**Introduction to Job Descriptions and Competencies**

**for Teacher and Staff Evaluation and Development**

Behavioral competencies—the habits of behavior that help predict how employees will do their jobs—are used in most sectors to evaluate and develop people, and to help them succeed. Schools may use these competencies for evaluation and development, and many will use them for selection, as well.

This document provides an overview of the suggested behavioral competencies for the roles in common Opportunity Culture school models.

The links take readers to a document for each competency; each document includes the following elements:

* **Short summary definition**—What is the competency?
* **Suggested interview question**—For use in structured past behavior interviews during selection; included here for reference during evaluation and development.
* **Likely red flags**—Supervisors and evaluators can use these to identify behaviors that may prevent people 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, organized into clusters, are listed below. The table on the following page indicates the competencies expected to enable success in each job in this guide. This table also indicates the smaller number of competencies suggested for use during selection—both hiring and placement into each job—but all of the marked 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 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.

**List of Competencies**

Click on any of the competencies below, organized by cluster, to see the full definition and levels, followed by links to job descriptions that specify the critical competencies for each job. Tables on pages 3 and 4 shows the competencies suggested for evaluating and developing people in each job.

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

* [Achievement (ACH)](#Achievement)
* [Initiative and Persistence (I&P)](#Initiativeandpersistence)
* [Monitoring and Directiveness (M&D)](#Monitoringanddirectiveness)
* [Planning Ahead (PLA)](#Planningahead)
* [Concern for Order (CO)](#ConcernforOrder)

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

* [Impact and Influence (I&I)](#ImpactandInfluence)
* [Team Leadership (TL)](#TeamLeadership)
* [Interpersonal Understanding (IU)](#InterpersonalUnderstanding)
* [Cultural Engagement (CE)](#CulturalEngagement)
* [Teamwork (TMW)](#Teamwork)
* [Developing Others (DO)](#DevelopingOthers)

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

* [Analytical Thinking (AT)](#AnalyticalThinking)
* [Conceptual Thinking (CT)](#ConceptualThinking)

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

* [Self-Control (SCT)](#SelfControl)
* [Self-Confidence (SCF)](#SelfConfidence)
* [Organizational Commitment (OC)](#OrganizationalCommitment)
* [Flexibility (FL)](#Flexibility)
* [Serving Others (SO)](#ServingOthers)
* [Job Mastery (JM)](#JobMastery)
* [Belief in Learning Potential (BLP)](#BeliefinLearningPotential)

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| --- | --- |
| **Job Descriptions (beginning on page 5)** | |
| **Teachers** | **Paraprofessionals** |
| [Multi-Classroom Leader](#MCL) | [Learning Coach—supporting Elementary Specialists](#Learningcoach) |
| [Team Teacher](#Teamteacher) | [Learning Coach—supporting Remotely Located Teachers](#RemoteLearningcoach) |
| [Specialized Teacher](#Specializedteacher) (Elementary) | [Digital Lab Monitor](#Digitallabmonitor) |
| [Blended-Learning Teacher (Rotation)](#BLTrotation) | [Reach Associate](#Reachassociate) |
| [Blended-Learning Teacher (Flex)](#BLTflex) | [Tutor](#Tutor) |
| [Remote Blended-Learning Teacher (Rotation)](#RemoteBLTrotation) | [Remote Tutor](#Remotetutor) |
| [Remote Blended-Learning Teacher (Flex)](#RemoteBLTflex) |  |
| [Expanded-Impact Teacher](#ExpandedImpact) |  |

**Table of Competencies with Threshold and Superior Levels—Teacher and MCL Jobs**

This table lists guideline levels for solid (*threshold* levels) and excellent (*superior* levels) performance in Opportunity Culture teaching and multi-classroom leader roles. These are general guidelines only, to use as one factor among many in decisions on candidate selection, professional development, and career advancement. The levels needed for a given job in a particular school may differ, and other factors affect job success.

