

## A Day in the Life of a Brooke Middle School Teacher

### 7:15 AM Morning Arrival

When Leah arrives at school, she takes a few minutes to respond to important emails. At 7:15 she and her co-teacher start greeting students as they enter their classroom, Columbia University. Leah chats with one student about their upcoming dance recital and another about their independent reading book. She also reminds students to hand in their homework during this time.

### 7:45 AM Homeroom

At 7:45, Leah enters attendance. Then, she and her co-teacher lead the class in goal setting for the day. Today, her students decide they need to work on responding thoughtfully to each other during discussions. They wrap up by watching a news video and engaging in a discussion about current events before transitioning to co-curricular classes.

### 8:00 AM Prep Time

While Leah's students are at their co-curricular classes, she and her co-teacher grade homework and look over their lessons for the day. They may also check in about strategies to support a struggling student or classroom logistics.

### 8:50 AM Writing

At 8:50, Leah begins teaching writing. She shares student work to guide a discussion about including specific evidence in the body paragraphs of an essay. Then, her students continue the essays they started earlier in the week on Chromebooks while Leah conferences with a small group on how to write strong thesis statements. Leah ends writing by displaying student work and asking her class what makes it strong and what could make it better.



### 9:50 AM Break

During this time, students eat snack and socialize. Some students play games, while others choose to read or draw. Leah and her co-teacher use this time to build relationships with their class by chatting with them about their interests and activities outside of school.

### 10:00 AM Prep Time

After break, Leah's co-teacher teaches science and Leah heads to a meeting with her Assistant Principal and the other 7<sup>th</sup> grade reading teachers. During today's meeting, they look at their lesson plans for the week ahead and discuss the best ways to put the heavy lifting on their students during discussions.

### 11:00 AM Reading

In reading, Leah's students discuss a longer text that they have been reading both in class and at home. Leah reminds her class of the goal they set earlier in the day: to respond thoughtfully to classmates' ideas. Her instructional leader walks in at the start of the lesson for an observation. Leah is working on increasing participation during discussions, so she is excited to see how it goes and get feedback later in the day.

# BROOKE CHARTER SCHOOL

## DAY AT-A-GLANCE

### 11:45 AM Prep Time and Lunch

At 11:45, Leah's co-teacher leads a quick math review block. Leah uses this time to review the short responses her class wrote earlier in the day and plan interventions based on what they struggled with. She looks forward to working with individual students and small groups to talk through their misconceptions. At 12:15, Leah's students eat lunch. Depending on which Brooke campus they go to, students might eat in their classroom or in the cafeteria.

### 12:40 PM Independent Reading and Social Studies

After lunch, Leah's class transitions to independent reading. During this time, both she and her co-teacher have the opportunity to conference with individual students and small groups on the skills they are working on while the rest of the class digs into their independent reading books. At 1:40, Leah teaches social studies where her students read complex texts, watch videos, and engage in debates. After social studies, Leah's students have their afternoon break.

### 2:30 PM Observation Debrief

While her class is in math, Leah heads downstairs to debrief this morning's reading lesson with her instructional leader. She noticed a huge improvement in the number of students who participated during the lesson and wants Leah to work on her questioning throughout the discussion. They talk through examples of strong questions and she shares that she will be back to observe next Monday to see how things are going.



### 3:30 PM Word Study and Dismissal

At 3:30, Leah teaches a word study lesson on sentence structure before her class begins their dismissal procedures. Once her students have packed up, Leah heads to her dismissal duty where she reads books and plays games with students who are waiting for their bus. Once their bus arrives, she walks outside with them and makes sure they all get on safely. Leah goes back to her classroom to clean up a bit and checks in with her co-teacher. She heads home at 4:45, ready to come back and tackle another great day tomorrow!

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## INTERESTED IN GREAT TEACHING AT BROOKE OR KNOW SOMEONE WHO IS?

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Director of Talent at [ngrandinetti@ebrooke.org](mailto:ngrandinetti@ebrooke.org)  
[www.ebrooke.org/careers/](http://www.ebrooke.org/careers/)

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