teaching and other responsibilities. Observe and provide feedback during teaching at-bats (continues every month) Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> Focus areas based on Residents' strengths/areas of growth Whatever is needed to prepare them for the classroom next year!
	<p>Teaching Expectations: Lead teach at least 4-5 full lessons per week, provide opportunities for full day teaching to build stamina. Assume full-time teaching responsibilities for a minimum of 4 weeks in May and/or June. Schools may determine when it is best for the Resident to take on lead teaching, thus we provide 2 options in May and June. Please note that regardless of when, Residents must assume full-time teaching responsibilities for a minimum of 4 full weeks.)</p> <p>Option 1:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4-5 full lessons per week + full day of lead teaching 1 day/week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Option 2:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4 weeks Co-teaching minimum: Resident Advisor should observe and support while Resident is lead teaching 	<p>Synchronous Teaching Expectations: Lead teach at least 4-5 full lessons per week, provide opportunities for full day teaching to build stamina. Assume full-time teaching responsibilities for a minimum of 4 weeks in May and/or June. Schools may determine when it is best for the Resident to take on lead teaching, thus we provide 2 options in May and June. Please note that regardless of when, Residents must assume full-time teaching responsibilities for a minimum of 4 full weeks.)</p> <p>Option 1:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4-5 full lessons per week + full day of lead teaching 1 day/week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Option 2:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4 weeks Co-teaching minimum: Resident Advisor should observe and support while Resident is lead teaching <p>Asynchronous Teaching Expectations: Based on teaching platform, increase instructional responsibilities to include full lesson, using Options 1 and 2 described above as models</p>		
	<p>Observation Expectations: Observe full lessons, planning meetings, and data analysis meetings in the grade level and/or content where the Resident is likely to teach next year, when possible.</p> <ul style="list-style-type: none"> If asynchronous, observe asynchronous instruction, planning meetings, and data analysis meetings in the grade level and/or content where the Resident is likely to teach next year, when possible. 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> Track and maintain positive connections with families; regularly connect with multiple groups of students; build new learning partnerships in service of improving your practice and your professional relationships Regularly reflect on teaching practice, mindsets, identity, and bias; seek feedback from new perspectives examine your socioculturally evolution, changes in your teaching philosophy, and impact on students 			

<p>June</p>	<p>Planning Expectations: Write or internalize a full lesson plan for at least one subject with all components. Analyze assessment data, track student progress towards goals, plan with the needs of individual students in mind</p> <ul style="list-style-type: none"> Independently adapt lessons to distance learning platform and student needs, customizing where appropriate for group or individual student needs 	<p>Teaching Expectations: Lead teach at least 4-5 full lessons per week, provide opportunities for full day teaching to build stamina. Assume full-time teaching responsibilities for a minimum of 4 weeks in May and/or June. Schools may determine when it is best for the Resident to take on lead teaching, thus we provide 2 options in May and June. Please note that regardless of when, Residents must assume full-time teaching responsibilities for a minimum of 4 full weeks.)</p> <p>Option 1:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4-5 full lessons per week + full day of lead teaching 1 day/week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Option 2:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4 weeks Co-teaching minimum: Resident Advisor should observe and support while Resident is lead teaching <p>Synchronous Teaching Expectations: Lead teach at least 4-5 full lessons per week, provide opportunities for full day teaching to build stamina. Assume full-time teaching responsibilities for a minimum of 4 weeks in May and/or June. Schools may determine when it is best for the Resident to take on lead teaching, thus we provide 2 options in May and June. Please note that regardless of when, Residents must assume full-time teaching responsibilities for a minimum of 4 full weeks.)</p> <p>Option 1:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4-5 full lessons per week + full day of lead teaching 1 day/week Co-teaching minimum: 1 period/day (responsibility expands to full co-teaching and joint ownership of the content) <p>Option 2:</p> <ul style="list-style-type: none"> Lead teaching minimum: 4 weeks Co-teaching minimum: Resident Advisor should observe and support while Resident is lead teaching <p>Asynchronous Teaching Expectations: Based on teaching platform, increase instructional responsibilities to include full lesson, using Options 1 and 2 described above as models</p>	<p>Complete Gateway #5: Getting Hired as a Teacher</p> <ul style="list-style-type: none"> Prepare them for teaching or co-teaching role in the fall by increasing teaching and other responsibilities. Provide end of year feedback on strengths and areas for growth Observe and provide feedback during teaching at-bats (continues every month) Weekly check-ins (continues every month) 	<ul style="list-style-type: none"> Focus areas based on Residents' strengths/areas of growth Whatever is needed to prepare them for the classroom next year!
	<p>Observation Expectations: Observe full lessons, planning meetings, and data analysis meetings in the grade level and/or content where the Resident is likely to teach next year, when possible.</p> <ul style="list-style-type: none"> If asynchronous, observe asynchronous instruction, planning meetings, and data analysis meetings in the grade level and/or content where the Resident is likely to teach next year, when possible. 			
	<p>Self and Other:</p> <ul style="list-style-type: none"> Track and maintain positive connections with families; regularly connect with multiple groups of students; build new learning partnerships in service of improving your practice and your professional relationships Regularly reflect on teaching practice, mindsets, identity, and bias; seek feedback from new perspectives examine your socioculturally evolution, changes in your teaching philosophy, and impact on students 			



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VENN DIAGRAM RM AND RA ROLE



RA/RM Distinction - Middle & Secondary

RA

- usually the API or Resident's direct supervisor
- Address any Resident performance concerns through responsive supports
- Promotion Decisions based on Resident Performance

- On-ramp experience
- Coaching and Feedback
- Resident Observation
- **Resident Evaluation***

RM

- Usually a skilled teacher in the Resident's grade band and content
- Model excellent teaching in their practice
- Create co-teaching and co-planning opportunities for the Resident

