

CORPS MEMBER SKILLS TRACKER

| | JULY - OCTOBER | NOVEMBER-FEBRUARY | MARCH-JUNE |
|----------|---|---|---|
| YEAR ONE | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses MVP (movement/volume participation), narration and praise consistently to reinforce work expectations <input type="checkbox"/> Teacher continuously checks for understanding, clarifies or re-teaches as needed for select student subgroups <input type="checkbox"/> Teacher uses a management system (e.g. PBIS) that addresses misbehavior efficiently and fairly <input type="checkbox"/> Teacher uses routines and procedures to capture students' attention and efficiently guide them through transitions <input type="checkbox"/> Teacher engages students' families in their positive growth and behavioral support needs <input type="checkbox"/> Teacher displays content knowledge/skill examples in the classroom (e.g. anchor charts/ word walls) <input type="checkbox"/> Teacher backwards plans from grade level standards to create rigorous unit plans with daily and weekly learning targets | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher posts clear daily and weekly learning targets and makes clear connections to daily activities <input type="checkbox"/> Teacher conveys positive and joyful messages during class <input type="checkbox"/> Teacher continuously uses formative assessments (e.g. exit tix, quizzes) to inform instruction and address student learning needs <input type="checkbox"/> Teacher recognizes students' academic success and incentivizes effort <input type="checkbox"/> Teacher aligns tasks to the rigor and expectations of the learning target (i.e. not too hard or easy, but just enough to achieve the target) <input type="checkbox"/> Teacher scaffolds daily learning targets and tasks, which includes accessing prior knowledge to develop new knowledge <input type="checkbox"/> Teacher reduces direct lecture time (<20%) to create space for student reflection and practice throughout the lesson <input type="checkbox"/> Teacher analyzes assessment data to determine the extent to which students have mastered content and skills | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher brings his/her authentic self to the class and values the unique identities of each student <input type="checkbox"/> Teacher uses diverse lesson structures (e.g. workshop, centers, UDL, 5Es, inquiry) to support rigorous work output <input type="checkbox"/> Teacher strategically structures group work time to tackle complex tasks (e.g. group norms, roles, work guides, output expectations, etc.) <input type="checkbox"/> Teacher administers diverse CCSS/NGSS-aligned summative assessments (multiple choice, constructed response, performance tasks, etc.) |
| YEAR TWO | <p>Prior year's areas of focus are still present in addition to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to reflect on and articulate the purpose of daily lesson activities <input type="checkbox"/> Teacher facilitates celebrations of growth and effort among peers <input type="checkbox"/> Teacher shares students' current learning level, strengths and gaps going into the year <input type="checkbox"/> Teacher sets goals with students to master more than a year of CCSS/NGSS-aligned content and/or skills <input type="checkbox"/> Teacher creates exemplars of rigorous work artifacts for each learning target (e.g. anchor papers, model notebooks entries) <input type="checkbox"/> Teacher references exemplars and provide timely, actionable student feedback in small groups or 1:1 <input type="checkbox"/> Teacher develops clear expectations for independent practice (e.g how to show work, get help) | <p>Prior semester's areas of focus are still present in addition to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a system for sharing students' academic data and measuring progress towards their learning goals <input type="checkbox"/> Teacher plans lessons that touch on multiple levels of Bloom's taxonomy to fully develop learner knowledge and skill around a specific target <input type="checkbox"/> Teacher facilitates open-ended discussions for deeper questioning, debating and analysis (e.g. socratic seminars) <input type="checkbox"/> Teacher develops procedures for breaking down complex text or problems* (e.g. graphic organizers, checklists, rubrics, mnemonic devices, DBQ) | <p>Prior semester's areas of focus are still present in addition to the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates small group instruction on new knowledge/skills to differentiate support for student subgroups |

STUDENT AND CORPS MEMBER SKILLS TRACKER

As a teacher, you have a unique opportunity to directly impact kids every school day. Through your daily instruction, you will enable students to prove that potential is equally distributed across lines of race and class. You will help assure that students are receiving the best education possible.

As a Teach For America corps member, you will set goals and track progress towards developing students' critical thinking and problem solving, knowledge of mastery and skill, and joy and purpose. In addition, you will track your own skill development across the arc of your first two years in the classroom to drive towards strong student academic achievement.

Through studying our teachers' student achievement outcomes, we have found that students who develop these skills and behaviors are able to make more than one year's worth of academic growth and attain at least 80% mastery of their grade-level content. This tracker is a tool that will help you (and us!) continuously learn and improve. Meaningful student growth is critical to track our progress in our mission for educational equity. It can help us illuminate areas where we individually and collectively are succeeding in our mission – as well as areas where we need to do better.

“One day, all children in this nation will have the opportunity to attain an excellent education.”

