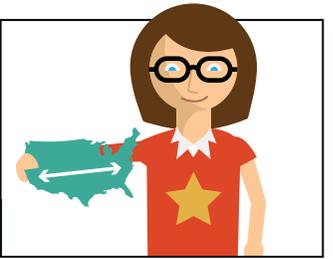


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

TEACHER & STAFF SELECTION, DEVELOPMENT, & EVALUATION TOOLKIT



INTRODUCTION

This toolkit is a companion to the school models provided on OpportunityCulture.org.

The school models use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most of these school models create new roles and collaborative teams, enabling all teachers and staff to develop and contribute to excellence.

We call this an “Opportunity Culture.” In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. When excellent teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. Teachers can learn from their outstanding peers. Most important, all students have excellent teachers in charge of their learning.

The toolkit includes job descriptions, competencies, and companion tools that may be used to select, evaluate, and develop teachers and staff. These materials are built for six of the more than 20 school models described on OpportunityCulture.org. The jobs included here cover most of the other school models as well.

Some schools may combine school models, and in turn will need to alter the job descriptions and other materials accordingly. Schools must adapt these materials to fit each school setting and to incorporate additional selection, evaluation, and development priorities.

For more information, see OpportunityCulture.org, which provides school model summaries, detailed models and tools, career paths, and more. Visit often for updated materials.

THE REACH EXTENSION PRINCIPLES

1. **Reach more children successfully** with excellent teachers.
2. **Pay excellent teachers more** for reaching more children successfully.
3. **Achieve permanent financial sustainability**, keeping post-transition costs within the budgets available from regular per-pupil funding sources.
4. **Include roles for other educators** that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children.
5. **Identify the adult who is accountable for each student’s outcomes**, and clarify what people, technology, and other resources (s)he is empowered to choose and manage.



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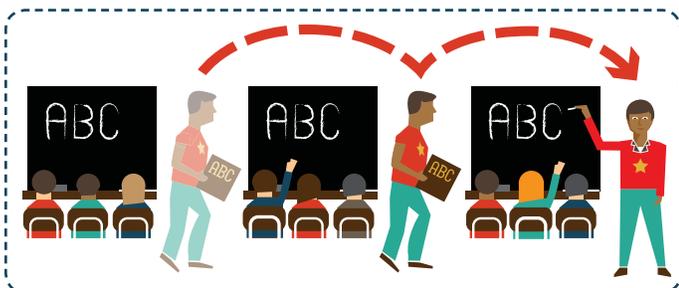
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SCHOOL MODELS OVERVIEW: MODELS AND JOBS INCLUDED IN THIS TOOLKIT

Here we describe the six school models addressed in this toolkit and list the essential and optional roles in each. We also provide a linked overview table that displays all the major categories of school models. Readers will find details about these and other models at <http://opportunityculture.org/reach/school-models/> and summaries of even more models at <http://opportunityculture.org/reach/>.



1. Subject Specialization (Elementary). The best teachers teach one or two priority subjects, leaving other subjects and many non-instructional tasks to teammates. A likely combination would be subject pairs: 1) math/science and 2) language arts/social studies. A third set of adults—learning coaches, teaching assistants, or other designated adults—supervise students during homeroom, other unstructured time, and transitions, and they cover most administrative work and other noninstructional tasks. All collaborate as a team to ensure student learning and development. For example, elementary teachers now spend about 8 of their nearly 32 instructional hours weekly on math and science combined. An excellent teacher could teach three times the current student load and retain up to 8 school-day planning hours weekly. A second set of teachers could teach language arts and social studies, on which teachers now spend about 14 hours weekly, retaining up to 4 planning hours weekly. Higher pay for excellent teachers can be funded by lower pay for the learning coaches/assistants and the elimination of some non-classroom instructional specialist positions. Reach Effect: approximately 100%–300% more students reached with excellent teachers. Note: Subjects for specialization will vary based on school priorities and available teachers; the math/science and language arts/social studies pairs are just one example.

Subject Specialization Job Descriptions in this Toolkit:

Specialized Teacher
Learning Coach
Assistant Teacher
Tutor

The six school models for which materials are provided here are:

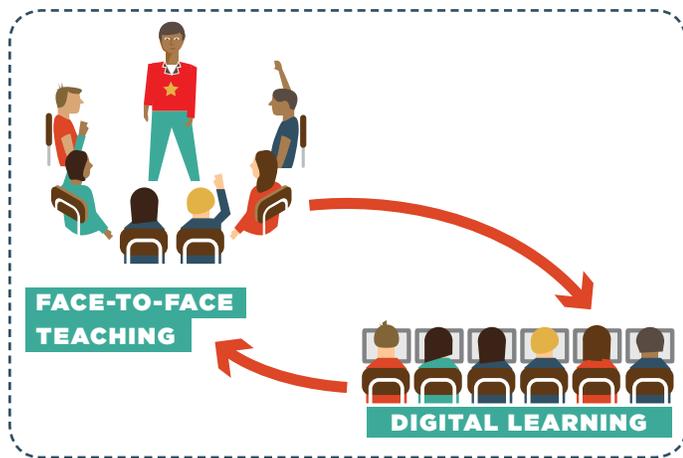
1. Subject Specialization (Elementary)
2. Multi-Classroom Leadership (“Pods”)
3. In-Person Rotation
4. In-Person Flex
5. Remote Rotation
6. Remote Flex



2. Multi-Classroom Leadership (Pods). Excellent teachers with leadership competencies lead teams of other teachers to meet the leaders’ standards of excellence. Teachers, including the teacher-leader, play instructional roles assigned by the leader and use the leader’s methods and tools. The teacher-leader chooses, evaluates, and develops team members, establishing each person’s roles and goals at least annually. The leader facilitates team collaboration and planning. (S)he, with the principal, dismisses team members when necessary. The leader earns more than the others—funded by the reduction of non-classroom specialists, lower pay for others with narrower instructional roles and fewer work hours, and in some cases a reduction of team size. The leader is accountable for team success and all students’ learning. Reach Effect: approximately 100%–400% more students reached by excellent teachers in charge; more with larger spans.

Multi-Classroom Leadership Job Descriptions in this Toolkit:

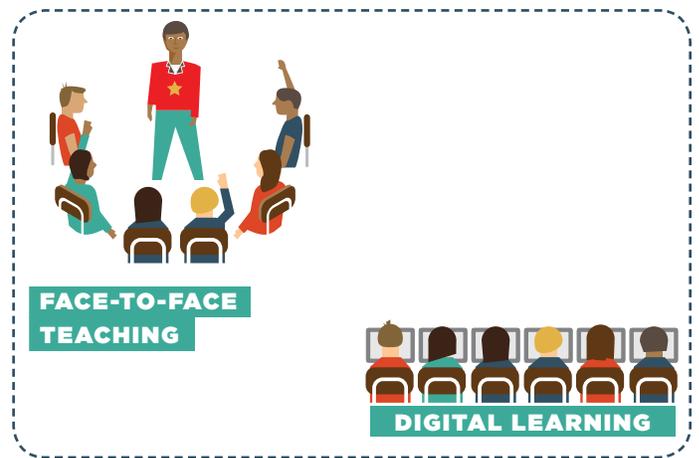
Teacher-Leader
Team Teacher
Assistant Teacher
Tutor



3. In-Person Rotation: Students spend approximately 25%–50% of their in-school time engaged in personalized digital learning, replacing a portion of excellent, in-person teachers’ whole-group and lecture instruction chosen by the teachers. Students rotate on a fixed schedule between digital instruction and face-to-face learning with the teacher. To extend their reach, excellent teachers use freed time to teach additional classes, focusing primarily on personalized and enriched portions of instruction. During digital learning time, lab monitors supervise students, and tutors may work with students individually and in small groups. Teachers, monitors, and others collaborate as a team. Reach Effects: Excellent elementary teachers reach approximately 25%–100% more students, varying with the percentage of digital instruction time. Excellent secondary teachers reach up to 100% more students. Secondary teachers may extend their reach in any number of class periods, ranging from just one class to all of their classes, with limits based on the feasible student load and the percentage of students’ digital time.

In-Person Rotation Job Descriptions in this Toolkit:

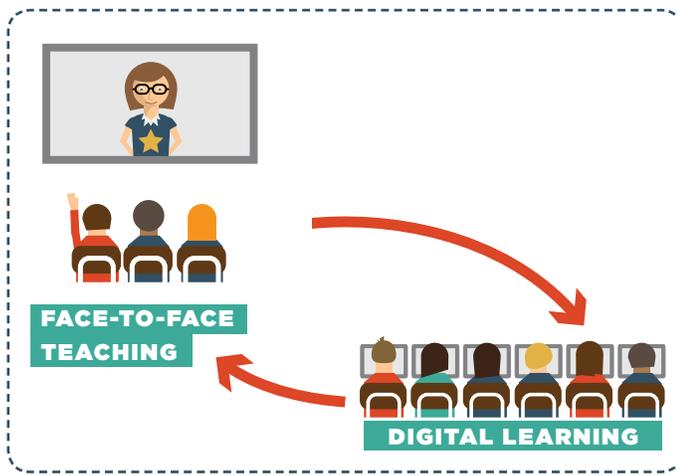
- Blended-Learning Teacher (Rotation)
- Digital Lab Monitor
- Assistant Teacher
- Tutor



4. In-Person Flex: Most students spend half or more of their in-school time engaged with digital learning, replacing a portion of excellent, in-person teachers’ whole-group and other instruction chosen by the teacher. Excellent teachers pull out students in frequently changing, flexible groupings for project-based learning, seminars, small-group instruction, and tutoring. The amount and type of face-to-face instruction varies by day and student. Teachers differentiate pull-out instruction based on individual student needs, which they assess through reviewing both student work and data generated from digital assessments. Teachers may be assisted by tutors and paraprofessional lab monitors. Teachers collaborate with other teachers, tutors, and paraprofessional teammates across classes, subjects, and grades. This model may be most useful at the secondary level, when more students are self-directed, and more screen time is developmentally appropriate. Reach Effect: approximately 50%–100% more students reached per excellent teacher; far more if combined with subject specialization at the elementary level. Models with lower reach effects may reserve extra planning time for teachers who increase their student loads.

