

A Day in the Life of a Teacher at Einstein Charter Schools

Experience. Educate. Evolve.

Core Values:

Value 1: We enthusiastically receive & provide direct, supportive feedback.

Value 2: We positively make every minute count.

Value 3: We eagerly collect, analyze and respond to data.

Essential Times:

Morning Meeting

Today is my turn to lead morning meeting for the school. I came prepared with a shout out for Ms. Washington. She always represents our value of making every minute count by being prepared for every small group she supports. I also brought a students' writing sample to share with the team to highlight students area strengths and growth. Everyone is in attendance this morning and is so excited to be winning early dismissal reward for perfect attendance. When I share my student work with the staff, many staff members provided feedback and ideas for me to utilize to support that scholar. Four teachers shared announcements for upcoming events and programs, and many teachers shared shout outs that represent our school's values.

Greeting Students

You walk in your well decorated classroom and look at the board. You read over your board to ensure your content and language objectives have been written for the day and all your materials are ready because you value making every minute count. You've already picked up your attendance and breakfast form from the front office and now you are eagerly ready to greet the smiling faces of your students.

Instructional Time

You stand at you're front door greeting each student with a fist pump, wave or your "secret handshake." All of your students urgently begin completing their Do Now and enjoying a balanced breakfast while you take attendance. The timer on the Promethean Board goes off and now it is time to execute your well planned lesson you collaborated on with your instructional coach. You read the agenda that's posted on your board and then have a student to read the content and language objective of the day. When reading the objective for the lesson, you circle the verbs to ensure students know what they are expected to know and demonstrate at the end of every lesson. You begin the lesson by addressing data from the previous day and linking it to the objective and scaffolds put in to today's lesson. You're modeling a new Close Reading strategy to help your students better answer text dependent questions. As you model you are constantly using strategies to check for student understanding and various needs. You complete guided practice and make sure to include a variety of CFUs, one of which you and your grade level have chosen to implement for the week. You have circled the room and given feedback to students making sure to address any misconceptions before releasing them to IP. You release your whole group to IP and call some of your students to the table in the back to work with you. You've selected this group of students based on data that you collected while circling the room and through your CFUs for the class. Once your timer goes off, you instruct your class to prepare for the Exit Ticket.

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Planning Time You head to cluster after lunch to meet with your team. Before you leave out you grab your student samples, charged laptop and data analysis from last week. You're stoked because your student data shows your students have increased 20% on a standard you retaught last week. As soon as you walk in, you chart your data on the data wall. In addition to your weekly data, you also have some data from the School Wide Writing strategy. You're really seeing growth because you've strategically aligned components of the blended learning platform with gaps in the core content.

Lunch Kimberlee reminds you to grab your lunchbox on the way out of class. You do, and you walk all the way to the cafe. You check to see that everyone else is in their duty spot before heating up your food. You find your favorite seat next to your work bestie and begin telling her the fun you had at your son's basketball game this weekend. You realize it is important to have some time to unwind and relax.

Intervention Block You are so proud that your students have been tracking their progress, so little time is wasted at the beginning of the intervention block. Students check the board to see which station they will rotate to first. Students who are utilizing blended learning programs grab their headphones and immediately log in and begin working. You pull your 1st ELL student group who are focusing on speaking. You've made sure to align all of the activities to this because of their Las Links data. Your second rotation is your students with disabilities. You utilize resources from LDOE to support diverse learners today focusing on writing.

Dismissal You have passed out any flyers, or forms that need to go home to all students. Students have placed the documents in their folders and are prepared to go home. Every student already knows how they are getting home because this was reviewed during culture week. Students sit quietly while listening to afternoon announcements. During announcements, teachers are reminded to put on their promethean boards as they prepare for a silent dismissal. After announcements Mr. M comes on the intercom to ask teachers to send all bus riders to the designated area, because all buses are there. The teacher stands straddle the doorway to ensure students are moving quietly and quickly to buses. After the teacher dismisses her bus riders, walkers and car riders watch the promethean to see their student number and walk to their designated area. Once all students are dismissed, teachers escort remaining students to the holding area for after-school tutoring. The teacher returns to class to post the instructional framework for the next. After organizing the class for the next day the teacher reports to the office and checks out.

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