

Resident JOB DESCRIPTION

SCHOOL MODEL: MULTI-CLASSROOM LEADERSHIP

Position: Teacher Resident

Summary

The teacher resident is part of 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. Teacher residents are in their final year at a cooperating educator preparation provider, typically working toward certification or a master’s degree; they work full time for a full school year in various roles as determined by the MCL, while learning how to teach. Total instructional time exceeds that of typical student teaching roles.

Typical responsibilities include learning while:

- * Delivering instruction: large-group, small-group, individual, and digital instruction, using the MCL’s lesson plans.
- * Monitoring and improving instruction with assessments, grading, data analysis, and rubrics to identify next teaching 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.

Teacher residents also perform administrative tasks, but instruction is the primary focus. Residents use the MCL’s instructional methods and tools, while developing instructional expertise, and may contribute ideas for ongoing improvement. Residents collaborate with the team in all activities to ensure high-progress learning for every student. Residents are accountable to the MCL for contributions to student learning outcomes, with specific goals and measures dependent on the role each resident plays.

Responsibilities

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

Planning and Preparation

- * 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

Classroom Environment

- * Hold students accountable for high expectations of behavior and engagement that are ambitious
- * Together, create physical classroom environments conducive to collaborative and individual learning
- * Establish a culture of respect, enthusiasm, and rapport

Instruction

- * Set high expectations of achievement for each student
- * Hold students accountable for ambitious, measurable standards of academic achievement
- * Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
- * Identify and address individual students’ development of organizational and time-management skills
- * Invest students in their learning using influence techniques
- * Incorporate questioning and discussion in student learning
- * Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- * Monitor and analyze student assessment data
- * Adjust instruction level and method for high growth
- * Keep students informed of their progress

Professional Responsibilities

- * Solicit and eagerly receive feedback from MCL and team members to improve professional skills
- * Maintain regular communication with families, as assigned; work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- * Meet with team and MCL to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students’ persistent learning challenges
- * Perform all professional duties allocated by MCL

Qualifications

- * Knowledge of subject matter being taught
- * In final year of a master’s degree program or working toward a teaching certificate
- * 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.

Hours

- * Full-time teaching position
- * Resident has school time to complete administrative tasks, analyze data, and plan instruction, as delegated by MCL

Pay

- * First-year teacher pay and benefits, and/or tuition equivalent

Reports to: Multi-classroom leader and principal

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

Teacher 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.

For an explanation of these competencies and how they are used in selection, please visit [this webpage](#).