Teacher Expectations

Mission Our mission is to design new models for educational success and raise academic achievement for all learners.

Core Values

- **Curiosity:** We believe in the power of human potential. We embolden bright minds to shine by piquing new interests and finding the courage to try new things.
- **Disruption:** We challenge ourselves to innovate—not for self-promotion, but in the humble pursuit of improving lives.
- **Collaboration:** We work across department lines to foster a culture of inclusion and belonging, where everyone has a platform to exchange ideas and put them into practice.
- **Individuality:** We celebrate each other's uniqueness and create an environment that allows everyone to be the best version of themselves.

Following are common tasks and guidelines that will help you excel in your role. While the expectations outlined here are important, they are not exhaustive. It is crucial to engage each student individually and cultivate a positive relationship with them and their families. Strive to make each student a "raving fan" of you and your class by going above and beyond to meet their needs. Remember to use your professional judgment and expertise to think creatively and innovatively. We are a team, and by following common practices, we can ensure consistency and quality in our interactions with families. Together, we can make a real difference in the lives of our students.

Professionalism, Colleagues, and Work Environment	• Teacher consistently facilitates and inspires student learning and creativity while promoting student perseverance, self-efficacy, self-motivation, and self-determination
	• Teacher values ASU Prep's mission, vision, and goals and demonstrates a productive commitment to school
	  ○ Demonstrated by serving as a club sponsor, mentor to an MLFTC intern/resident, supporting school-wide events (testing, prom, graduation, etc), serving as a Sparky buddy to a new teacher/adjunct, obtain additional state certification, furthering your professional development by taking classes at ASU, hosting a professional development event for school staff, or other additional responsibilities to better the school.
	• Teacher remains in compliance with all FERPA requirements and represents ASU Prep Digital with integrity
	  ○ Maintain confidentiality, compliance, and professional courtesy
	  ○ All Google Docs should be shared and restricted access to ensure FERPA compliance
	• Communicate variations to work hours with your lead and principal (8:00- 5:00 pm in your time zone), or otherwise approved
	  ○ Use your Outlook calendar to inform colleagues of your work schedule, appointments, and availability.

	○ Synch your Outlook calendar so your availability reflects ● Be available to students throughout the work day and active “on green” in Slack ● Actively use Slack, by timely (within one hour) responding to messages and updating your availability throughout the day ● Be mindful of time zone differences and avoid late evening/early morning/weekend messages to coworkers ● Emails & texts should be professionally written without grammatical and mechanical errors; Individualize and include a greeting and closing ● Respond to emails (within 24 business hours); Follow directions and follow through with tasks from email ○ Use your colleague's last names/titles/etc ○ Using professionalism when addressing families/students ● Teacher shall use their ASU Prep Digital Account productively and responsibly. Users shall not use the ASU Prep Digital Account for personal or non-school-related use. ● Staff understands, models, guides, and encourages legal, ethical, and safe behavior related to technology use and the role of digital citizenship ● Attend and participate in all staff meetings ○ Professional dress on webcam and at school functions, including staff meetings and live lessons, will have cameras on at all school events/meetings. (All staff will wear professional attire: no hats, sunglasses, tank tops, etc…) Wear professional ASU attire, if you have it. ○ Teacher attendance and shared data is tracked by the Principal ● Participate in monthly 1:1’s, and evaluations and use feedback to reflect on practice ○ Keep leadership advised of the status of assigned projects ● Sufficient arrangements made for childcare, petcare, and other non-ASU Prep Digital responsibilities ● Maintain a productive and distraction-free environment when communicating with families and colleagues ● Teacher adheres to standards in place to uphold academic integrity and follows through on AI protocol ● Participate in school-wide events per supervisor request (graduation, state testing, and other events), which may include occasional travel/overnight stays for site visits, meetings, training, and/or conferences. ● development by taking classes at ASU, hosting a professional development event for school staff, or other additional responsibilities to better the school.