In-Person Flex Job Descriptions in this Toolkit:

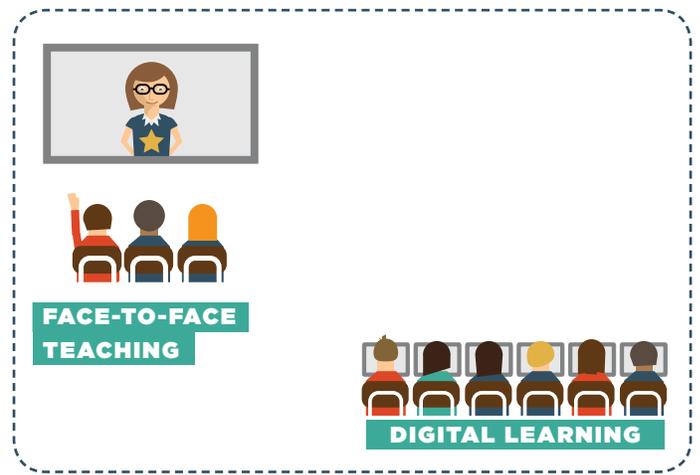
- Blended-Learning Teacher (Flex)
- Digital Lab Monitor
- Assistant Teacher
- Tutor



5. Remote Rotation: When not enough excellent teachers are available in person for a school or specific subjects, excellent, remotely located teachers interact directly with students, though not in person, and are fully responsible for student learning in designated subjects. Students alternate between learning with the remotely located teachers and digital learning on a prescribed schedule. Students spend about 25%–50% of their instructional time learning through personalized digital instruction, enabling fewer, more-effective remote teachers to reach a greater number of students with personalized and enriched portions of their instruction. Excellent teachers design their live lessons based on student needs determined in part by using data generated from digital assessments. Remote teachers may teach students located down the hall or across the nation. On-site monitors manage student time and behavior, supervise recess and lunch, and perform all in-person supervisory and administrative duties; they may provide academic support, and they provide vital information about students’ social, emotional, and behavioral concerns to the remote teachers. Schools can use these models for single courses, subjects, grades, or whole schools. Specific uses may differ in elementary and secondary schools. Reach Effect: approximately 33%–500% more students per excellent teacher, and teachers can teach students in any location.

Remote Rotation Job Descriptions in this Toolkit:

- Remote Blended-Learning Teacher (Rotation)
- Digital Lab Monitor
- Learning Coach
- Assistant Teacher
- Tutor



6. Remote Flex: When not enough excellent teachers are available in person for a school or specific subjects, excellent, remotely located teachers interact directly with students, though not in person, and are fully responsible for student learning in designated subjects. Students alternate between learning with the remotely located teachers and digital learning on a varying schedule according to the needs of each student, who may be in one school or various schools. Most students spend 50% or more of their instructional time learning through personalized digital instruction, enabling fewer, more-effective remote teachers to reach a greater number of students with personalized and enriched portions of their instruction. Teachers also vary student groupings for teacher-led instruction—such as seminars, whole-group, small-group, or individual instruction, and project facilitation—based on individual student needs determined in part by using data generated from digital assessments. Remotely located teachers are accountable for learning outcomes in designated subjects. Remote teachers are assisted by on-site monitors who manage student time and behavior and perform all in-person supervisory and administrative duties; they may provide academic support, and they provide vital information about students’ social, emotional, and behavioral concerns to the remote teachers. Reach Effect: approximately 50%–200% increase, if digital learning time is limited to two-thirds of student time.

Remote Flex Job Descriptions in this Toolkit:

- Remote Blended-Learning Teacher (Flex)
- Digital Lab Monitor
- Learning Coach
- Assistant Teacher
- Tutor

MODEL OVERVIEW TABLE: HOW DO EXCELLENT TEACHERS REACH MORE STUDENTS?



Where is the Excellent Teacher?

In-Person

The teacher accountable for learning is in the school, teaching face to face, and may lead others.

Remote

The teacher accountable for learning uses technology to teach and connect with students, and may lead others. An in-person monitor is required.

CLASS-SIZE CHANGES

Excellent teachers teach larger classes, within limits and by choice.

Class-Size Increases | Class-Size Shifting

Class-Size Increases | Class-Size Shifting

SPECIALIZATION

Excellent teachers specialize in high-priority subjects and roles.

Subject Specialization | Role Specialization

Subject Specialization | Role Specialization

MULTI-CLASSROOM LEADERSHIP

School-based or remote instructional teams report to an excellent teacher.

Multi-Classroom Leadership
(In-Person Pods)

Multi-Teacher Leadership
(Remote Pods)

TIME-TECHNOLOGY SWAPS

Digital instruction replaces enough top-teacher time that they can teach more students. Students have digital instruction for 25% or more of learning time.

In-Person Swaps

Rotation* Alternating digital instruction and in-person teacher on a fixed schedule
Flex* Digital, small-group, and large-group learning time individualized

Remote Swaps

Rotation* Alternating digital instruction and remote teacher on a fixed schedule
Flex* Digital, small-group, and large-group learning time individualized

LIKELY COMBINATIONS

- * Any of the models combined with **Homework Flipping**, **Specialization** or **Multi-Classroom Leadership**
- * Schools committed to reaching every student in every valued subject with the excellent teachers will use **Multi-Combinations**

Note: Shaded items may require new technology. Students are in school buildings in all models in this table.

*The terms Rotation and Flex are widely used to describe “blended learning” models. See *Innosight Institute’s The Rise of K-12 Blended Learning*.

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



A Teacher’s Impact =
Student Outcomes x
Number of Students Reached

JOB DESCRIPTIONS

This section provides job descriptions for the roles in each school model. More detail is available on these school models at <http://opportunityculture.org/reach/school-models/>.

These materials are targeted for use with just six of the more than 20 school models described on <http://opportunityculture.org/reach/>. The jobs included cover most of the other school models, as well.

The job descriptions include the following sections:

- Summary of the role
- Responsibilities
- Qualifications
- Hours, general pay statement, and reporting supervisor

Schools may print or cut and paste the job descriptions from this toolkit in their current form, for both hiring and evaluation/development processes. Some schools may combine school models, and in turn will need to alter the job descriptions and competencies accordingly. Schools also may need to adapt the descriptions to fit each school setting.

The positions are presented in the order below. Click on any job to go to that description and on any school model to go to the description of it earlier in this toolkit. More model detail is available at <http://opportunityculture.org/reach/school-models/>.

Teacher Job Descriptions

Job	School Model
Specialized Teacher	Subject Specialization (Elementary)
Teacher-Leader Team Teacher	Multi-Classroom Leadership
Blended-Learning Teacher (Rotation)	In-Person Rotation
Blended-Learning Teacher (Flex)	In-Person Flex
Remote Blended-Learning Teacher (Rotation)	Remote Rotation
Remote Blended-Learning Teacher (Flex)	Remote Flex

Paraprofessional Job Descriptions

Job	School Model(s)
Learning Coach—supporting Elementary Specialists	Subject Specialization (Elementary)
Learning Coach—supporting Remotely Located Teachers	Remote Rotation and Remote Flex
Digital Lab Monitor	All Time-Technology Swaps—Rotation and Flex
Assistant Teacher	All Models
Tutor	All Models
Remote Tutor	All Models

TEACHER JOB DESCRIPTION

SUBJECT SPECIALIZATION (ELEMENTARY)

Position: Specialized Teacher (Elementary)

Summary

The specialized teacher plans and delivers in-person instruction for one or two priority subjects. Likely subject pairs include math/science and language arts/social studies. The specialized teacher will spend most of the school day teaching or planning instruction, leaving other subjects, homeroom, most administrative work, and transitions to other staff members. The specialized teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. The teacher reviews student progress and changes instruction to ensure high-progress learning for every child. Team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital instruction resources. *Note: Subjects for specialization will vary based on school priorities and available teachers.*

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments in designated subject(s)
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student assessment data to inform enriched instruction
- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills

- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with other teachers and staff responsible for the same students' learning and development
- Participate in professional development opportunities at school

Qualifications

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests), or, at entry level, evidence of superior prior academic achievements in relevant subjects, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress lead teacher in same subjects until similar student gains have been demonstrated

Hours

- Full-time teaching position
- Core subject teacher teaches multiple classes in alternating time blocks through the day
- Core subject teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

TEACHER JOB DESCRIPTION

MULTI-CLASSROOM LEADERSHIP (“PODS”)

Position: Teacher-Leader

Summary

The teacher-leader chooses and leads multiple teachers, tutors, and others to meet the leader’s standards of excellence. (S)he establishes each team member’s roles and goals at least annually, determines how students spend time, and organizes teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. The teacher-leader also teaches students her/himself in most cases. The team uses the leader’s methods and tools. The teacher-leader organizes the team to review student progress and change instruction to ensure high-progress learning for every child. The teacher-leader works collaboratively with the team, using the team’s new ideas and innovations that the leader agrees may improve learning. The team leader is fully accountable for learning and development of all students taught by her team members. (S)he chooses, evaluates, and develops the team, and dismisses low performers when necessary (in cooperation with the principal).