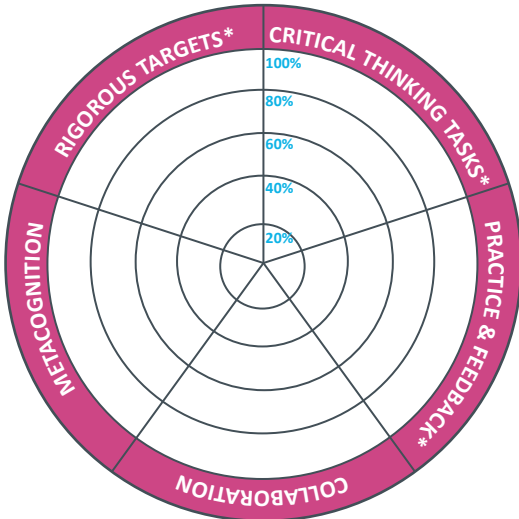
TEACHFORAMERICA BAY AREA
STUDENT GROWTH TRACKER

What percent of your students demonstrate these behaviors?

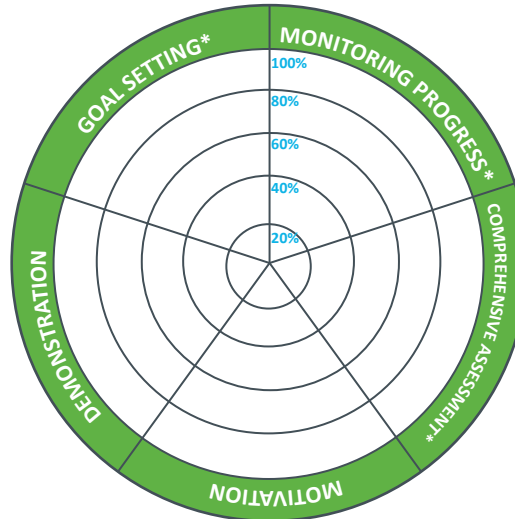
STUDENT ACADEMIC ACHIEVEMENT METRICS

| GOAL | MID-YEAR PROGRESS | END OF YEAR PROGRESS |
|------|-------------------|----------------------|
| | | |

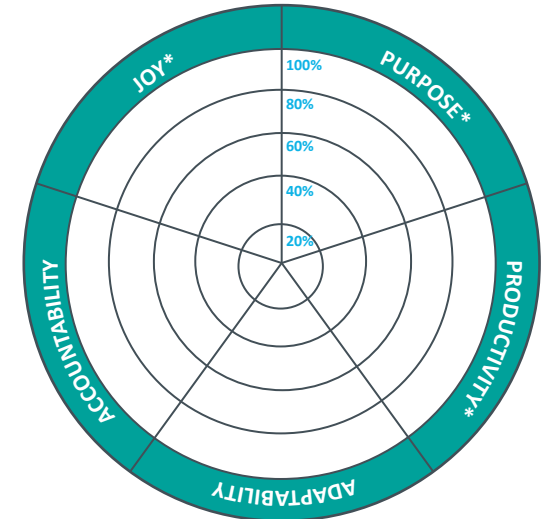
Critical Thinking and Problem Solving



Knowledge of Mastery and Skill



Joy and Purpose



RIGOROUS TARGETS*

Students are working on standards based learning targets within their zone of proximal development

CRITICAL THINKING TASKS*

Students engage in thinking tasks involving 2 or more cognitive domains (apply, analyze, evaluate, etc.) to master a learning target

PRACTICE & FEEDBACK*

Students spend at least 70% of class practicing and receiving useful feedback as they work towards the learning target

COLLABORATION

Students engage in rigorous dialogue and group work that drives a deeper understanding of content

METACOGNITION

Students use metacognitive learning strategies to break down and complete more complex thinking tasks

GOAL SETTING*

Students know their current learning level and have a goal to master more than a year of content and skills

PROGRESS MONITORING*

Students are actively tracking the progress they've made toward their learning goals

COMPREHENSIVE ASSESSMENT*

Students complete diverse, rigorous assessments that indicate whether they have authentically mastered new content and skills

MOTIVATION

Students demonstrate a genuine interest and pride in acquiring new content/skills and/or reaching their goals

DEMONSTRATION

Students recall facts and use content-specific language when responding to questions and in discussion

JOY*

Students interact positively with peers and staff; they encourage & celebrate each other

PURPOSE*

Students can connect the relevance of what they are working on to their weekly learning goals

PRODUCTIVITY*

Students are consistently engaged in learning and work to complete assigned tasks

ADAPTABILITY

Students maintain focus and effort through transitions with minimal distraction

ACCOUNTABILITY

Students respond quickly and favorably when behavior is corrected with minimal pushback

*Denotes high priority area of focus. We expect all corps members at the end of their 2nd year of teaching to be at 80% or above mastery of all high priority areas.