Course Set Up	25-26 Zoom Passcode: Prep25 ● Use passcode for personal meetings only and to enable 'Authenticate with Google' for all student related Live Lessons and Recordings. ● Successful completion of course set up by publish deadline to be completed and course published no later than the Thursday before school starts each semester. ● Add to the approved course homepage: professional headshot (no kids, hats, or pets; be aware of background), work phone number, and email address, and appropriate links to each button (Zoom, live lesson recording document, 1:1 link, principal contact, support resources, introduction video). Make sure all grade level homepages are consistent and look the same. ● Enable Canvas Late policy and make sure zeros are automatically issued for assignments past the due date ● Ensure Canvas is set to multiple attempts on tests and quiz assignments (may utilize alternative assessments after 2 attempts) ● DO NOT CHANGE COURSE END DATE ● Do not add additional graded assignments to the course or remove assignments to the course without direct approval from the Principal ● As needed, create/add supplemental material to the Course Resources Icon ○ Content enhancements will focus on student experience, fixes or errors, logical sequencing of content, and creating supplements to augment/enhance/modify the existing content ● Submit tech tickets as needed for content change requests or errors with collaboration of department and lead; loop in the principal
Welcome Communication **(start of semester and new students throughout the year)**	● Welcome email sent on the first day (start date) for each section or the day before: (Includes contact information, course summary and expectations, LL schedule/Link, and DBA information–see below) unless indicated otherwise, example: first week of the semester, Summer school. ○ Do not include surveys or questionnaires asking for personal information (e.g. preferred name, pronouns); save these questions for your welcome calls we hold teachers to (like with HC) ● Document CONNECTED welcome calls in IC. Use the “Welcome Call” type for your note/drop-down “WEC”. ○ Be sure to check the significant contact box in IC (if contact was made) **Do NOT** log this as a Phone Call (PC) or Email (EM). ○ If you do not make contact during the WEC, log it as an Attempted Call “AC” and make a note in the log that this was an attempted welcome call ● Call all students AND parents within the first 48 business hours of enrollment; use the Welcome Call model: **FAN** ○ **F**amiliarize yourself with the student and their family: Explore student interests/hobbies and future goals. Why did they choose ASU Prep Digital? **Double check demographics and best contact methods. Update this in your student tracking spreadsheet.**

	○ **A**sk: Provide an opportunity for the students/families to ask you questions about the course and get to know your expectations or suggestions for success. ○ **N**eeds: How can you best support the student? Again, note in your student tracking spreadsheet any specific needs or requests that the family might have. ○ NOTE: **ALL Welcome Calls need to include the student and a parent/guardian** ● Communication 25-26 Opt-In Form and Results ● 25-26 School Supply List ● 25-26 Student Experience ● 25-26 Live Lesson Attendance Expectation ● 25-26 Student and Family Handbook ● Jenny and Allison Business Cards
Live Lessons	● 25-26 Student and Family Handbook ● Student live lessons will begin daily with the Pledge of Allegiance and Student Pledge. ● Conduct Daily Live Lessons, Huddle, Learning Labs, and Spark Time, and other synchronous sessions with students as scheduled within your grade level. ● Daily Live Lesson attendance by students is an expectation for attendance. Make all necessary attempts to encourage students to attend Live Lessons (through encouraging announcements/reminders or texts, etc.) ● If students are not consistently attending Live Lessons, contact LSC and admin for a success plan ● Collaborate and design instructional materials with your team on a weekly basis and attend the team meeting/PLC. Materials should be data driven, engaging,and build a sense of community ● Use ASUPD branded templates for all slide decks that are outgoing to parents/families ● Record student attendance in SIS ● Please make every effort to schedule PTO or sick leave outside of live lesson times to minimize disruption to student learning.