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for all students taught by team
- Establish methods and create instructional tools and materials that team teachers use in all classrooms
- Set direction, verbally and with tools and materials, that clarify content and teaching process
- Lead team to:
 - plan backward to align all lessons, activities, and assessments
 - design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
 - design assessments that accurately assess student progress

Classroom Environment

- Lead team to:
 - hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
 - create physical classroom environments conducive to collaborative and individual learning
 - establish a culture of respect, enthusiasm, and rapport

Instruction

- Lead team to:
 - hold students accountable for ambitious, measurable standards of academic achievement
 - identify and address individual students’ social, emotional, and behavioral learning needs and barriers
 - identify and address individual students’ development of organizational and time-management skills
 - invest students in their learning using a variety of influence techniques
 - incorporate questioning and discussion in student learning

- incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- monitor and analyze student assessment data to inform enriched instruction by teacher
- communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students’ persistent learning challenges
- Determine how students spend instructional time based on instructional skills and content knowledge of teachers in team
- Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals
- Allocate noninstructional administrative duties among team of teachers
- Model instructional tasks to aid team development
- Clarify and adjust team members’ roles and provide feedback, developmental advice, and assignments to develop their effectiveness
- Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles)

- Work with principal to dismiss team members who do not meet the leader's standard
- Participate in professional development opportunities at school

Qualifications

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of superior prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated
- Experience successfully leading and managing a team of adults to accomplish goals

Hours

- Full-time position
- Teacher-leader has built-in planning and collaboration times to complete administrative tasks, analyze data, plan instruction, and manage the team

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

TEACHER JOB DESCRIPTION

MULTI-CLASSROOM LEADERSHIP (“PODS”)

Position: Team Teacher

Summary

The team teacher is part of a team led by a teacher-leader, a consistently excellent teacher who leads, organizes, and develops a team of teachers and staff to serve multiple classrooms of students with excellence. Team teachers play teaching roles to fit each teacher’s strengths, content knowledge, and professional development goals. A team teacher may take on various assigned instructional process and content roles (such as lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, assisting with digital instruction, subject specialization, and administrative and noninstructional tasks). The team teacher uses the leader’s instructional methods and tools, develops expertise in various areas of instruction, and contributes ideas for ongoing improvement. (S)he works collaboratively with the team and the teacher-leader to review student progress and change instruction to ensure high-progress learning for every child. The team teacher is accountable to the teacher-leader for contributions to learning outcomes of students, with specific goals and measures dependent on the role each team teacher plays.

Responsibilities (may vary for different members of teaching team)

Planning and Preparation

- Together, set high expectations of achievement that are ambitious and measurable for all students taught by team
- Together, plan backward to align all lessons, activities, and assessments
- Implement and suggest improvements to instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Implement and suggest improvements to assessments that accurately assess student progress

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Together, create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
- Identify and address individual students’ development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs

- Monitor and analyze student assessment data to inform enriched instruction (for assigned students and subjects)
- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, as assigned, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Meet with team and teacher-leader to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students’ persistent learning challenges
- Maintain all instructional and noninstructional administrative duties allocated by teacher-leader

Qualifications

- Knowledge of subject matter being taught
- Bachelor’s degree
- Valid teaching certificate (optional, depending on school context and legal requirements)

Hours

- Full-time teaching position
- Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Teacher-leader

TEACHER JOB DESCRIPTION

IN-PERSON ROTATION—ELEMENTARY AND SECONDARY

Position: Blended-Learning Teacher (Rotation)

Summary

The teacher plans and delivers in-person instruction for multiple classes in a school where students rotate on a fixed schedule between digital and face-to-face learning. While one class of students is in a digital lab, the teacher teaches another class of students, focusing on delivering personalized and enriched instruction. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S)he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The teacher collaborates with team members, such as other teachers, digital lab monitors, tutors, and assistant teachers, to review student progress and change instruction to ensure high-progress, enriched learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital resources.

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students spend instructional time within fixed rotation schedule (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, individual interventions with tutors, etc.)
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student assessment data to inform personalized, enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction
- Provide tutor(s) with student groupings, instructional assignments, and assessment rubrics

- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with other teachers, tutors, and lab monitor(s) to analyze data, group students, teach, and assign interventions
- Participate in professional development opportunities at school

Qualifications

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated

Hours

- Full-time teaching position
- Teacher teaches multiple classes in alternating time blocks through the day

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

TEACHER JOB DESCRIPTION

IN-PERSON FLEX—ELEMENTARY AND SECONDARY

Position: Blended-Learning Teacher (Flex)

Summary

The teacher plans and delivers in-person instruction for multiple classes in a school where students spend the majority of their school day engaged with digital learning. The teacher pulls out students in frequently changing, flexible groupings for project-based learning, tutoring, and personalized and enriched instruction. The amount and type of in-person instruction varies by day and student, which the teacher assesses in part using data generated from digital assessments. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine differentiated instructional needs. (S)he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The teacher collaborates with team members, such as digital lab monitors, tutors, assistant teachers, and other teachers, to review student progress and change instruction to ensure high-progress learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital resources.

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students spend instructional time (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, individual interventions with tutors, etc.)
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction
- Provide tutor(s) with student groupings and specific instructional assignments for follow-up tutoring

- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with other teachers, tutors, and lab monitor(s) to analyze student data, group students, teach, and assign interventions
- Participate in professional development opportunities at school

Qualifications

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated

Hours

- Full-time teaching position
- Teacher teaches multiple classes in alternating time blocks throughout the day
- Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

TEACHER JOB DESCRIPTION

REMOTE ROTATION

Position: Remote Blended-Learning Teacher (Rotation)

Summary

The remotely located teacher plans and delivers instruction for multiple classes' worth of students, who may be co-located or not, in schools where students rotate on a fixed schedule between digital and face-to-face learning. While one class of students is in a digital lab, the remotely located teacher teaches another class of students, focusing on delivering personalized and enriched instruction. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S) he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The remotely located teacher collaborates with team members, such as on-site learning coaches, digital lab monitors, tutors, assistant teachers, and other teachers, to review student progress, change instruction to ensure high-progress learning for every child, and create classroom environments conducive to instruction provided remotely. This teacher communicates and shares materials with students through technology (e.g., live video conferencing, online whiteboards, phone calls, emails, etc.). Some teacher-student exchanges are synchronous (video conference) while others are asynchronous (email review of student work). The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital instruction resources.

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students spend instructional time within fixed rotation schedule (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, individual interventions with tutors, etc.)
- Design remote instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Work with on-site learning coaches, tutors, lab monitors, and other teachers to create physical school environments conducive to collaborative and individual learning
- Establish a remote-learning culture of respect, enthusiasm, and rapport
- Coordinate with on-site learning coaches to manage classroom procedures and student behavior during remotely provided instruction

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers

- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction and learning coach interventions
- Provide tutor(s) with student groupings and specific instructional assignments for follow-up tutoring
- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with on-site learning coaches, tutors, and other staff to analyze student data, group students, teach, and assign interventions
- Participate in professional development opportunities

Qualifications

- Teacher does *not* have to reside near school, but must use required technologies
- Knowledge of subject matter being taught

- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated
- Successful experience teaching remotely, leading teams, or building collaborative working relationships in a team environment is a plus

Hours

- Full-time remote teaching position
- Teacher remotely teaches multiple classes of students who are learning online when not being taught by a remote teacher; students may be located in one or multiple schools in the same or differing time zones. Specific schedule requirements for open positions: _____
- Teacher has built-in planning and collaboration times to remotely complete administrative tasks, analyze data, and plan instruction

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

TEACHER JOB DESCRIPTION

REMOTE FLEX

Position: Remote Blended-Learning Teacher (Flex)

Summary

The remotely located teacher plans and delivers instruction for multiple classes' worth of students, who may be co-located or not, in schools where students spend the majority of their school day engaged with digital learning. The remotely located teacher pulls out students in frequently changing, flexible groupings for project-based learning, tutoring, and personalized and enriched instruction. The amount and type of in-person and remote instruction varies by day and student, which the teacher assesses in part using data generated from digital assessments. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine differentiated instructional needs. (S)he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The remotely located teacher collaborates with team members, such as on-site learning coaches, digital lab monitors, tutors, assistant teachers, and other teachers, to review student progress, change instruction to ensure high-progress learning for every child, and create classroom environments conducive to instruction provided remotely. This teacher communicates and shares materials with students through technology (e.g., live video conferencing, online whiteboards, phone calls, emails, etc.). Some teacher-student exchanges are synchronous (video conference) while others are asynchronous (email review of student work). The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital instruction resources.

Responsibilities

Planning and Preparation

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students spend instructional time (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, individual interventions with tutors, etc.)
- Design remote instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Work with on-site learning coaches, tutors, lab monitors, and other teachers to create physical school environments conducive to collaborative and individual learning
- Establish a remote-learning culture of respect, enthusiasm, and rapport
- Coordinate with on-site learning coaches to manage classroom procedures and student behavior during remotely provided instruction

Instruction

- Hold students accountable for ambitious, measurable standards of academic achievement

- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction and learning coach interventions
- Provide tutor(s) with student groupings and specific instructional assignments for follow-up tutoring
- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with on-site learning coaches, tutors, and other staff to analyze student data, group students, teach, and assign interventions
- Participate in professional development opportunities

Qualifications

- Teacher does *not* have to reside near school, but must use required technologies
- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate (optional, depending on school context and legal requirements)
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry-level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated
- Successful experience teaching remotely, leading teams, or building collaborative working relationships in a team environment is a plus

Hours

- Full-time remote teaching position
- Teacher remotely teaches multiple classes of students who are learning online when not being taught by a remote teacher; students may be located in one or multiple schools in the same or differing time zones. Specific schedule requirements for open positions: _____
- Teacher has built-in planning and collaboration times to remotely complete administrative tasks, analyze data, and plan instruction

Pay

- Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Potential team and individual bonuses.