**Competencies with bullets are suggested for selection/hiring.**

**All other competencies are suggested for evaluation and professional development. See the** [**Behavior Event Interview Guidance**](http://opportunityculture.org/wp-content/uploads/2015/04/BEI_Guidance-Public_Impact.docx) **for more detail on interviewing and competencies for specific teacher roles.**

**Levels are presented as Threshold (middle row) and Superior (bottom row). See the individual competencies and levels in** [**Step 1**](http://opportunityculture.org/selection-toolkit/step-1/)**.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Driving for Results** | | | | | **Influencing**  **for Results** | | | | | | | | | **Problem Solving** | | | **Personal Effectiveness** | | | | | | | | | | | | |
| **Role:** | [ACH](http://opportunityculture.org/wp-content/uploads/2015/03/Achievement_Competency_Def-Public_Impact.docx) | [I&P](http://opportunityculture.org/wp-content/uploads/2015/03/Initiative_and_Persistance_Competency_Def-Public_Impact.docx) | [M&D](http://opportunityculture.org/wp-content/uploads/2015/03/Monitoring_and_Directiveness_Competency_Def-Public_Impact.docx) | [PLA](http://opportunityculture.org/wp-content/uploads/2015/03/Planning_Ahead_Competency_Def-Public_Impact.docx) | [CO](http://opportunityculture.org/wp-content/uploads/2015/03/Concern_for_Order_Competency_Def-Public_Impact.docx) | [I&I](http://opportunityculture.org/wp-content/uploads/2015/03/Impact_and_Influence_Competency_Def-Public_Impact.docx) | [TL](http://opportunityculture.org/wp-content/uploads/2016/12/Team_Leadership_Competency_Def-Public_Impact.docx) | [IU](http://opportunityculture.org/wp-content/uploads/2015/03/Interpersonal_Understanding_Competency_Def-Public_Impact.docx) | [CE](http://opportunityculture.org/wp-content/uploads/2017/09/Cultural_Engagement_Competency_Def-Public_Impact.docx) | | [TMW](http://opportunityculture.org/wp-content/uploads/2015/03/Teamwork_Competency_Def-Public_Impact.docx) | | [DO](http://opportunityculture.org/wp-content/uploads/2015/03/Developing_Others_Competency_Def-Public_Impact.docx) | [AT](http://opportunityculture.org/wp-content/uploads/2015/03/Analytical_Thinking_Competency_Def-Public_Impact.docx) | | [CT](http://opportunityculture.org/wp-content/uploads/2015/03/Conceptual_Thinking_Competency_Def-Public_Impact.docx) | [SCT](http://opportunityculture.org/wp-content/uploads/2015/03/Self_Control_Competency_Def-Public_Impact.docx) | | [SCF](http://opportunityculture.org/wp-content/uploads/2016/12/Self_Confidence_Competency_Def-Public_Impact.docx) | | [OC\*](http://opportunityculture.org/wp-content/uploads/2015/03/Organizational_Commitment_Competency_Def-Public_Impact.docx) | | [FL](http://opportunityculture.org/wp-content/uploads/2015/03/Flexibility_Competency_Def-Public_Impact.docx) | | [JM\*](http://opportunityculture.org/wp-content/uploads/2015/03/Job_Mastery_Competency_Def-Public_Impact.docx) | | [BLP](http://opportunityculture.org/wp-content/uploads/2015/03/Belief_In_Learning_Potential_Competency_Def-Public_Impact.docx) | [SO\*](http://opportunityculture.org/wp-content/uploads/2015/03/Serving_Others_Competency_Def-Public_Impact.docx) | |
| **MCL\*\*** |  |  |  |  | n/a |  |  |  |  | |  | |  |  | |  |  | |  | |  | |  | |  | |  |  | |
| **4** | **2-3** | **3** | **2** |  | 3 | 2-3 | 2-3 | 3–4 | | 3 | | 3 | 3 | | 3 | 2-3 | | 2-3 | | 2-3 | | **2-3** | | 23 | | **3-4** | **2-3** | |
| **5** | **4-5** | **4-5** | **3-5** |  | **4-5** | 4-5 | 4-5 | 5 | | 4-5 | | 4-5 | 4-5 | | 4-5 | 4-5 | | 4-5 | | 4-5 | | **4-5** | | 3-5 | | **5** | **4-5** | |
|  | **Driving for Results** | | | | | **Influencing**  **for Results** | | | | | | | | | **Problem Solving** | | | **Personal Effectiveness** | | | | | | | | | | | | |
