AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**PART TIME TEACHER RESIDENT**			FLSA STATUS:	**NON-EXEMPT**
PAY GRADE:	**P/T STIPEND**	DUTY DAYS:		DATE REVISED:	**07/07/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS:

The teacher resident (TR) participates in a year-long clinical experience under the guidance of a highly effective Host Teacher (HT). A teacher resident observes and learns on the job in preparation for a teaching career while holding a Bachelor's degree or earning a degree (typically a Bachelor's, but in some cases a Master's degree) and/or certification from a partner Educator Preparation Program (EPP). For a full school year, the resident works alongside the Host Teacher for 3 days per week and spends one day per week supporting specific campus priorities.. 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. Some travel may be required.

This position requires the candidate to be vetted and accepted by the partner EPP. The incumbent must possess strong content knowledge and must have submitted an AISD application. Incumbent must meet or work towards applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification or with regard to Special Education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Act (IDEA) when the applicants begin to fulfill their teaching assignment. Must have a strong work ethic, be open to feedback, willingness to implement next steps, and a belief that all students can achieve.

SKILL REQUIREMENTS:

This position requires in-depth training in education and teacher preparation courses. This position requires basic understanding of subject areas to be taught and ability to interact with and relate to children. Incumbents may be required to operate a variety of office equipment and audiovisual equipment. Incumbents must have knowledge pertaining to subject areas and/or specific assignments. Employees in this position must be able to read, write, and speak in English fluently. The use of Google Workspace and other computer software applications is preferred. This position will observe how to apply knowledge of current education and instructional theories, methodologies, techniques, principles, subject matter, and knowledge of State, local, and Federal laws and regulations affecting the lives and education of students. The teacher resident will learn child and adolescent development and the skills to manage student behavior. As a teacher resident, the incumbent will be exposed to a variety of media, work with others as a team, organize and maintain records, manage time and resources effectively and efficiently. The resident teacher will observe the host teacher, evaluate student performance and learn to provide constructive feedback. The resident will navigate Internet and web-related technology and a variety of technology applications and platforms with the end result of how to instruct students using a variety of technology applications. This position will assist in supporting students with computer set-up, navigation, and technology issues.

JOB PURPOSE AND RESPONSIBILITY:

This position is a residency program in which the incumbent assists the classroom teacher of an individual campus in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and families. Incumbents will experience in-role positions on a campus so that each resident is exposed to substantial and sustained teaching opportunities. The teacher resident will observe, co-teach and co-plan with the Host Teacher and other team members, and support campus priorities. Attending professional development prior to the start of the school year and on-going throughout the school year. Residents must be present on the first day of school until the last day in accordance with residency program requirements. Participating in orientation and onboarding, District Professional Development days, team planning, Professional Learning Communities, school-based professional development, campus faculty meetings, and meetings

with their Site Coordinator (SC). The teacher resident will observe and work with approved host teachers to learn and engage in exemplary teaching practices in action. One primary goal is to observe and assist to further develop the teacher resident's knowledge, skills and dispositions in the art of teaching.

ESSENTIAL FUNCTIONS:

Instructional Practice

- Learn to plan, prepare and deliver effective academic instruction that is explicit, engaging, differentiated, and aligned for diverse student needs, including appropriate student accommodations, and blended learning experiences.
- Learn to plan, prepare and deliver clear, organized lessons, activities, interventions, and extensions, that are aligned to objectives and success criteria, as well as state standards. Demonstrate high academic expectations for all students.
- Use formal and informal assessment methods to measure student understanding and progress. Analyze student data to inform and adjust instruction. Provide ongoing feedback to students.
- Learn to establish systems and structures that create a safe, accessible, and inclusive classroom environment. Create a sense of shared responsibility and behavior expectations.
- Create a classroom climate and culture where students feel safe, free to take risks, accepted and included. Offer diverse learning opportunities that encourage student contributions and collaboration, and a growth mindset.

Professional Growth and Responsibilities

- Engage in ongoing professional learning, goal setting, reflection of practice, and application of new learning to increase student growth. Engage in opportunities to continuously improve.
- Collaborate with EPP, cooperating teachers, staff, students, and families/caregivers in order to improve practice, support students, and increase student success. Accept feedback to improve instructional practice. Contribute to meeting of campus/District goals and expectations.
- Learn to collect and review data. Collaboratively plan, design, and implement effective lessons in alignment to state and local standards. Incorporate diverse resources with attention to individualized learning that addresses the unique needs of students in order to achieve high levels of academic and social-emotional success.
- Communicate effectively with colleagues, students, families/caregivers, and community members to build and maintain positive relationships, promote respect, inclusiveness, and maintain a positive school climate and culture. Communicate with families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.
- Demonstrate and apply strong content knowledge to enhance student mastery of objectives. Maintain professional expectations of educators which include professional ethics, adherence to state and federal legal code, and District policies. Maintain up to date and accurate records in accordance with EPP and district expectations.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment; [P.E. teachers: automated external defibrillator (AED)]

Posture: Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Extensive walking

Lifting: Regular light lifting and carrying (less than 15-45 pounds); may lift and move textbooks and classroom equipment. **For Special Ed:** May require regular heavy lifting (45 lbs or more); positioning of students with physical disabilities, control behavior through physical restraint, assist ambulatory students, and lift and move adaptive and classroom equipment

Environment: Work is conducted in a classroom environment depending on course material or activities assigned (vocational material may be taught outdoors or in a machine shop environment, field trips and recess may require activities outdoors).regular exposure to noise, work with interruptions

Mental Demands: Maintain emotional control under stress; complete school day hours in alignment with EPP expectations

PERSONAL WORK RELATIONSHIP:

This position works under the general supervision of the host mentor teacher and campus administration. Incumbents should expect routine campus based observations to ensure alignment and progress of the resident. This position is expected to promote and encourage the District Goals and Initiatives.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

Employee Signature:		**Date:**	