Reports to: Principal or chief academic officer

PARAPROFESSIONAL JOB DESCRIPTION

Position: Learning Coach—supporting Elementary Specialists

Summary

The learning coach for elementary specialized teachers takes responsibility for most of the noninstructional duties of a team of subject specialists, as designated by each teacher. (S)he manages procedures and student behavior during homeroom, transitions, lunch, recess, assemblies, and other noninstructional time. The learning coach works closely with each specializing teacher to coordinate various administrative duties and completes noninstructional paperwork. (S)he monitors and develops students' social, emotional, behavioral, time and task management, and self-motivation skills. The learning coach identifies and seeks help from the specialists, school leadership, and resource teachers for the most difficult challenges. (S)he stays informed of students' academic progress based on data provided by each student's teachers, and communicates patterns to all affected teachers, participating in interventions with parents when needed. The learning coach collaborates with all staff responsible for the same students to monitor and address students' overall development.

Responsibilities

Classroom and School Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport
- Manage student transitions between classes (behavior and procedures in the hallway, in the classrooms before and after classes, bathroom breaks, dismissal, etc.)
- Supervise students during less structured times (breakfast, recess, lunch, assemblies)
- Monitor independent work time in classroom when requested by specializing teachers

Instruction

- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain administrative duties on behalf of teacher (such as taking attendance, entering grades, scheduling parent confer-

ences, preparing student activities and assignments, checking homework, additional paperwork)

- Collaborate with teacher(s) and tutor(s) (and digital lab monitor, when needed)
- Participate in professional development opportunities at school

Instructional Assistant Variation

- The learning coach helps with tutoring in areas of content knowledge, under direction and using tools/rubrics of the specializing teachers (see Tutor job description).

Qualifications

- Previous experience working with children, coaching and counseling roles a plus
- Two years of college required, bachelor's degree a plus
- Instructional Assistant Variation: Knowledge of subject matter being taught

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks

Pay

- Hourly pay plus benefits

Reports to: Principal, chief academic officer, or designated teacher

PARAPROFESSIONAL JOB DESCRIPTION

Position: Learning Coach—supporting Remotely Located Teachers (Rotation and Flex School Models)

Summary

The learning coach takes responsibility for most of the remotely located teacher's noninstructional duties, as designated by each teacher. The learning coach manages procedures and student behavior during transitions and while the remotely located teacher delivers instruction. (S)he works closely with the remotely located teachers to coordinate various administrative duties and completes paperwork. (S)he monitors and develops students' social, emotional, behavioral, time and task management, and self-motivation skills. (S)he identifies and seeks help from school leadership, remotely located teachers, and resource teachers for the most difficult challenges. (S)he monitors students' academic progress based on data provided by the remotely located teacher(s), ensuring that teacher(s) and/or tutors follow up with the student as needed, and participating in interventions with parents when needed. The learning coach collaborates with tutors, digital lab monitors, and other staff to monitor and address students' overall development.

Responsibilities

Classroom and School Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of remote-learning respect, enthusiasm, and rapport
- Manage student transitions between classes (behavior and procedures in the hallway, in the classrooms before and after classes, bathroom breaks, dismissal, etc.)
- Supervise students during less structured times (breakfast, recess, lunch, assemblies)
- Monitor independent work time in classroom while remotely located teacher works in small groups

Instruction

- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills

- Maintain administrative duties on behalf of remotely located teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork)
- Collaborate with teacher(s), tutor(s) and digital lab monitor(s)
- Participate in professional development opportunities at school

Instructional Assistant Variation

- The learning coach helps with tutoring in areas of content knowledge, under direction and using tools/rubrics of the remotely located teacher (see Tutor job description).

Qualifications

- Previous experience working with children, coaching and counseling roles a plus
- Two years of college required, bachelor's degree a plus
- Instructional Assistant Variation: Knowledge of subject matter being taught

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks

Pay

- Hourly pay plus benefits

Reports to: Principal, chief academic officer, or designated teacher

PARAPROFESSIONAL JOB DESCRIPTION

Position: Digital Lab Monitor

Summary

The digital lab monitor supervises digital learning in the computer lab. (S)he manages student behavior and lab procedures to ensure a productive learning environment. At the elementary level, the monitor helps students with basic content questions about their work. (S)he ensures that students are using the digital materials effectively by teaching them how to use the equipment and software, and troubleshoots when necessary. The digital lab monitor ensures that all digital equipment is in good working order, reporting equipment problems and coordinating with repair/technical personnel for minimal disruption of student learning. (S)he trains teachers and students to use new software and equipment. (S)he may also ensure delivery of data generated from learning software for the teachers to use when planning instruction. This position also supervises students working individually or in small groups, on projects or with tutors, in the digital lab. May tutor (see Tutor job description, if applicable).

Responsibilities

Planning and Preparation

- Familiarize self with all software and hardware prior to student use
- Train, observe, and re-train to ensure that all students know how to use the equipment and software

Lab Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create a digital lab environment conducive to individual and collaborative learning
- Establish a culture of respect, enthusiasm, and rapport
- Maintain digital equipment in lab, obtaining technical and repair assistance as needed

Instruction

- Invest students in their digital learning using a variety of influence techniques
- Teach students how to use software and hardware in digital lab
- Ensure that students are working productively in the lab by monitoring their time management and assisting them with software and hardware issues
- Answer basic questions about learning content, when possible (Elementary)

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Ensure that teachers receive student data generated from software for planning instruction
- Collaborate with other teachers, tutors, and school leadership
- Share observations about effectiveness of hardware and software with teachers and school leadership
- Participate in professional development opportunities at school

Qualifications

- Previous experience working with children
- Strong computer skills, including troubleshooting software and hardware issues
- Bachelor's degree a plus, but not required

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks
- Part-time positions possible in some cases

Pay

- Hourly pay plus benefits for those working qualifying number of hours

Reports to: Principal or chief academic officer

PARAPROFESSIONAL JOB DESCRIPTION

Position: Assistant Teacher

Summary

The assistant teacher takes responsibility for the noninstructional duties of one or more teachers, as designated by each teacher. (S)he works closely with the teacher(s) to coordinate various administrative duties and completes noninstructional paperwork. (S)he manages procedures and supervises student behavior during transitions, lunch, recess, assemblies, and other unstructured activities, and while teacher(s) deliver instruction. Variation: May assist with instruction as directed by teacher. See Tutor job description.

Responsibilities

Classroom and School Environment

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Contribute to a culture of respect, enthusiasm, and rapport
- Manage student behavior during transitions and less structured time (e.g., recess, lunch)
- Monitor independent work time in classroom while teacher provides instruction

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain administrative duties on behalf of teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork)
- Collaborate with teacher(s), tutor(s) and digital lab monitor(s)
- Participate in professional development opportunities at school

Instructional Assistant Variation

- The teacher's assistant helps with tutoring in areas of content knowledge, under the direction and using tools/rubrics of the supervising teachers (see Tutor job description).

Qualifications

- Previous experience working with children
- Bachelor's degree a plus, but not required
- Instructional Assistant Variation: Knowledge of subject matter being taught

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks
- Part-time positions possible in some cases

Pay

- Hourly pay plus benefits for those working qualifying number of hours

Reports to: Principal, chief academic officer, or designated teacher

PARAPROFESSIONAL JOB DESCRIPTION

Position: Tutor

Summary

The tutor provides instruction exclusively to individuals or small groups of students, using content, methods, and standards established by the teacher(s). (S)he explains concepts and skills, leads students in exercises to practice skills in the group, identifies areas of understanding and misunderstanding, and motivates students to engage with the material. The tutor reports group activities and student progress to the teacher(s). Master tutors may perform advanced instructional duties as assigned by the lead teacher, such as analyzing student progress, identifying student strengths and weaknesses, and determining next instructional steps. Master tutors may teach advanced or specialized content. People in this position may be professional tutors who are certified or experienced teachers now focusing on teaching students one on one and in small groups. Alternatively, they may be paraprofessionals without certification or experience as traditional classroom teachers, but with the necessary subject matter knowledge.

Responsibilities

Planning and Preparation

- Receive student groupings and intervention assignments from teacher(s), and discuss student learning progress
- Familiarize self with content, delivery, and structure of interventions and review rubrics

Classroom Environment

- Motivate students to participate actively and excel in small-group and individual activities and interventions
- Hold students in small-group and individual activities accountable for high expectations of behavior and engagement that are ambitious and measurable
- Contribute to a culture of respect, enthusiasm, and rapport

Instruction

- Implement small-group and individual interventions determined by teacher(s) that personalize and tailor instruction to individual needs
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning, discussion, and skill practice
- Hold students accountable for ambitious learning goals
- Assess student learning progress in the group and communicate to teacher(s) using provided rubrics

- May review student work from independent work time and interventions, using rubrics established by the teacher(s), and provide frequent feedback to students

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Collaborate with teacher(s) and other team members, such as digital lab monitor(s) and assistant teachers
- Participate in professional development opportunities at school to improve content knowledge and tutoring techniques

Qualifications

- Previous experience working with children
- Knowledge of subject matter being taught
- Bachelor's degree a plus, but not required

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks
- Part-time positions possible in some cases

Pay

- Hourly pay plus benefits for those working qualifying number of hours

Reports to: Principal, chief academic officer, or designated teacher

PARAPROFESSIONAL JOB DESCRIPTION

Position: Remote Tutor

Summary

The remote tutor provides instruction from a remote location exclusively to individuals or small groups of students, using content, methods, and standards established by the teacher(s). (S)he explains concepts and skills, leads students in exercises to practice skills in the group, identifies areas of understanding and misunderstanding, and motivates students to engage with the material. The remote tutor reports group activities and student progress to the teacher. The remote tutor communicates and shares materials with students through technology (e.g., live video conferencing, online whiteboards, phone calls, emails, etc.). Some tutor-student exchanges are synchronous (video conference) while others are asynchronous (email review of student work).

