A Day in the Life of a YES Prep Teacher

ARRIVAL
- At the Secondary level, classes begin at 8:30 a.m. Teachers are expected to arrive by 8 a.m. Teachers may have morning duty, starting at 7:30 a.m. two to three times a week.
- Upon arrival, teachers prepare for the day and check their email for any important updates.

CLASSES
- We have four 90-minute class blocks each day. Between A day and B day, students have 8 class periods and teachers will teach 6 classes. Most teachers see each group of students every other day. English teachers (and a few other double blocked courses) see their students every day.
- Teachers receive regular observation and coaching from campus leader. In order to accelerate teacher growth, we engage in Real Time Coaching, which may include whisper prompts, side-by-side teaching, or in the moment student data collection.
- Special Education Teachers may lead a self-contained classroom for students who need to spend the majority of their day in a Special Education setting. Special Education Inclusion Teachers support anywhere from 3 – 8 content areas, pushing into classes to provide services to students with disabilities.

HOMEROOM AND ADVISORY
- At most campuses, students have a 10-15 minute homeroom at the beginning of the day. This time is used for announcements and logistics.
- Students have a 30-minute Advisory mid-day, this is used for social-emotional learning and is facilitated by teachers.

LUNCH
- Teachers and students have about 30-minutes for lunch. At many campuses, teachers have lunch duty one to two times per week to support student supervision.

PLANNING
- Teachers have one 90-minute planning period per day. On occasion, teachers will have a 30-45 minute coaching session or PLC (professional development) during their planning period.
- Teachers may be asked to substitute in other classes during their planning period if there is a shortage of substitutes.

DISMISSAL
- Students are dismissed at 4:00 p.m. If teachers have no after-school commitments, like tutorials or professional development, they can leave beginning at 4:15 p.m.
  You may have dismissal duty two to three times per week lasting until 4:30 p.m.
- Teachers spend time after school finalizing lesson plans, calling parents, responding to emails and making copies for the upcoming day.
  Teachers are expected to offer an after-school tutorial one day a week. Campuses host professional development and/or grade level meetings one additional day per week after school for approximately one hour.
Teacher Planning Expectations

We categorize teacher expectations to execute an effective lesson into three critical areas: lesson preparation, lesson delivery, and feedback and data collection.

**LESSON INTERNALIZATION**
- YES Prep provides teachers with rigorous curricular materials including aligned, normed yearly scope and sequence, Unit/Module Exams, Unit/Module Plans, quizzes and daily materials.
- Teachers internalize upcoming units at least one week prior to the start of the unit by working through all upcoming student formative and summative assessments in order to internalize the content of the upcoming unit.
- Teachers internalize daily lessons deeply by completing a student work exemplar. Daily planning includes identifying/scripting: an aligned objective, time stamps, criteria for success, checks for understanding, a plan to address possible misconceptions, a plan for academic monitoring, a plan for discourse and student participation. Additionally, teachers script ELPS (English Language Proficiency Standards) and plan accommodations or modifications to meet the needs of all students.
- A teacher’s lesson internalization is printed and available to observers.

**LESSON DELIVERY**
- Teachers create active, student-centered daily lessons in which students are thinking, reading, writing, solving or discussing the majority of the period.
- Teachers make every second count by upholding high behavioral/academic expectations.
- Teachers leverage laptops to enhance student engagement, collect in-the-moment data and provide feedback.
- Teachers accommodate lessons as necessary based on student need and for students who are EL (English Learners), have IEPs, are 504/dyslexic or have documented skill gaps.
- Teachers strive to grow their craft by incorporating teaching best practices.

**FEEDBACK AND DATA COLLECTION**
- Teachers maintain updated gradebooks and meet district deadlines for data entry.
- Teachers communicate with parents if students have failing Progress Report or Report Card grades. Teachers should be in regular contact with parents.
- If mastery isn’t achieved, teachers offer students opportunities to remediate and reassess without grade penalty.
- Teachers hold at least one after-school tutorial session per week.
YES Prep’s Core Values

CREATE PATHWAYS TO OPPORTUNITIES
- We communicate regularly with families to solicit input and collaborate.
- We are flexible and solutions-oriented.
- We act as a team to ensure the success of campus as well as our individual students by engaging in duties, coverage and input opportunities as needed.

BUILD TRANSFORMATIVE RELATIONSHIPS
- We create classroom environments that are welcoming and safe for all students regardless of race, socio-economic status, gender, religion or sexual orientation.
- We take responsibility for our impact on others and grow from our mistakes.
- We give and receive direct feedback, work and as a team and avoid gossip.
- We build relationships with stakeholders across campus and engage in direct, clear and positive communication.
- We foster relationships with students while modeling appropriate boundaries.

ACHIEVE JAW-DROPPING RESULTS
- We take ownership of our students’ success.
- We implement rigorous, aligned district curricular materials.
- We engage in regular, independent data analysis and re-teaching. We provide weekly tutorials outside of class time to ensure student success.
- We passionately attack the challenge of closing skill and achievement gaps.

ELIMINATE EDUCATIONAL INEQUITY TO ADVANCE SOCIAL JUSTICE
- We engage in conversation and self-discovery to understand our biases and work to center on dominant voices and experiences in our work.
- We strive for equity rather than equality for students and families.
- We implement an equity-driven grading philosophy which includes eliminating the use of zeros, providing opportunities for re-assessment and grading mastery rather than participation.

GROW AUTHENTIC LEADERSHIP
- We hone our craft by engaging in honest dialogue and feedback. We seek and implement feedback in order to grow.
- We provide public support and private concern and publicly align with campus and district-wide initiatives.
- We recognize that teaching is a craft that we diligently hone over time.
- We grow our skill by completing requirements for teacher certification within one year.