Professional Learning Communities (PLCS)	• Be Prepared to Share and Reflect Bring current data, student work, and observations relevant to the week's focus (e.g., intervention updates, standards, Nevvy implementation, or instructional strategies) • Actively Collaborate and Contribute Engage in discussions, share insights and resources, and support team decisions with a student-centered mindset. • Complete Action Steps Between Meetings Follow through on agreed-upon tasks (e.g., implementing strategies, monitoring student progress, aligning Nevvy tasks) and be ready to report back. • Maintain a Growth-Focused Mindset Approach each PLC with openness to feedback, a willingness to try new strategies, and a shared goal of continuous improvement for all learners. • Complete PLC Portfolio
Student Support	• Provide small group and/or 1:1 interventions as determined by data, 45-day screeners, child find meetings, etc ○ Log sessions in IC; use a data tracking document; be prepared to speak to interventions in meetings. • **Navvy:** Use Naavy for Spark Time & Intervention ➔ **Identify Priority Skills** Use Naavy to find essential standards and break them into "I Can" statements. ➔ **Targeted Grouping** Group students by skill needs using Naavy's skill progressions and misconceptions. ➔ **Plan Spark Time Lessons** Choose Naavy-based mini-lessons, games, or practice tasks tied to gaps in student learning. ➔ **Reteach & Reinforce** Use Naavy to guide reteaching during small groups or intervention blocks. ➔ **Monitor Progress** Pair with data (e.g., DIBELS, DreamBox) to track which standards need more support and adjust instruction.

	• **AI Support: Magic School AI** is our ASU Prep-approved AI tool. Please lean into this as much as you'd like and share the experience with your students! A few helpful reminders for students. • AI is a Learning Assistant, Not a Replacement. • AI Doesn't Always Get It Right, (you must know what you want to say.) • Use AI to Brainstorm, Not to Copy. • Try First, Then Ask for Help. • Keep It Safe and School-Appropriate • Ask for Feedback, Not Just Answer • If a student uses AI in a way that compromises academic integrity, we will take the opportunity to reteach appropriate use and allow the student to revise or redo the assignment, focusing on learning rather than immediate consequences.
Discussion Based Assessments	• The purpose of a DBA is to build relationships among teachers and students to assess the student's learning and to promote Academic Integrity • Teachers will use a rubric to grade the DBA and grade should reflect student's ability to speak to the topics • The responsibility for scheduling and conducting the DBA is on the teacher, not the student-be proactive in completing/scheduling • DBAs take place 1 time a semester for all subjects, additional DBAs can be completed as needed per teacher discretion • DBA scheduling will remain flexible ○ Scheduling: Most DBAs will be scheduled during work hours unless the student lives outside Arizona or has a need outside regular school hours- (no weekends or holidays). Don't schedule more than a week out so your schedule is flexible for IEP/504 meetings. • Both DBAs must be completed/passed to pass the course

Communication	• Every student must have a welcome call, welcome email, and monthly two way communication via Zoom OR phone call logged in IC.
	• *Frequent* phone calls to students and families are an important definition of our school culture and the primary way we contact families
	• *Significant* contact is made when there is effective, meaningful two-way communication, such as monthly contact.
	• Teacher will utilize Zoom Phone account for all communication including phone calls and text messages
	• Personalize your communication with students
	  ○ **Timely replies to phone calls, emails, texts, and messages within 24 business hours**
	  ○ Vary communication through phone calls, emails, texts, and messages
	  ○ Offer assistance where needed; Provide feedback on progress

	● Assume the best about the student and family, approach every communication with a positive growth mindset. ● Encouraging, helpful, non-accusatory, and respectful tone ● Mindful of time zone differences and avoid late evening/weekend calls unless specifically requested ● Log communication in Infinite Campus as you make your call. This communication log “tells the story” of the student’s experience so include details. Be sure to click the significant contact button in SIS when significant, two-way contact is made. ○ Teachers should not use the bulk logging feature for calls or text messages, bulk logging is only appropriate for welcome emails and Live Lesson attendance ○ Teachers will log communication in IC using this guide.
Grading and Feedback	● **Grade all assignments within 48 hours Monday - Friday; daily grading is preferred** ○ Assign 0’s in the gradebook weekly for overdue assignments ● Use rubrics assigned to the course ● Provide Personalized Feedback ○ Include the student’s name in your feedback, demonstrate expectation of student learning, and be descriptive instead of evaluative ● Use both video and written responses to facilitate student engagement ● Make personalized weekly calls to all non-workers, students that are behind pace, or pacing with a D or F: ○ Follow-up attempted calls with text message to student and parent. (For any attempted calls, repeat contact can and will be daily, or every other day, if needed, especially for those with D and F grades.) ● Do not deduct points for late submissions ● Do not provide extra credit work or participation grades ● **Kindergarten- 2nd Grade:** ○ Reading Park 3-5 lessons per week ○ DreamBox (math) 3-5 lessons per week ○ EPIC (As decided by grade level) ● **3rd - 5th Grade:** ○ Reading Plus 5 lessons per week ○ DreamBox (math) 5 lessons per week ○ EPIC (As decided by grade level)