Master remote tutors may perform advanced instructional duties as assigned by the lead teacher, such as analyzing student progress, identifying student strengths and weaknesses, and determining next instructional steps. Master remote tutors may teach advanced or specialized content. People in this position may be professional tutors who are certified or experienced teachers now focusing on teaching students one on one and in small groups. Alternatively, they may be paraprofessionals without certification or experience as traditional classroom teachers, but with the necessary subject matter knowledge.

Responsibilities

Planning and Preparation

- Receive student groupings and intervention assignments from teacher(s), and discuss student learning progress
- Familiarize self with content, delivery, and structure of interventions and review rubrics

Classroom Environment

- Motivate students to participate actively and excel in remotely provided small-group and individual activities and interventions
- Hold students in remotely provided small-group and individual activities accountable for high expectations of behavior and engagement that are ambitious and measurable, obtaining assistance from teachers and other on-site adults as needed
- Contribute to a remote-learning culture of respect, enthusiasm, and rapport

Instruction

- Implement remotely provided small-group and individual interventions determined by teacher(s) that personalize and tailor instruction to individual needs
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning, discussion, and skill practice
- Hold students accountable for ambitious learning goals
- Assess student learning progress in the group and communicate to teacher(s) using provided rubrics

- May review student work from independent work time and interventions, using rubrics established by the teacher(s), and provide frequent feedback to students

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Collaborate with teacher(s) and digital lab monitor(s)
- Participate in professional development opportunities to improve content knowledge and tutoring techniques

Qualifications

- Remote tutor does *not* have to reside near school, but must use required technologies, which may change
- Previous experience working with children
- Knowledge of subject matter being taught
- Bachelor's degree a plus, but not required

Hours

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks
- Part-time positions possible in some cases

Pay

- Hourly pay plus benefits for those working qualifying number of hours

Reports to: Principal, chief academic officer, or designated teacher

COMPETENCIES FOR SELECTION, EVALUATION, AND DEVELOPMENT

As schools and districts hire teachers and staff for these school models, they can use behavioral competencies—the habits of behavior that help predict how employees will do their jobs—to place teachers and staff in the right roles and help them succeed. Schools may use these competencies for selection, evaluation, and development.

This section provides suggested behavioral competencies for the roles in each school model. More detail is available on these school models at <http://opportunityculture.org/reach/school-models/>. These materials are targeted for use with six of the more than 20 school models described on <http://opportunityculture.org/reach/>. The competencies may apply to positions in other school models, as well.

The competencies each include the following elements:

- **Short summary definition**—What is the competency?
- **Suggested interview question**—For use in structured past behavior interviews.
- **Likely red flags**—Hirers can use these to identify behaviors that may prevent candidates from succeeding despite other strengths. Jobholders can see behaviors that may limit their current effectiveness and advancement opportunities.
- **Ratings scales of increasingly effective levels of behavior**—These show the progression of actions, thoughts, words, and thinking that help people succeed in increasingly complex and challenging roles. Job candidates who score higher on the competencies important for their positions may be a better fit. Employees can see the next steps for their development as they seek to improve in their current roles and achieve career advancement.

All of the competencies are listed to the right. The table on the following page indicates the competencies expected to enable success in each job in this toolkit. This table also indicates the competencies suggested for screening job candidates; these appear again in the selection section of this toolkit. All of the competencies may be used for evaluation and development.

Some schools may combine school models, and in turn will need to alter the job descriptions and competencies accordingly. They also may need to adapt the materials to fit each school setting. Schools may validate the competencies by correlating hiring ratings with later job performance. School and district leaders must use judgment about their applicability to each role and school setting, and they may need to alter competencies based on ongoing experience.

Most of these competencies and levels are derived from *Competence at Work* (Spencer and Spencer, 1993). We strongly recommend that district and school-network leaders examine the large body of research and competency models for numerous jobs described there.

Materials for using these competencies in **selection/hiring** and **evaluation/development** are provided in other sections of this toolkit.

LIST OF COMPETENCIES

Click on any of the competencies below, organized by cluster, to see the definition and levels. Or continue to the next page for a table of jobs in new school models and the competencies suggested for selecting, evaluating, and developing people for each job.

Driving for Results—person plans and acts to achieve results despite barriers

Achievement (ACH)
Initiative and Persistence (I&P)
Monitoring and Directiveness (M&D)
Planning Ahead (PLA)
Concern for Order (CO)

Influencing for Results—person understands and influences others to achieve goals

Impact and Influence (I&I)
Interpersonal Understanding (IU)
Teamwork (TMW)
Developing Others (DO)

Problem Solving—person breaks problems down logically and sees how elements connect

Analytical Thinking (AT)
Conceptual Thinking (CT)

Personal Effectiveness—person manages own thoughts, feelings, and actions to achieve goals

Self-Control (SCT)
Organizational Commitment (OC)
Flexibility (FL)
Serving Others (SO)
Job Mastery (JM)
Belief in Learning Potential (BLP)

TABLE OF COMPETENCIES

- Click on any job title to go to that job description.
- Click on any competency abbreviation to go to that competency.
- Checked items are suggested competencies for selection/hiring.
- Checked items and items with an X are suggested competencies for evaluation and professional development.

JOBS	Driving for Results					Influencing for Results				Problem Solving		Personal Effectiveness					
	ACH	I&P	M&D	PLA	CO	I&I	IU	TMW	DO	AT	CT	SCT	OC	FL	SO	JM	BLP
Teacher Jobs																	
Specialized Teacher (Elementary)	✓	X	X	✓	X	✓	X	✓	✓	X	X	X	X	X	No	X	X
Teacher-Leader	✓	X	✓	✓	X	✓	X	✓	✓	X	X	X	X	✓	No	X	X
Team Teacher	✓	X	X	X	X	✓	X	✓	✓	X	X	X	X	✓	No	X	X
Blended-Learning Teacher (Rotation)	✓	X	X	✓	X	✓	X	✓	✓	X	X	X	X	X	No	X	X
Blended-Learning Teacher (Flex)	✓	✓	X	✓	X	✓	X	✓	✓	X	X	X	X	✓	No	X	X
Remote Blended-Learning Teacher (Rotation)	✓	X	X	✓	X	✓	X	✓	✓	X	X	X	X	X	No	X	X
Remote Blended-Learning Teacher (Flex)	✓	✓	X	✓	X	✓	X	✓	✓	X	X	X	X	✓	No	X	X
Paraprofessional Jobs																	
Learning Coach (Elementary Specialization)	✓	X	X	No	X	✓	✓	✓	✓	X	No	X	X	X	X	X	X
Learning Coach (Remote Models)	✓	X	X	No	X	✓	✓	✓	✓	X	No	X	X	✓	X	X	X
Digital Lab Monitor	✓	X	X	No	X	✓	X	✓	X	X	No	X	X	X	X	X	X
Assistant Teacher	✓	X	X	No	✓	✓	X	X	X	X	No	X	X	X	✓	X	X
Tutor	✓	No	X	No	No	✓	✓	✓	✓	X	X	X	No	X	X	X	X
Remote Tutor	✓	No	X	No	No	✓	✓	✓	✓	X	X	X	No	X	X	X	X
Legend: ✓ = Screen for this competency X = Competency is necessary, but do not screen for this No = Not a likely distinguisher																	

COMPETENCY DEFINITION AND LEVELS

Achievement (ACH)
<i>The drive and actions to set challenging goals and reach a high standard of performance despite barriers.</i>
Interview Question: <i>Think about a time when you felt very successful or proud of something you accomplished at work. Tell me the story.</i>
Red Flags: <i>Candidates who show little concern for quality of work or who choose to share stories of non-work matters (sports, friends, hobbies) interfering with work quality.</i>

Level	General Description	Specific Behaviors
1	Wishes to Do Job Well	Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.
2	Demonstrates Moderate Concern for Quality	Works to do tasks and meet standards required by supervisor/management; Or makes voluntary improvements, but <ul style="list-style-type: none"> • With no specific goal in mind, or • Only to meet easy goals, under the circumstances.
3	Sets Own Modest Standards for Quality	Sets own modest work goals for self and students (or other adults) and acts to meet them, and monitors progress.
4	Prioritizes Challenging Goals and Tasks	Carefully chooses challenging goals (difficult but not unrealistic, for self and students). Chooses actions based on cost-benefit analysis: how much time, money and other resources are needed to produce speed and magnitude of results. Monitors progress.
5	Sets High-Risk and Challenging Goals	Commits significant resources and time, without being sure of success, to reach a very challenging goal, and takes multiple actions to minimize risk and ensure success. For example: conducts research, anticipates barriers, plans ahead, engages and gets help from others.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Initiative and Persistence (I&P)
<i>The drive and actions to do more than is expected or required in order to accomplish a challenging task.</i>
Interview Question: <i>Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.</i>
Red Flags: <i>Does not show up for work reliably or requires extra supervision to get work done.</i>

Level	General Description	Specific Behaviors
1	Works Independently	Completes assigned work as required and without extra supervision; Or does not give up without trying one or two steps when a simple obstacle arises.
2	Invests Extra Effort	Works extra hours to complete work even when not required; Or takes on voluntary work tasks; Or routinely tackles moderate obstacles as they arise in routine work.
3	Invests Significant Extra Effort	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles obstacles as they arise.
4	Invests Extraordinary Effort	Acting without formal or explicit direction, commits significant personal time and bends organization norms or rules to accomplish a work objective (emphasis on improving organizational outcomes, not on defiant rule breaking), and persists despite significant obstacles or early failure.
5	Engages Others in Extraordinary Effort	Initiates involving others in Level 4 effort, including people over whom the person has no formal authority.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Monitoring and Directiveness (M&D)
<i>The drive and actions to set clear expectations and hold others accountable for performance.</i>
Interview Question: <i>Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard. Tell me the story.</i>
Red Flags: <i>Gives in to others, even when this conflicts with work objectives, or does not give directions or communicate expectations. (May justify by expressing concern about others liking them or hurting people's feelings.)</i>

