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Resident JOB DESCRIPTION
SCHOOL MODEL: MULTI-CLASSROOM LEADERSHIP
Position: Reach Associate Resident

Summary

The reach associate resident supports a small teaching team (typically 3–6, and up to 8, teachers and residents) led by a multi-classroom leader. A multi-classroom leader, or MCL, is an excellent teacher with prior high-growth student learning who leads, organizes, and develops a team of teachers and staff to serve multiple classrooms of students with excellence. A reach associate resident observes and learns on the job in preparation for a teaching career while earning a degree (typically a bachelor's, but in some cases a master's) and/or certification at a cooperating educator preparation provider. For a full school year, full-time, the resident works closely with the MCL and the teaching team. Reach associate residents typically spend more time than teacher residents supervising noninstructional time over the course of the year, but their total instructional time matches or exceeds that of typical student teaching roles, and all work is performed under the direction of a high-growth teacher, the MCL.

Residents play various roles as determined by the MCL, while learning how to teach. Typical responsibilities include learning while:

* Helping team deliver instruction: large-group, small-group, individual, and digital instruction, using the MCL's lesson plans.
* Helping team monitor and improve instruction with assessments, grading, data analysis, and rubrics to identify next steps.
* Adapting and improving high-standards, differentiation-ready lesson plans that motivate strong student learning, after learning to deliver such lessons prepared by the MCL and/or more experienced team members.
* Managing procedures, supervising students, and developing students' social-emotional skills during transitions, lunch, recess, assemblies, and other activities, and while team teachers plan or deliver instruction.
* Taking responsibility for some other noninstructional duties of the team.

Responsibilities
(while learning from MCL and collaborating with team; may vary)

Classroom and School Environment—Yearlong
* Identify and address individual students' social, emotional, and behavioral learning needs and barriers
* Hold students accountable for ambitious, measurable, high expectations of behavior and engagement
* Contribute to a culture of respect, enthusiasm, and rapport
* Manage student behavior during transitions and less structured time (such as recess, lunch)
* Monitor independent work time in classroom while teacher provides instruction

Planning and Preparation—Progressively Doing More
* Ensure a high-standards, differentiation-ready curriculum
* Plan backward to align all lessons, activities, and assessments with high-expectation standards & curriculum
* Implement and suggest improvements to instruction that develops higher-order thinking skills and is personalized, reflecting the levels and interests of individual students
* Implement and suggest improvements to assessments that accurately assess student progress

Instruction—Progressively Doing More
* Tutor and provide small-group instruction under the direction and using tools/rubrics of the MCL and team.
* Supervise student skills practice, projects, and digital learning.
* Lead whole-group instruction.
* Participate in instructional planning, data review, and improvement occasionally during the year.

Professional Responsibilities
* Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
* Periodically, meet with team and MCL to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges
* Collaborate with teacher(s), tutor(s), and digital lab monitor(s)
* Participate in professional development opportunities at school
* Conduct some administrative duties on behalf of teachers

Qualifications
* Associate's degree or coursework toward a bachelor's
* Working toward teaching certificate and bachelor's degree
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* Knowledge of subject matter being taught

Hours
* 5 days a week, 8 hours a day, including paid breaks

Pay
* Reach associate pay, benefits (and/or tuition equivalent)

Reports to: Multi-classroom leader and principal

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These are the critical competencies a candidate for this position should have.

Reach Associate Resident—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Cultural Engagement (CE)	Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—**including race, gender, sexual orientation, religious, economic, and/or other backgrounds**—in order to create positive impact on individuals and groups.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.
Additional Competencies Critical to the Reach Associate's Administrative, Non-instructional Duties:	
Concern for Order (CO)	An underlying drive to maintain or increase order in the surrounding environment.
Serving Others (SO)	Acting with a desire to help or serve others to meet their needs.

For an explanation of these competencies and how they are used in selection, please visit **this webpage**.