| **Role:** | [ACH](http://opportunityculture.org/wp-content/uploads/2015/03/Achievement_Competency_Def-Public_Impact.docx) | [I&P](http://opportunityculture.org/wp-content/uploads/2015/03/Initiative_and_Persistance_Competency_Def-Public_Impact.docx) | [M&D](http://opportunityculture.org/wp-content/uploads/2015/03/Monitoring_and_Directiveness_Competency_Def-Public_Impact.docx) | [PLA](http://opportunityculture.org/wp-content/uploads/2015/03/Planning_Ahead_Competency_Def-Public_Impact.docx) | [CO](http://opportunityculture.org/wp-content/uploads/2015/03/Concern_for_Order_Competency_Def-Public_Impact.docx) | [I&I](http://opportunityculture.org/wp-content/uploads/2015/03/Impact_and_Influence_Competency_Def-Public_Impact.docx) | [TL](http://opportunityculture.org/wp-content/uploads/2016/12/Team_Leadership_Competency_Def-Public_Impact.docx) | [IU](http://opportunityculture.org/wp-content/uploads/2015/03/Interpersonal_Understanding_Competency_Def-Public_Impact.docx) | [CE](http://opportunityculture.org/wp-content/uploads/2017/09/Cultural_Engagement_Competency_Def-Public_Impact.docx) | [TMW](http://opportunityculture.org/wp-content/uploads/2015/03/Teamwork_Competency_Def-Public_Impact.docx) | | [DO](http://opportunityculture.org/wp-content/uploads/2015/03/Developing_Others_Competency_Def-Public_Impact.docx) | | [AT](http://opportunityculture.org/wp-content/uploads/2015/03/Analytical_Thinking_Competency_Def-Public_Impact.docx) | | [CT](http://opportunityculture.org/wp-content/uploads/2015/03/Conceptual_Thinking_Competency_Def-Public_Impact.docx) | [SCT](http://opportunityculture.org/wp-content/uploads/2015/03/Self_Control_Competency_Def-Public_Impact.docx) | | | [SCF](http://opportunityculture.org/wp-content/uploads/2016/12/Self_Confidence_Competency_Def-Public_Impact.docx) | | [OC\*](http://opportunityculture.org/wp-content/uploads/2015/03/Organizational_Commitment_Competency_Def-Public_Impact.docx) | | [FL](http://opportunityculture.org/wp-content/uploads/2015/03/Flexibility_Competency_Def-Public_Impact.docx) | | [JM\*](http://opportunityculture.org/wp-content/uploads/2015/03/Job_Mastery_Competency_Def-Public_Impact.docx) | [BLP](http://opportunityculture.org/wp-content/uploads/2015/03/Belief_In_Learning_Potential_Competency_Def-Public_Impact.docx) | | [SO\*](http://opportunityculture.org/wp-content/uploads/2015/03/Serving_Others_Competency_Def-Public_Impact.docx) | |
| **TT\*\*\*** |  |  |  |  |  |  | n/a |  |  |  | |  | |  | |  |  | | |  | |  | |  | |  |  | |  | |
| **2-3** | **2-3** | 3 | 2 | 2-3 | **2** |  | 2-3 | 2-3 | **2** | | 3 | | 2-3 | | 2 | 2-3 | | | 2-3 | | 2-3 | | **2-3** | | 2 | 2-3 | |  | |
| **4-5** | **4-5** | 4-5 | 3-5 | 4-5 | **3-5** |  | 4-5 | 4-5 | **3-5** | | 4-5 | | 4-5 | | 3-5 | 4-5 | | | 4-5 | | 4-5 | | **4-5** | | 3-5 | 4-5 | |  | |
|  | \*These competencies may not distinguish top performance from typical. Use levels for MCLs only to develop gaps, not to select/hire.; \*\*MCL=Multi-Classroom Leader; \*\*\*TT=Team Teachers—encompasses teachers on an MCL’s team as well as those directly extending their reach (through blended learning or specialization, for example). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Key:** |  | **Bullets signify competencies suggested for selection/hiring** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **“Threshold” levels** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **“Superior” levels** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **ACH=Achievement, I&P=Initiative and Persistence, M&D=Monitoring and Directiveness, PLA = Planning Ahead, CO= Concern for Order, I&I=Impact and Influence, TL=Team Leadership, IU=Interpersonal Understanding, CE= Cultural Engagement, TMW=Teamwork, DO=Developing Others, AT=Analytical Thinking, CT=Conceptual Thinking, SCT=Self-Control, SCF = Self-Confidence, OC=Organizational Commitment, FL=Flexibility, JM=Job Mastery, BLP=Belief in Learning Potential, SO= Serving Others** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Table of Competencies—Paraprofessional Jobs**

