

Teacher Resident (Opportunity Culture) Job Description



Job Title:	Teacher Resident (Opportunity Culture)	FLSA:	Non-Exempt
Reports to:	Assigned Principal, Multi-Classroom Leader, and Site Coordinator	Pay:	\$20,000
		Calendar Days:	187
Dept./School:	Assigned Campus	Revised:	2.21.2023

Summary

The teacher resident (TR) is part of a small team (typically 3–6, and up to 8, teachers and residents) led by a multi-classroom leader. A multi-classroom leader (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 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 from a cooperating educator preparation provider. For a full school year, full-time, the resident works closely with the MCL and the teaching team. TRs are actively engaged in as many elements of the classroom as possible from the very beginning of the residency year. The TR will assume greater responsibilities throughout the residency year--including providing release time and support for the MCL and Team Teachers. Typical responsibilities include learning while:

- Co-planning and co-teaching with MCL and other team members, leading small group instruction, leading instruction without the MCL present (with planning support from MCL)
- Participating in team planning, Professional Learning Communities, school-based professional development, and meetings with their Site Coordinator (SC)
- 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 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
- Engaging in informal and formal observations by their SC
- Taking responsibility for other non-instructional duties as assigned by the MCL

Qualifications/Special Knowledge/Skills

- Enrolled in an educator preparation program, working towards 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,
- Knowledge of subject matter being taught

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

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- 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

- Co-Plan with MCL and team.
- 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 develop 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

- Provide small-group instruction under the direction and using tools/rubrics of the MCL and team
- Supervise student skills practice, projects, and digital learning
- Co-Teach with MCL
- Lead whole-group instruction
- Participate in instructional planning, data review, and improvement occasionally during the year

Professional Responsibilities

- Solicit and eagerly receive feedback from MCL, Principal, SC, and team members to improve professional skills
- 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 MCL team members
- Participate in professional development opportunities at school
- Conduct some administrative duties on behalf of teachers

Evaluation

The Teacher Resident's evaluation is a responsibility resting with the assigned Principal. An evaluation shall be completed in writing at least once during the course of each school year.

Work Environment

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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.
<i>Additional Competencies Critical to the Teacher Resident's Administrative, Non-instructional Duties:</i>	
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 opportunityculture.org.