A Day in the Life of a YES Prep Elementary Teacher

ARRIVAL
- At the Elementary level, classes begin at 7:25 a.m. Teachers are expected to arrive by 6:50 a.m. Upon arrival, teachers support with morning duty, prepare for the day, and check their email for any important updates.

CLASSES
- Our pre-kindergarten, kindergarten, and 1st grade classrooms are self-contained—teachers teach multiple contents to one cohort of students. Pre-Kindergarten classes have a dedicated teacher assistant.
- 2nd grade classes may or may not be departmentalized depending on the campus.
- Our 3rd—5th grade classes are departmentalized. Teachers teach one/two subjects to multiple cohorts of students.
- We follow a Special Education inclusion model. An inclusion teacher may push into classes to support students with their individual academic needs.
- Teachers receive regular observation and coaching from campus leaders. 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.

HOMEROOM AND ADVISORY
- Students have Classroom Connections everyday for 15 minutes after breakfast. The purpose is to:
  - Facilitate inclusive relationships and interactions among students
  - Encourage students to listen and respond
  - Make thoughtful suggestions
  - Reinforce core values
  - Provide consistency and connections to the morning meeting throughout the day
- Students have an end of day Closing Meeting with their Homeroom teacher if self-contained or with their last block teacher. The purpose is to facilitate reflections about the day’s learning and personal goal setting.
- Students and teachers have a 30 minute grade level huddle (during recess) focused on the SPARKS Core Values once a week, led by the Grade Level Chair.
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.
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LUNCH & RECESS
- Teachers and students have about 30 minutes for lunch. Some teachers are required to support with lunch duty on a regular basis.
- Recess: All grade level, Pre-K—5th grade have 30-minute recess scheduled at specific time of the day determined by the campus. Teachers are expected to actively engaged and supervise students during this time.

PLANNING
- Teachers have one 45 minute planning period per day. Teachers engage in a lesson internalization meeting or Professional Learning Community (PLC) at least twice a week during planning. Additional coaching and development may occur during planning.

DISMISSAL
- Students are dismissed at 3:00pm and all teachers support with afternoon duty until around 3:30 pm. Teachers may be required to stay longer supporting dismissal at the beginning of the school year since dismissal may take longer. If teachers have no after school commitments, like tutorials or professional development, then can leave beginning at 3:30 p.m.. Teachers spend time after school finalizing lesson plans, calling parents, responding to email and making copies for the upcoming day.
- Teachers are expected to offer an afterschool tutorial at least one day per week. Additionally, campuses host professional development and/or grade level meetings one additional day per week afterschool for approximately one hour. Teachers are expected to attend a monthly family engagement event after school.
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.