**Competencies marked with red squares are not a likely distinguisher for the job.**

**All other competencies are suggested for evaluation and professional development.**

**Those with black circles are suggested for selection/hiring.**

|  | **Driving for Results** | | | | | **Influencing**  **for Results** | | | | | **Problem**  **Solving** | | | **Personal Effectiveness** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ACH | I&P | M&D | PLA | CO | I&I | IU | CE | TMW | DO | AT | | CT | SCT | OC | FL | SO | JM | BLP |
| **Learning Coach—**supporting Elementary Specialists |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| **Learning Coach—**supporting Remotely Located Teachers |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| **Digital Lab Monitor** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| **Reach Associate** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| **Tutor** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| **Remote Tutor** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |

**TEACHER JOB DESCRIPTION**

**Multi-Classroom Leadership**

**Position: Multi-Classroom Leader**

Summary

The multi-classroom leader (MCL) 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 MCL also teaches students her/himself in most cases. The team uses the leader’s methods and tools. The MCL organizes the team to review student progress and change instruction to ensure high-progress learning for every child. The MCL 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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 office

These are the critical competencies a candidate for this position should have.

**Multi-Classroom 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. |
| **Team Leadership (TL)** | Assuming authoritative leadership of a group for the benefit of the organization. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **Initiative & Persistence (I&P)** | The drive and actions to do more than is expected or required in order to accomplish a challenging task. |
| **Belief in Learning Potential (BLP)** | A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**TEACHER JOB DESCRIPTION**

**Multi-Classroom Leadership**

**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)
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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 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; keep informed of 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/)*.*

**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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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, 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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

* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* 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

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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

* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* 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

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**TEACHER JOB DESCRIPTION**

**EXPANDED IMPACT**

**Position: Expanded-Impact Teacher**

**Summary**

The Expanded-Impact Teacher plans and delivers in-person instruction for multiple classes in a school where students rotate between face-to-face learning with the teacher and learning supervised by a paraprofessional known as a reach associate. While one class of students is with a reach associate, 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 instruction supervised by the reach associate(s) and making or recommending changes. The teacher collaborates with others working with the same students or subjects, such as other teachers, tutors, and reach associates, to review student progress and change instruction to ensure high-progress, enriched learning for every student. The teacher may work on a team led by a multi-classroom leader.

**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 personalized assignments for students while under reach associate supervision
* Design assessments that accurately assess student growth
* Determine how students spend all instructional time

**Classroom Environment**

* Hold students accountable for high expectations of behavior and engagement
* 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 learning with several influence methods
* 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
* Provide reach associate 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 at home and school, and to encourage a home life conducive to learning
* Collaborate with reach associate, other teachers, and staff responsible for the same students
* Participate in professional development 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 percent 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**Hours**

* Full-time teaching position
* Expanded-impact teacher teaches multiple classes in alternating time blocks through the day
* Expanded-impact 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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**Expanded-Impact 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. |
| **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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/)*.*

**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 conferences, 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* 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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**Paraprofessional Job Description**

**Position: Learning Coach—supporting Remotely Located Teachers (Rotation & 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* 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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/)*.*

**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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **Teamwork (TMW)** | The ability and actions needed to work with others to achieve shared goals. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**Paraprofessional Job Description**

**Position: Reach Associate**

**Summary**

The reach associate 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 reach associate 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
* 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

These are the critical competencies a candidate for this position should have.

**Reach Associate—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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **Serving Others (SO)** | Acting with a desire to help or serve others to meet their needs. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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 material. The tutor reports group activities and student progress to the teacher(s). Senior 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. Senior 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 school professional development opportunities 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**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).

Senior 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. Senior 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
* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

**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

See the following page for the critical competencies a candidate for this position should have.

These are the critical competencies a candidate for this position should have.

**Remote 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. |
| **Cultural Engagement (CE)** | Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. |
| **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. |

*For an explanation of these competencies and how they are used in selection, please visit* [*this webpage*](http://opportunityculture.org/selection-toolkit/step-1/).