Level	General Description	Specific Behaviors
1	Gives Routine Directions	Gives directions about routine work; Or provides some direction that is not very explicit or detailed.
2	Gives Detailed Directions	Gives detailed directions that communicate to others what needs to be done to accomplish work tasks.
3	Asserts Needs	Says "no" to obviously unreasonable requests; Or sets limits on others' behavior; Or structures situations so that others must comply.
4	Asserts High Standard	Sets high standard explicitly up front, monitors, and communicates performance versus standard; Or repeatedly reasserts standard and insists that others, adults and students, comply with high standard.
5	Confronts Others about Performance Problems	Confronts students, or adults, about performance problems; Or threatens consequences for performance shortfalls.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Planning Ahead (PLA)
<i>A bias toward planning in order to reach goals and avoid problems.</i>
Interview Question: <i>Think about a time when you had to think ahead to accomplish something satisfying at work. Tell me the story. (Make sure to clarify time frame: When did the thinking ahead occur in relation to the anticipated events in the future? How far in advance?)</i>
Red Flags: <i>Fails to see and address current needs and opportunities. Or focuses on immediate needs, tasks, and problems only when forced.</i>

Level	General Description	Specific Behaviors
1	Addresses Current Needs	Acts quickly and decisively to address current problems and crises as they arise.
2	Plans up to 2 Months in Advance	Voluntarily identifies future needs, potential problems, or potential opportunities, and plans in advance to address these within a two-month time frame.
3	Plans 3–12 Months in Advance	Voluntarily identifies future needs, potential problems, or potential opportunities that will occur three to 12 months in the future that are not obvious to others, and takes action to plan or act in advance to address these.
4	Plans 1–2 Years in Advance	Voluntarily identifies future needs, potential problems, or potential opportunities that will occur one to two years in the future that are not obvious to others, and acts in advance to address these (e.g., students’ needs at next grade level; future needs of teaching team).
5	Plans 2 or More Years in Advance	Voluntarily identifies future needs, potential problems, or potential opportunities that will occur two or more years in the future that are not obvious to others, and acts in advance to address these (e.g., students’ needs at much later grade levels; future teaching team needs).

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Concern for Order (CO)
<i>An underlying drive to maintain or increase order in the surrounding environment.</i>
Interview Question: <i>Think about a time when you had to get details right in order to accomplish something satisfying at work. Tell me the story.</i>
Red Flags: <i>Does not show concern about a lack of order, even though this has possible negative consequences for self and others.</i>

Level	General Description	Specific Behaviors
1	Works for Order and Clarity	Maintains orderly environment and works to ensure that roles, expectations, data, and tasks are clear.
2	Checks Own Work	Reviews own work for quality and accuracy.
3	Checks Own and Others' Work	Reviews accuracy of others' and own work, checks to ensure proper steps are followed; Or keeps accurate records of own or others' activities.
4	Monitors and Corrects Existing Systems	Monitors data, discovers mistakes or missing information, and seeks out information to keep order; monitors progress of a project against deadlines
5	Develops Systems	Develops and uses systems to keep track of and organize information.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Impact and Influence (I&I)
<i>Acting with the purpose of influencing what other people think and do.</i>
Interview Question: <i>Think about a time when you influenced another person or people in a way that was satisfying to you. Tell me the story.</i>
Red Flags: <i>Uses negative behaviors for personal positioning despite harm to organization. Or states desire to influence others but does not take steps to implement.</i>

Level	General Description	Specific Behaviors
1	Takes Single Action to Influence	Prepares and presents information to make one argument or point in a discussion; But does not tailor to make argument appealing or influential to the specific audience.
2	Takes Multiple Actions to Influence	Takes two or more steps to obtain desired impact without trying to adapt to level and interest of audience.
3	Takes One Calculated Action to Influence	Thinks ahead about the likely reaction of others and adapts discussion to appeal to audience; Or anticipates reaction and takes one dramatic action in order to have specific impact on audience. (Threats do not count; see Monitoring and Directiveness.)
4	Takes Multiple Calculated Actions to Influence	Takes two or more steps in a precalculated set of actions chosen to influence; Or uses others to obtain desired impact.
5	Uses Complex Influence	Engages in a complex set of maneuvers with multiple steps—may include personal appeals, changing own or others' roles, use of multiple third parties to influence each other—to obtain many wanted behaviors.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Interpersonal Understanding (IU)
<i>Understanding and interpreting others' concerns, motives, feelings, and behaviors.</i>
Interview Question: <i>Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story. (Notes: Interviewer must probe especially well for what the interviewee was thinking and feeling at the time.)</i>
Red Flags: <i>Does not understand or misinterprets other peoples' feelings or actions. Or dismisses value of others' feelings and concerns. Or views other people through the lens of racial, cultural, or gender stereotypes.</i>

Level	General Description	Specific Behaviors
1	Identifies Feelings	Recognizes peoples' current feelings or their actions, but not able to understand how their actions and feelings are related to each other.
2	Aware of Connection Between Feelings and Actions	Understands when others clearly say how their feelings are related to their actions; Or identifies peoples' current feelings by observing clear actions and behaviors.
3	Aware of Underlying Meaning	Understands unspoken or hidden thoughts and feelings, and why people act in certain ways, even when they give mixed messages.
4	Understands Patterns of Behavior	Understands underlying reasons, both immediate and long-term, behind peoples' ongoing behaviors, attitudes, and feelings.
5	Classifies Patterns of Behavior	Objectively and accurately describes a "profile" of a person's specific strengths and weaknesses and the underlying causes.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Teamwork (TMW)
<i>The ability and actions needed to work with others to achieve shared goals.</i>
Interview Question: <i>Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you. Tell me the story.</i>
Red Flags: <i>Damages team morale and functioning by acting in an unhelpful and disruptive way.</i>

Level	General Description	Specific Behaviors
1	Participates Willingly	Shares relevant information with other team members, participates willingly in team activities, and follows through with work assigned by team.
2	Expresses Support for Team	Expresses belief that team will be successful, and speaks respectfully about other team members.
3	Solicits Information from Team Members	Values, solicits, and uses information from other team members to make plans and solve problems
4	Empowers Team	Gives credit publicly to team members who have performed well.
5	Resolves Team Conflicts	Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts; And protects team reputation when speaking to others.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Developing Others (DO)
<i>Influence with the specific intent to increase the short- and long-term effectiveness of another person.</i>
Interview Question: <i>Think about a time when you helped someone else become more successful in their schoolwork, activities, job, or career. Tell me the story.</i>
Red Flags: <i>Discourages others with negative statements of potential and expectation. Or takes no action to develop others (even if expresses belief in others' ability).</i>

Level	General Description	Specific Behaviors
1	Gives Explicit Instructions	Tells others how to do their work when needed, makes helpful suggestions.
2	Explains Reasons for Instructions and Ensures Understanding	Tells others why they need to do work a certain way; Or ensures that others understand the work to be done.
3	Gives Basic Feedback	Provides specific feedback, both positive and negative, to help others improve.
4	Encourages and Helps after Failures	Expresses positive expectation for future performance after a setback; And either: Provides much more specific advice for tackling challenging assignments; Or provides negative feedback in specific, not global, terms.
5	Arranges Assignments and Training for Long-Term Development	Ensures that others obtain the experiences and training they need to develop new skills and levels of capability, and gets others to fix problems and figure out solutions themselves. May include creating a new program or materials to meet a developmental need. (Does not include signing off on required training or academic pursuit.)

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Analytical Thinking (AT)
<i>The ability to break things down in a logical way and to recognize cause and effect.</i>
Interview Question: <i>Think about a time when you had to solve a problem or figure something out that involved a lot of information, data, or steps. Tell me the story.</i>
Red Flags: <i>Responds to tasks only as they arise, does not break work into steps or create lists. Or only follows steps created by someone else.</i>

Level	General Description	Specific Behaviors
1	Creates Lists	Creates simple lists of tasks or activities, without prioritizing importance or timelines.
2	Makes Limited Connections	Breaks a problem or task down into a few parts; Or understands that A causes B; Or prioritizes a relatively simple list of tasks.
3	Makes Multiple Connections	Organizes a complex activity into steps in a logical way (based on time, importance, resources needed, or other factors); Or understands several possible causes of events or results of events; Or anticipates multiple next steps and likely barriers.
4	Does Complicated Planning and Analysis	Breaks apart a complex problem or process into categories and subcategories to identify multiple sets of steps or parts; Or analyzes a difficult problem from several perspectives before arriving at a detailed solution.
5	Does Highly Complex Planning and Analyses	Does Level 4 analysis—uses several approaches to analyze a problem, comes up with multiple solutions—and weighs value of each.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Conceptual Thinking (CT)
<i>The ability to see patterns and links among seemingly unrelated things.</i>
Interview Question: <i>Think about a time when you were confronted with a lot of information and had to figure out what was most important. Tell me the story.</i>
Red Flags: <i>Expresses thinking very literally. Does not apply past experiences to similar situations.</i>

Level	General Description	Specific Behaviors
1	Applies Basic Rules of Thumb	Uses only common sense or similar personal experiences to draw conclusions and make decisions about how to approach a new situation or problem.
2	Sees Patterns	Notices patterns, similarities, differences, or gaps in information; Or identifies when a current situation is similar to a past situation.
3	Applies Existing Concepts	Applies past knowledge of similarities, differences, gaps, and trends to analyze new situations; Or uses a known method of categorizing complex data (e.g., assessment instruments, scoring rubrics), to identify what is most important or how things are related.
4	Simplifies Complex Ideas	Can see a pattern within complex information; Or crystallizes the meaning and importance of a lot of complex data into a simple and understandable explanation (but not a new, complete model for others to use); Or sees the most important issue in a complicated situation.
5	Creates New Concepts	Creates a new and useful explanation for a complex problem, or organizes information in an original way that is not borrowed from other sources or obvious to others.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Self-Control (SCT)
<i>Acting to keep one's emotions under control, especially when provoked.</i>
Interview Question: <i>Think about a time when you felt a strong, negative emotional reaction, but you were able to address the situation to your satisfaction. Tell me the story. (Example emotions: anger, frustration, embarrassment, etc.)</i>
Red Flags: <i>Loses emotional control easily. Expresses extreme anger or hostility in common, frustrating situations.</i>

