Job Description
Peer Teacher

About TCP
The mission of The Calculus Project is to use research-supported strategies to increase the representation and success of Black, Hispanic and low-income students in advanced mathematics. There are seven distinct components that support students year-round, and one of these is peer teaching.

About the Position
Peer teachers who thrive at TCP are curious, embrace feedback, and seek to build teams and support their peers. As a Peer Teacher you will serve as support students (peers and younger students) as they learn math content.

Responsibilities
- Build meaningful learning partnerships with students
- Assist students with classwork as well as homework or projects; tutor small groups or 1:1
- Work with students to help them understand key concepts
- Model effective learning strategies and growth mindset
- Provide feedback to students as they work through problems
- Support the Lead Teacher as they organize classroom materials and activities
- Chaperone field trip(s)
- Attend paid workshops on tutoring

Qualifications
- Proficiency in math subject area to be tutored
- Creativity and ability to foster curiosity and excitement about learning mathematics

There are three social/emotional learning (SEL) competencies that drive our work. Think of these as the pillars on which we all stand.

**Belonging:** I can see myself as part of an immediate and larger cohort of STEM peers and professionals.

**Agency:** I have a sense of self-confidence and I am willing to ask questions and try harder when I encounter problems. I have a growth mindset and I seek resources that I need to succeed.

**Resilience:** When I come up against a challenge, I continue to try. I identify failure as feedback. **FAILure is my “First Attempt In Learning.”**
Performance Review
Peer Teacher

Overview: Your supervisor will complete this form at the end of your peer teaching engagement (3 or 6 weeks). This will be informed by three sources of evidence: 1. Your supervisor will make at least one observation of your tutoring per week, 2. you will also complete this form as a self-evaluation, and 3. your students will fill out a survey based on these items.

In each area there will be a rating of 1-5 defined as:

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<td></td>
<td>There is little / no evidence of this element during observation(s).</td>
<td>There is some evidence of this element during observation(s).</td>
<td>Tutor demonstrates this element at least once during observation(s) but there may be error(s) in implementation.</td>
<td>Tutor demonstrates this element consistently and execution has improved over time.</td>
<td>Tutor demonstrates this element consistently and execution leads directly to student learning and mastery.</td>
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The peer teacher...

1. (Belonging) communicates joy and high expectations through words, facial expressions and body language.
2. (Belonging) builds off of student strengths and understanding instead of deficiencies.
3. (Belonging) provides precise praise, noting specifically what a student is doing well or demonstrates.
4. (Agency) prompts students to take initiative in problem solving
5. (Agency) maintains a 30/70 ratio of tutor/student talk, emphasizing students’ voice in explaining their thinking and supporting peers
6. (Resilience) builds a “culture of error” and “good mistakes” where FAILure is the First Attempt In Learning.
7. (Resilience) uses checks for understanding (CFUs) to identify ways to support student mastery.