

## AMS Commitments to Achieve the Mission & Vision

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In order to achieve the mission and vision every member of the AMS Staff & Faculty must make the following commitments to each other and the students we serve.

**I AM A LEADER IN THE CLASSROOM.** I believe what I say and do has a lifelong influence on my students. My words and actions foster the culture I hear and see in “my classroom” (through student behaviors). My behavior and academic expectations lead students to meet/exceed those expectations or not. I commit to being a positive, supportive adult on this campus.

PLC Big Idea #1: Learning/Leading for ALL (adults and students)

Educator Mindset & Haim Ginoit: Between Teacher and Child

**I AM THE SINGLE GREATEST INFLUENCE ON A CHILD'S LEARNING.** I believe that every child has a desire to learn and to succeed, or did at one time. I will strive to cultivate a growth mindset in every child. I believe that children prefer to think, be creative, and innovate, thus I scaffold units requiring students to use fundamental knowledge and skills to do higher-level tasks. I commit to designing units and systems that lead students to demonstrate understanding (transfer) at the application or higher level.

PLC Big Idea #1: What do I want every child to know, understand, and be able to do?

How do I ensure my kids are learning minute to minute?

**I AM THE LEAD LEARNER.** I continually improve my content and pedagogical knowledge to better educate and lead my students. I engage in professional development that aligns with the district and campus vision. I seek out and apply best practices in my area of expertise. I am a risk-taker. I experiment with new or innovative ideas in “my classroom.” As a campus, we are relentless in questioning the status quo, seeking new methods, testing those methods, and then reflecting on the results. I commit to growing as an educator through professional development and experimentation.

PLC Big Idea #2: Collaborative School Culture

Processes: Collective Inquiry, Action Orientation & Experimentation, Continuous Improvement

**I AM A CURRICULUM EXPERT IN MY CONTENT AREA.** I know my grade-level standards and how they vertically align with other grade levels. The target is for students to demonstrate the articulated rigor in the TEKS to mastery. I commit to writing assessments that align with the level of rigor (or higher) in the TEKS and instructional materials. I commit to writing assessments prior to the start of the unit.

PLC Big Idea #1: What do I want every child to know, understand, and be able to do? How will I teach so that they learn? How do I ensure my kids are learning minute to minute? How do I respond when they don't learn? How do I deepen the learning for kids who are ready for more?

**I CREATE CONDITIONS FOR SUCCESS.** I clarify learning targets for each unit. My learning targets are clear for students, measurable, and standards-based. I commit to providing clear grading criteria of how the assessments are measured and examples of strong and weak work prior to the assessment. As students progress toward the summative assessment I provide feedback and systems for tracking progress to close the gap.

How do I ensure my kids are learning minute to minute?

AFL - Where am I going? Clear Learning Targets and Examples of strong/weak work

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**I FORM PARTNERSHIPS WITH PARENTS IN THEIR CHILD'S EDUCATION.** I routinely communicate with parents about their child's academic progress and behavior if it interferes with instruction. I remain professional when a parent is less than respectful. I understand parent frustrations can be symptomatic of wanting their child to do well.

**I AM RESULTS-ORIENTED.** I use data to inform my future instructional decisions. My initial interpretation of data is about instructional practices, not students. When data is positive I celebrate and reflect upon the instructional practices that contributed to its success. When data indicates a weakness, I reflect on and modify instructional practices. I align & design instruction and assessment to measure understanding of standards. I don't accept results that are status quo. Campus interventions focus on standards, not grades. I commit to organizing instruction, assessment, and interventions around standards. In order to accomplish this, I work collaboratively with my department & grade level team to develop common formative assessments and performance based assessments.

PLC Big Idea #3: PLC – Results Orientation (adult success is measured on the basis of results, rather than intentions)

**I AM A PROFESSIONAL.** I am passionate and self-motivated. My words and actions with colleagues, parents, and students demonstrate honor and respect. I act with integrity, meaning I do not need supervision to fulfill the district and campus expectations. My dress, communication, and punctuality meet or exceed district standards. I commit to doing what is necessary to improve in my craft.