Level	General Description	Specific Behaviors
1	Avoids Stressful Situations	Avoids stressful or difficult situations or people.
2	Holds Emotions in Check	Controls strong emotional reaction (e.g., anger, frustration) when provoked or when faced with hostility, but does not take constructive action. May walk away or otherwise remove self from situation.
3	Acts Calm Under Pressure	Talks or acts in a calm way even when feeling negative emotions (e.g. anger, frustration, stress) after being provoked or when faced with hostility.
4	Proactively Monitors and Addresses Stress	Takes steps to manage stress in an ongoing way (e.g., takes time for relaxing activities, exercises regularly) in order to respond more constructively to difficult situations and to avoid burnout; And controls strong emotions effectively.
5	Diffuses Situation	Able to identify and respond effectively to the source of serious conflict; Or able to diffuse a highly stressful situation by managing one's own emotions and calming down the other people involved.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Organizational Commitment (OC)
<i>Aligning one's own behavior with the needs, priorities, and goals of the organization.</i>
Interview Question: <i>Think about a time when you acted to support your organization or workplace. Tell me the story.</i>
Red Flags: <i>Disregards or deliberately acts contrary to organizational norms, goals, or mission.</i>

Level	General Description	Specific Behaviors
1	Acts to Fit In	Works to fit in by adopting common behaviors (e.g., appropriate dress, work habits).
2	Supports Others	Willing to help others complete tasks; And respects the wishes of those in authority.
3	Supports Organization	Understands and supports organization's mission and goals; And prioritizes activities to meet organizational goals.
4	Makes Sacrifices	Willing to sacrifice personal needs for organizational goals, may include family concerns, preferences, and/or professional identity.
5	Supports Unpopular Decisions	Supports decisions that benefit the long-term interests of the organization even if they are unpopular.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Flexibility (FL)
<i>The ability to adapt one's approach to the requirements of a situation and to change tactics.</i>
Interview Question: <i>Think about a time when a situation changed at work and you were able to deal with it to your satisfaction. Tell me the story.</i>
Red Flags: <i>Not willing, even when confronted with contrary evidence, to change one's position or opinion. Or does not recognize the validity of other people's views or needs.</i>

Level	General Description	Specific Behaviors
1	Can Be Objective	Understands other people's perspectives on an issue.
2	Willing to Change	Willing to change position or ideas when others present new information or evidence.
3	Applies Rules Flexibly	Proactively judges when bending rules or procedures will get an important goal accomplished better or more easily.
4	Tailors Actions	Repeatedly reaches important work goals by tailoring responses to the needs of particular situations (not just working from pre-existing procedures or protocols).
5	Adapts Organization to Situation	Makes long- or short-term adjustments or changes to the organization, not just own actions, in response to the needs of a specific situation.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Serving Others (SO)
<p><i>Acting with a desire to help or serve others to meet their needs.</i> <i>Note: "Others" may include job supervisors, teammates, and/or students' parents, and may include students if responding in ways that serve their long-term interest.</i></p>
<p>Interview Question: <i>Think of a time when you provided service to someone else to meet their needs at work. Tell me the story.</i></p>
<p>Red Flags: <i>Makes negative comments or complains about meeting the needs of others whom the person has been responsible for serving. Or blames those served when falling short in own work.</i></p>

Level	General Description	Specific Behaviors
1	Follows Up	Follows through on inquiries, requests, and complaints.
2	Communicates Clearly	Communicates with those served about mutual expectations; And gives friendly, helpful service.
3	Takes Responsibility	Fixes problems quickly, regardless of source of problem (the individual, the person served, or external circumstances); And is not defensive.
4	Takes Additional Steps	Goes beyond expectations or takes multiple steps to help during critical time or with a challenging situation.
5	Addresses Underlying Needs	Seeks information about the served person's underlying needs, beyond those expressed initially, and acts to address them in advance.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Job Mastery (JM)
<i>Develop and acquire expertise that enables one to improve job outcomes over time.</i>
Interview Question: <i>Think about a time when you improved your own knowledge, skill, or capabilities at work. Tell me the story.</i>
Red Flags: <i>Shows little or no interest in keeping up to date on new approaches or improving own skills in ways that could improve student learning.</i>

Level	General Description	Specific Behaviors
1	Shows Interest	Expresses interest in new approaches and developments, including tools, methods, or technologies that could lead to better student outcomes.
2	Stays Current in Own Field	Takes initiative to learn about and use new approaches <i>directly related to one's own current subject or role</i> , by reading, talking to others, attending trainings, or by experimenting.
3	Stays Current with Larger Field	Takes initiative to learn about and use new approaches <i>from the wider field or related fields</i> , by reading, talking to others, attending trainings, or by experimenting.
4	Connects Emerging Approaches with Long-Term Needs	Takes steps to learn about emerging approaches; And articulates how these emerging approaches could meet teachers' and students' future needs.
5	Creates New Vision	Taps into information from a wide variety of sources to develop a new vision of the future of teaching and learning that incorporates new, emerging, and prospective methods, materials, or technologies.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

COMPETENCY DEFINITION AND LEVELS

Belief in Learning Potential (BLP)
<i>A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.</i>
Interview Question: <i>Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful.</i>
Red Flags: <i>Expresses negative expectations based on race, gender, culture, or past achievement about who can and cannot learn and achieve. Or expresses resentment toward students and/or their families.</i>

Level	General Description	Specific Behaviors
1	Going Through the Motions	Follows teaching routines without making attempts to raise the learning level of some students, especially those who have not succeeded in the past.
2	States Belief in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
3	Offers Specific Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
4	Provides Developmental Feedback	Gives specific feedback, both positive and negative, phrasing it in behavioral, not personal, terms; Or reassures students after a setback, providing honest negative feedback while expressing positive expectations for future performance.
5	Scaffolds Learning	Scaffolds learning experiences so that all students can experience success by tackling increasingly difficult tasks; Or designs unusual learning assignments to foster individual students' development; Or build all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in noncritical settings.

SELECTION INTERVIEW GUIDANCE

SCREENING COMPETENCIES FOR EACH JOB

These competencies are suggested for assessing job candidates and for making initial assignments when changing staff roles in an existing school.

As part of your interview process, consider screening all candidates for the competencies listed below in the relevant tables. The screening competencies were identified because they are:

- Likely to be very important to success in each role.
- Likely to predict other competencies, because other competencies are required to reach the higher levels of these competencies.

Schools may adapt these to fit the jobs/roles and selection needs in each school, by adding or removing competencies from the screening process. For example, a pool of candidates may appear consistently strong in a competency based on past experience. Eliminating that competency from screening lets your selection team focus on competencies more likely to distinguish the candidates.

Schools may find that prescreening for “Achievement” and “Im-

act & Influence” is a good first step before assessing other competencies. Schools with many disadvantaged students may also want to prescreen for “Belief in Learning Potential.” Prescreenings may be done by phone.

Schools may validate the competencies by correlating hiring ratings with later job performance. School and district leaders must use judgment about their applicability to each role and school setting, and may need to alter competencies based on ongoing experience.

Most of these competencies and levels are derived from *Competence at Work* (Spencer and Spencer, 1993). We strongly recommend that district and school-network leaders examine the large body of research and competency models for numerous jobs described there.

To review descriptions of the competency levels, *please click the competency name or see pages 25–41 of this toolkit.*

See the table of all the competencies that may be needed for success in all the jobs included in this toolkit (page 24).

TEACHER POSITIONS

Specialized Teacher (Elementary)—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Teacher-Leader—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Monitoring and Directiveness (M&D)	The drive and actions to set clear expectations and hold others accountable for performance.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one’s approach to the requirements of a situation and to change tactics.

Team Teacher—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Blended-Learning Teacher (Rotation) —Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Blended-Learning Teacher (Flex) —Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Initiative and Persistence (I&P)	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Remote Blended-Learning Teacher (Rotation) —Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Remote Blended-Learning Teacher (Flex)—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Initiative and Persistence (I&P)	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.

PARAPROFESSIONAL POSITIONS

Learning Coach—supporting Elementary Specialists—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Interpersonal Understanding (IU)	Understanding and interpreting others' concerns, motives, feelings and behaviors.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Learning Coach—supporting Remotely Located Teachers—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Interpersonal Understanding (IU)	Understanding and interpreting others' concerns, motives, feelings and behaviors.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Digital Lab Monitor—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.

Assistant Teacher—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Concern for Order (CO)	An underlying drive to maintain or increase order in the surrounding environment.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Serving Others (SO)	Acting with a desire to help or serve others to meet their needs.

Tutor—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Interpersonal Understanding (IU)	Understanding and interpreting others' concerns, motives, feelings and behaviors.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Remote Tutor—Critical Competencies

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Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
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Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
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INTERVIEW GUIDANCE

This section includes basic instructions for using the competencies in this toolkit for job selection and placement interviews. The method described here is the structured past behavior interview technique.*

Overview for Interview Teams

Structured past behavior questions ask candidates to tell an in-depth story about a past work experience. To give every candidate the best chance of sharing critical information, interviewers must give candidates good instructions about the format for responding. Use the script provided below. General directions:

- The first question in all interviews should be the general “Achievement” question included below.
- The competency scales include a question for each of the other competencies as well.
- You can use the suggested **screening competencies for each position, starting on page 42**. (Other competencies will be helpful for development and evaluation on the job.)
- One person should be designated as the lead interviewer for each interview. Others should listen, and help if/when more probing is needed.
- As the lead interviewer probes, listen for behaviors that ap-

pear in the competency levels for each competency, which you should have in your interview kit.

