

Mason Crest Elementary School
A Professional Learning Community

To: Prospective Staff

From: Diane Kerr, Assistant Principal and Brian Butler, Principal

Subject: Expectations for Staff

If you are interested in working at Mason Crest Elementary School, we feel obligated to share our expectations for staff. So there is no guessing or wondering on your part should you be offered a position and decide to join us, outlined below are our expectations. Staff members should:

- Embrace the “Three Big Ideas” of the Professional Learning Community concept. These ideas: A Focus on Learning, Building a Collaborative Culture and a Focus on Results will drive all instructional conversations, decisions and actions.

- Have a genuine and sincere interest in working with children.

- Embrace the belief that “All Children Can Learn”.

- NOT use our students’ ethnicity, gender, socioeconomic status, and/or home language as excuses for adults who are responsible for their learning. *The answer is in the room* and it is our responsibility to find it. NO EXCUSES!

- Recognize students’ individual strengths/interest and plan accordingly.

- Embrace the fact that they are a member of a team who will work interdependently to reach a common goal for which all members are mutually accountable.

- Embrace the concept of using a Common Language for all terms and refrain when possible from using acronyms that tend to confuse, distract and slow down the learning and collaborative process.

- Be transparent with classroom practices, policies, and procedures in order to share with and learn from colleagues.

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- Possess competency in use of instructional technology and be willing to embrace/broaden related knowledge and skills.
- Have a subject area expertise/strength and/or focus of interest.
- Be knowledgeable about innovative teaching and assessment strategies, current research based effective practices, appropriate resources, and current trends in education.
- Work collaboratively with staff and support the mission, vision, values, and goals of our school and school system at-large.
- Value parent involvement and be willing to communicate frequently with parents.
- Accept additional responsibilities (i.e., SCA/Patrol sponsor, lead teachers roles, committee member, etc.)
- Support and attend PTO and extra-curricular school related functions.
- Possess a “total school” perspective; see the “Big Picture”.
- Be willing to view and use setbacks and/or failures as opportunities to learn.
- Be willing to celebrate “small victories” early and often.
- Participate in planned staff development activities.
- Be ambitious, positive, energetic, and willing to put in extra time when necessary and/or requested.
- Meet and/or exceed all Standards of Teaching Performance.

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Collective Commitments

Mason Crest will operate as a true Professional Learning Community. Teachers who elect to join us in the 2012-2013 year will have agreed to the following collective commitments:

- *The fundamental purpose of the Mason Crest is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. We will continue to refine our literacy and math instructional practice by using a balanced literacy and the investigations math approach. All general education, special education, reading and ESOL teachers will be Balanced Literacy and DRA2 trained, will engage in professional development regarding the Mathematics Investigations curriculum as well as Advanced Academics. We will effectively use student data to plan and assess daily core instruction, intervention, extension and enrichment.*

- *We are committed to work together to achieve our collective purpose of learning for all students. We share the abiding belief that every child can and will learn and achieve success. We cultivate a collaborative culture through the development of high performing teams.*

- *We assess our effectiveness on the basis of results rather than intentions. As a Professional Learning Community we will seek relevant data and information and use that information to promote continuous improvement.*

Culture of Collaboration

Our students' ethnicity, socioeconomic status, and home language will not be excuses for adults who are responsible for their learning. We must hold ourselves accountable for ensuring our students learn what we set out to teach them.