**Competency Definition and Levels: Achievement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Achievement (ACH)** | | | | |
| ***The drive and actions to set challenging goals and reach a high standard of performance despite barriers.*** | | | | |
| ***Related interview question:*** *Think about a time when you felt very successful or proud of something you accomplished at work. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Low Concern**  **for Work or Quality** | Does not express concern for quality of work,  Or expresses concern but cannot describe specific actions taken to do good work. |
| **Neutral Zone** | | 1 | **Wishes To Do Job Well** | Expresses desire to do the job well but does not try to make improvements. |
| **Potential Hire Zone** | **Threshold** | 2 | **Works Toward**  **and Improves**  **Others’ Quality Goals** | Works to do tasks and meet standards set by supervisor/ managing administrator; makes only small, voluntary changes. |
| 3 | **Sets Own Modest Standards for Quality** | Sets and works toward own modest work goals, likely to be met but important for self, students, or other adults. Monitors progress. |
| **Superior** | 4 | **Prioritizes Challenging Goals and Tasks** | Carefully chooses challenging goals (difficult but not unrealistic) for self, students, and other adults. Monitors progress,  And chooses actions based on cost-benefit analysis: how to spend time and money to produce results at right time. |
| 5 | **Sets High-Risk and Challenging Goals** | Carefully chooses very challenging goals (that may seem unrealistic to others) and commits significant resources and time despite the uncertainty of success. Monitors progress.  Also:   * Chooses actions based on cost-benefit analysis: how to spend time and money to produce results at right time; * Takes multiple actions to reduce risk and ensure success—anticipating barriers and planning far ahead; and * Engages and gets help from other adults.   Note: Level 5 goals and actions without results may result from weakness in one or more *other* competencies. |
| 6\* | **Sustains Pursuit**  **of High-Risk Goals** | Sustains pursuit of Level 5 over time to ensure complete meeting of high-risk goals. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 4; Superior: 5** | | | | |
| ***Levels for Principals:* Threshold: 4; Superior: 5–6 (\*6 likely only for principals)** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Initiative and Persistence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initiative and Persistence (I&P)** | | | | |
| ***The drive and actions to do more than is expected or required in order to accomplish a challenging task.*** | | | | |
| ***Related interview question:*** *Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Avoids Required Work** | Does not show up for work reliably or requires extra supervision to get work done. |
| **Neutral Zone** | | 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. |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 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 (with emphasis on improving organizational outcomes, not on defiant rule-breaking), and persists despite significant obstacles or early failure. |
| 5 | **Engages Others in Extraordinary Effort** | Involves others in Level 4 effort, including people over whom the person has no formal authority. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 2–4; Superior: 5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Monitoring and Directiveness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monitoring and Directiveness (M&D)** | | | | |
| ***The ability to set clear expectations and to hold others accountable for performance.***  *Note: Leaders should use this in combination with Developing Others and Team Leadership competencies.* | | | | |
| ***Related interview question:*** *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.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Avoids Direction** | Gives in to others, even if conflicts with work goals,  Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them, hurting people’s feelings or making others feel bad.) |
| **Neutral Zone** | | 1 | **Gives Routine Directions** | Gives directions about routine work,  Or provides some direction that is not very explicit or detailed. |
| **Potential Hire Zone** | **Threshold** | 2 | **Gives Detailed Directions** | Gives detailed direction needed to 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. |
| **Superior** | 4 | **Asserts High Standards** | Sets high standard explicitly up front, monitors, and communicates performance versus standard (privately or, with adults working together, publicly),  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. |
| 6\* | **Dismisses**  **Low Performers** | Dismisses low performers from organization or team (following appropriate efforts to improve performance and all legal procedures). |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 4; Superior: 5–6 (\*6 likely only for principals)** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Planning Ahead**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planning Ahead (PLA)** | | | | |
| ***A bias toward planning in order to derive future benefit or to avoid problems.*** | | | | |
| ***Related interview question:*** *Think about a time when you had to think ahead to accomplish something satisfying at work. Tell me the story. (Clarify time frame: When did the thinking ahead occur in relation to the anticipated events in the future? How far in advance?)* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Does Not Think Ahead** | Fails to see and address current needs and opportunities,  Or focuses on immediate needs, tasks, and problems only when forced. |
| **Neutral Zone** | | 1 | **Addresses**  **Current Needs** | Acts quickly, decisively, and completely to address current problems and crises as they arise. |
| **Potential Hire Zone** | **Threshold** | 2 | **Plans Up To**  **2 Months Ahead** | Voluntarily identifies future needs and potential problems or opportunities and plans ahead to address these within a two-month time frame. |
| **Superior** | 3 | **Plans 3–12**  **Months Ahead** | Voluntarily identifies future needs, potential problems or potential opportunities that will occur 3 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 Ahead** | Voluntarily identifies future needs, potential problems, or potential opportunities that will occur 1 to 2 years in the future that are not obvious to others, and acts in advance to address these (for example, students’ needs at next grade level; future needs of teaching team). |
| 5 | **Plans 2+ Years Ahead** | 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 (for example, students’ needs at much later grade levels; future teaching team needs. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Concern for Order**