Curriculum Planning	● Collaborate with your team lead to determine subject planning responsibilities, ensuring alignment with StrongMind resources in both live lessons and asynchronous instruction. ● All plans, playlists, and live lesson slides are due to your team by 12:00pm every Thursday. ● Please refer to this curriculum toolkit to plan, enhance, and differentiate curriculum for students.
Progress Monitor	● Use both the SIS (Infinite Campus) and LMS (Canvas) to progress monitor students; have a system to track progress and be aware of the pulse of your class ● Check Canvas for students who have not logged in or do not show any activity. Contact them by phone and follow up by text and email if you can't reach them by phone. Vary calling times. Try all phone numbers (except emergency contact.) ● Make personalized weekly calls to all non-workers, students who are behind pace, or pacing with a D or F.
Course Close Out	Before closing grades, ensure the following ● The student has completed the required DBAs and all coursework. ● All assignments have been graded in the course ○ Ensure 0's have been added to all missing assignments ○ Double-check to ensure no symbols or have a dash (-) are showing in the gradebook (this means the assignment needs grading) ○ Grades in IC must match the grade in Canvas ● Grades have been verified with parents/students before issuing and GVC call is logged in IC. Grade verification communication (GVC) is essential before closing individual student semester grades. This communication ensures course completion, and accuracy of final grades, and ensures all parties (student/parent/teacher) are informed ● Call students and parents to confirm students' final grades in your course. ● Note: Must make two separate attempts on separate days to both student and parent to verify all student grades before the grade can be closed out. All attempts should be logged in IC. ● Follow the proper schedule for submitting end of semester grades (Fridays) ● End of Semester Packets must be made into a PDF, downloaded and emailed to parents - no shared links. Best practice: send what you can in IC and avoid Outlook.

Special Education/504	Attend and participate in IEP and 504 meetings ● Share information and updates by completing the meeting form at least one week before the meeting with special ed teachers including data such as engagement/participation in live lessons, grades, and any additional comments or concerns ● DBAs are not an excuse to miss a 504/IEP meeting unless the meeting was scheduled at the last minute ● Be prepared to share (work sample, EP Data, test results, grades). Help build the IEP or 504; this is not just a parent-teacher conference
Professional Development	● Teachers will maintain active state certification and AZ IVP fingerprint clearance ● Teachers will gain additional state certification as needed to serve ● Teacher completes and engages in ongoing professional development organized by ASU Prep Digital within required timeframes ● Teacher strives to improve the teaching profession by seeking out additional PD as needed ● Teacher contributes to a Professional Learning Community, attends scheduled meetings ● Lunch and Learn Professional Development is required K-12.
Leave Policy	**PTO vs. Vacation:** PTO is not designed to be used as vacation. Teachers are expected to take vacation during established school breaks (Fall Break, Winter Break, Spring Break and 4th of July break). PTO can be used for business of a personal nature Process of taking leave: ○ Notify the Supervisor for approval ■ Note exclusions may be in place for testing and the first/last week of each semester and around holidays ○ Post your absence in the team + admin Slack channel ■ Note which teacher will be covering your class. ○ Request time off in Workday: https://wd5.myworkday.com/wday/authgwy/asuprep/login.htmld

	■ Process for submitting leave in Workday ■ For PTO, wait for Supervisor approval before submitting time off in Workday ■ For Sick Leave, request time off immediately in Workday and inform your principal with a Slack message ■ Notify your Lead that you will be out ■ Change voicemail, set out of office in Outlook, post Canvas announcement, and update your status in Slack to show out of the office and include the date you will return ○ Make every attempt to schedule PTO and appointments outside of live lesson times
ASU Prep Academy	• In addition to the expectations listed above, all employees will review and follow the guidelines established in our Employee Resource Guide and complete the annual acknowledgment.