- Make a check mark beside each level of behavior you hear as you listen to interviewees’ stories.
- Make notes in the white space beneath the scales (and on your notes pages, if needed) about the behaviors you hear, especially at high rating levels.
- On the cover sheet provided, write the interviewee’s name, rater’s name, and the date. At the end, record here the highest level of competence you heard for each competency assessed. You may also rate competencies for which no question was asked but you heard evidence.

Candidates typically take 20 to 30 minutes to answer each question, although candidates with higher levels of the competence may tell longer and more complex stories.

Interview organizers will want to include the following materials in each interviewer’s packet:

- Copy of this guidance and script
- Copies of the definition and levels for each competency being assessed—one per interviewee
- Cover page with the interviewer’s name, interviewee’s name, date, and space for summary ratings
- Extra notes pages, in case needed

*Schools can learn more about this interview technique in *Competence at Work* (Spencer and Spencer, 1993) or Public Impact’s selection materials for school turnaround teachers and leaders, available at <http://www.publicimpact.com/teachers-leaders/competencies-of-high-performers>.

Interview Script

Optional Warm-up/Warm-down:

1. Personal introductions. 5 minutes
2. Tell us more about your recent work experiences. What activities have been most satisfying? Why? (This is just a warm-up question, intended to be light, not in-depth.) 5 minutes
3. (At end: Do you have any questions we could answer?) 10 minutes

Wrap-up: That's all great to know! Now, let's get you to tell us even more about yourself.

Structured Interview Questions. For the rest of the time, we are going to ask you some structured questions about your past experiences.

- **We want to understand in detail how you do your work, especially when you have felt successful or challenged.** (If interviewing college or graduate students, add: You may tell us about your work in summer, part-time, or volunteer positions, not just full-time work.)
- **We want you to describe past events in great detail**—almost as if you have a video camera on your shoulder and are showing us exactly what happened.
- **At different points, I or my teammates will interrupt you to ask for more detail.** Sorry in advance for that! We want to learn as much about you as we can, so we have to probe.
- **The questions are structured the same way each time.**
- **So, let's get started on the first question:**

Question 1: Think about a time when you felt very successful or proud of something you accomplished at work. Then I want you to tell me the story. (Note: Score for Achievement)

- **Take a minute to think about it.**
- **The first thing I need is a “headline” summary,** so we know what the story is about, including what the outcome was. Think of it like a headline in a newspaper—*very* short.
- **Then, I will need you to tell us 3 to 5 major highlights** or situations that occurred during your story, in order, including how it got started and the conclusion. I am going to write those down so we can learn more about each step in the story.

(Wait 1 minute.)

- **OK, are you ready with your headline?** (record) **How about your 3 to 5 highlights?** (Write down the highlights of their story in order, perhaps drawing little boxes or a list of the key milestones at the top of your notes page)
- **OK, great. Now take me back to the beginning.** Walk me through step by step what you did, said, and thought at the time, and how others responded.
- Probe repeatedly: What did you do next? What were you thinking at the time? What were you feeling at the time? What did you say?
- If interviewee talks hypothetically, about what he/she would say, interrupt to ask what he/she was thinking *at the time in the past*.
- If interviewee says “we,” ask “who is we?”
- Only score behaviors/thoughts/feelings that occurred **at the time of the past event**, and that the **person him- or herself had**, not teammates.
- Continue as above with remaining competency questions.

Thank you so much for your time today! These were great stories. The next steps you can expect are these:_____.

Structured Interview Cover Sheet

Interviewer/Rater's Name: _____

Person Being Interviewed: _____

Date (Mo/Day/Year): _____

Summary Ratings: Indicate the highest level # you recorded for each competency assessed. Briefly note the key evidence or example(s) you heard in the interview.

Competencies	Level	Evidence/Examples
Driving for Results—person plans and acts to achieve results despite barriers		
Achievement (ACH)		
Initiative and Persistence (I&P)		
Monitoring and Directiveness (M&D)		
Planning Ahead (PLA)		
Concern for Order (CO)		
Influencing for Results—person understands and influences others to achieve goals		
Impact and Influence (I&I)		
Interpersonal Understanding (IU)		
Teamwork (TMW)		
Developing Others (DO)		
Problem Solving—person breaks problems down logically and sees how elements connect		
Analytical Thinking (AT)		
Conceptual Thinking (CT)		
Personal Effectiveness—person manages own thoughts, feelings, and actions to achieve goals		
Self-Control (SCT)		
Organizational Commitment (OC)		
Flexibility (FL)		
Serving Others (SO)		
Job Mastery (JM)		
Belief in Learning Potential (BLP)		

EVALUATION TOOLS

This section provides simple tools for evaluating and planning development for teachers and staff in schools that are extending the reach of excellent teachers, for more pay, within budget—in many cases while creating new opportunities for development, collaboration, and planning.

These materials are targeted for use with six of more than 20 school models described on <http://opportunityculture.org/reach/>. The materials may be used for positions in other school models as well. More detail is available on the school models included in this toolkit at <http://opportunityculture.org/reach/school-models/>.

This section incorporates the job descriptions and competencies also provided in this toolkit, as well as providing space to include other measures important in your school. Schools must adapt the materials to fit each school setting and role.

These materials do not include a recommended process for evaluation and development. Schools should incorporate these materials into the evaluation and development planning processes used for all teachers and staff.

Schools may use the evaluation tools to assess individuals on their contributions and development, including:

- 1. Fulfillment of Job Responsibilities**, p. 50—These include the responsibilities that people in each role have, as indicated in their job descriptions, which start on page 7. Schools may have reviewers review job responsibilities in each major category from the descriptions, or item by item. Note: The review process may be a good time to note when job responsibilities have changed during the year or are about to change the next year.
- 2. Demonstration of Competencies**, p. 51—These are the competencies expected to enable performance in each role. See the table on page 24 that shows suggested competencies for each job. See the competency clusters and lists on page 23, and full descriptions starting on page 25.

- 3. Contribution to Outcome Goals**, p. 52—These include **student learning** goals, **conditions within the school** such as behavior and attendance, and **instructional practice** improvement goals. We do not provide specific guidance on these categories, but suggest them as categories that schools may want to include in goals and evaluations each year. Some of these appear in the job descriptions. For some jobs, schools may want to identify specific, quantitative goals each year (e.g., achieve average growth scores in reading by a certain percentage; maintain average class attendance above 95%).

In addition, we provide a simple Development Planner on page 53. This provides space to summarize each person's developmental goals, steps, sources of support, and check-in dates.

Part 1: Job Responsibilities

- Rate your own or another person’s fulfillment of job responsibilities. Use the job description provided by your school to briefly list the responsibilities in each responsibility category in the left column (or your school may have completed this section for you).*
- Check the degree to which the person has fulfilled each responsibility. Provide evidence or examples:
 - D = Developing.** Significant development needed to meet expectations for this responsibility.
 - ME = Meets Expectations.** Person fulfills this responsibility well most of the time, is in top half.
 - S = Strength.** Person performs this responsibility exceptionally well, is clearly in top 25%.
- Place N/A by duties that may no longer apply to this position. Use additional pages if needed.

Date:

Reviewer:

Person Rated:

Planning and Preparation	D	ME	S	Evidence/Examples
Classroom/School Environment	D	ME	S	Evidence/Examples
Instruction	D	ME	S	Evidence/Examples
Professional Responsibilities	D	ME	S	Evidence/Examples

*Schools may insert responsibilities at left or attach the relevant job description.

Part 2: Competency Assessment

- Rate your own or another person’s competencies.
- Use the full competency definitions and levels starting on page 25 for reference.
- In the middle column, write the highest level of competence that this person usually demonstrates (3/4 of the time) when needed. If uncertain between two levels, choose the lower level and make a note at right.
- Provide evidence or examples where possible. Use additional pages if needed.

Date: _____ Name: _____ Reviewer: _____

Competencies	Level	Evidence/Examples
Driving for Results—person plans and acts to achieve results despite barriers		
Achievement (ACH)		
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Flexibility (FL)		
Serving Others (SO)		
Job Mastery (JM)		
Belief in Learning Potential (BLP)		

Part 3: Outcome Goals

- Rate your own or another person's outcome goal achievement in each of the following areas:
 - Student Learning**—This includes the jobholder's student growth and achievement goals.
 - Conditions for Learning**—This includes goals related to student attendance, student discipline action rates, parental involvement, and classroom climate.
 - Instructional Practices**—This includes major curriculum goals and goals related to improving instructional skills in target subjects.
- List the individual's 1-3 goals in each area. Use the following ratings: Not Met, Partially Met, Fully Met. Provide evidence or examples for each rating.

Date:

Name:

Reviewer:

Student Learning Goals	Not Met	Partially Met	Fully Met	Evidence/Examples
1.				
2.				
3.				
Conditions for Learning Goals	Not Met	Partially Met	Fully Met	Evidence/Examples
1.				
2.				
3.				
Instructional Practice Goals	Not Met	Partially Met	Fully Met	Evidence/Examples
1.				
2.				
3.				

Development Planner

Jobholders: During your review meeting or at a time mutually agreed with your supervisor, record your developmental goals, steps, sources of support, and the next date to check in with your supervisor about your progress. This includes the three major areas included in these evaluation tools (job responsibilities, competencies, and outcomes), as well a place for other goals you may have.

Date: _____ Name: _____ Supervisor: _____

Development Goal	Steps to Develop	Sources of Support (people, time, \$)	Check-In Date
Job Responsibilities			
Competencies			
Outcome Goals			
Other Goals			

I agree to pursue/support the development goals and steps stated above:

Signed: Employee _____ Supervisor: _____

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