



## PVAMU Panther Teacher Residency (PTR) Resident Teacher Job Description

### Summary

The Panther Teacher Resident (PTR) is a student teacher who participates in a year-long clinical experience under the guidance of a highly effective host teacher (HT). 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 Prairie View A&M University. For a full school year, full-time, the resident works alongside the HT. TRs are actively engaged in as many elements of the classroom as possible from the very beginning of the residency year. The TR will gradually assume greater responsibilities throughout the residency year as they develop as a teacher. Compensated roles must not compromise learning goals for future teachers.

Typical responsibilities include learning while:

- Co-planning and co-teaching with HT and other team members, leading small group instruction, leading instruction without the HT present (with planning support from HT)
- Attending professional development prior to the start of the school year and on-going throughout the school year
- Participating in team planning, Professional Learning Communities, school-based professional development, campus faculty meetings, and meetings with their Site Coordinator (SC)
- Working with the HT to monitor and improve instruction with formative and summative 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 HT 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
- Embracing feedback from HTs and the Site Coordinator before, during, and after informal and formal observations
- Taking responsibility for other non-instructional duties as assigned by the HT

### Responsibilities

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

#### Classroom and School Environment-Yearlong

- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- 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
- Identify and suggest ways to engage students in a physical/virtual classroom that include technology

#### Planning and Preparation-Progressively Doing More

- Co-plan with HT 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 HT and team
- Supervise student skills practice, projects, and digital learning
- Co-Teach with HT
- Lead whole-group instruction
- Participate in instructional planning, data review, and improvement during the year

### Professional Responsibilities

- Solicit and willingly receive feedback from HT, Principal, SC, and team members to improve professional skills
- Meet with HT to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges
- Collaborate with other grade-level team members
- Participate in professional development opportunities at school

## Qualifications

- **Enrolled in the PTR program, working towards a teaching certificate**
- Strong work ethic, open to feedback, with willingness to implement next steps, and a belief that all students can achieve
- 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

## Hours

- **Residents will be present during teacher contract hours and dates set by the district calendar. Candidates will follow district policy regarding personal and sick leave.**
  - Undergraduate -
    - Paid Residency:
      - Semester 1: Three days per week
      - Semester 2: Five days per week
  - Post Baccalaureate -
    - Paid Residency: PantherTERM
      - Semester 1: Four days per week
      - Semester 2: Five days per week

## Post-Certification

- Priority hiring opportunities
- \_\_\_\_\_ year commitment (preferred) to \_\_\_\_\_ ISD\* (OPTIONAL)
  - If a resident is unable to fulfill their teaching commitment, the district will review the circumstance on a case-by-case basis

**Reports to:** Host Teacher, Principal, and Site Coordinator

**By signing below, I am committing to fulfill my responsibilities as a Teacher Resident for the \_\_\_\_\_ school year in \_\_\_\_\_ District.**

Teacher Resident Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_