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| **Concern for Order (CO)** | | | | |
| ***An underlying drive to maintain or increase order in the surrounding environment.*** | | | | |
| ***Related interview question:*** *Think about a time when you had to get details right in order to accomplish something satisfying at work. Tell me the story****.*** | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Show No Concern for Lack of Order** | Does not show concern about a lack of order, even though this has possible negative consequences for self and others. |
| **Neutral Zone** | | 1 | **Works for Order**  **and Clarity** | Maintains orderly environment and works to ensure that roles, expectations, data, and tasks are clear. |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 4 | **Monitors and Corrects Existing Systems** | Monitors data, discovers mistakes or missing information, and seeks out information to keep order; monitors progress of ongoing individual and team work. |
| 5 | **Develops System** | Develops and uses systems to keep track of and organize information. |
| ***Levels for Multi-Classroom Leaders: not needed for excellence*:** | | | | |
| ***Levels for Principals: not needed for excellence*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Impact and Influence**

*Note: see next page for zone descriptions*

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| **Impact and Influence (I&I)** | | | | |
| ***Acting with the purpose of affecting the perceptions, thinking, and actions of others.*** | | | | |
| ***Related interview question:*** *Think about a time when you influenced another person or people in a way that was satisfying to you. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Uses Personal-Gain Tactics, Or Does Not Act** | Uses negative behaviors for personal gain,  Or does not act to influence others. |
| **Neutral Zone** | | 1 | **Acts Without Adaptation to Audience** | Prepares and presents information to make one or more arguments or points in a discussion,  But does not tailor argument to make it appealing or influential to the specific audience. |
| **Potential Hire Zone** | **Threshold** | 2 | **Takes Single Calculated Action to Influence** | Thinks ahead about likely reactions and adapts or tailors communication to appeal to level and interest of audience,  But takes only one step or action to obtain desired impact in each situation; common actions include adapting words or appearance. |
| **Superior** | 3 | **Takes Two Calculated Actions to Influence** | Thinks ahead about likely reactions and adapts or tailors communication to appeal to level and interest of audience,  And takes two steps or actions to obtain desired impact in each situation; common actions include adapting words or appearance and taking a dramatic step to influence others. |
| 4 | **Takes Multiple Calculated Actions**  **to Influence** | Thinks ahead about likely reactions and adapts or tailors communication to appeal to level and interest of audience,  And takes three or more steps or actions to obtain desired impact in each situation. Actions at this level may begin to be more varied, including:   * Adapting words and appearance to influence others * Taking dramatic steps to influence others * Using third parties and “experts” to influence * Getting support behind the scenes in advance * Choosing what to share and not (and when) * Changing one’s own role or others’ roles / positions |
| 5 | **Uses Complex Influence** | Uses level 4 actions with the intention of creating domino effects—engaging in multiple actions to influence chains of people (influencing one person or group for the purpose of influencing another) to obtain wanted behaviors from many parties. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Team leadership**

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| **Team Leadership (TL)** | | | | |
| **Note: Levels here apply only to Multi-Classroom Leaders; see \* for Principal levels** | | | | |
| ***Assuming authoritative leadership of a group for the benefit of the organization.*** | | | | |
| ***Related interview question:*** *Think about a time when you led a group of team of people to accomplish work that was satisfying to you. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Does Not Lead** | Provides no direction, goals, roles, or meeting clarity when needed or asked,  Or has not engaged in any roles, in work or volunteering, that require leadership of a team. |
| **Neutral Zone** | | 1 | **Manages Logistics and Keeps People Informed** | Communicates agendas, time constraints, and work tasks, and ensures that people affected by decisions have the information they need. |
| **Potential Hire Zone** | **Threshold** | 2 | **Acts to Make Team Effective** | In addition to treating people with respect and fairness, promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it.  May include how work is assigned, who is chosen and promoted, and expressions of how these actions affect remaining team members’ performance and morale. |
| 3 | **Ensures Team Has Opportunity to Perform** | Obtains resources and people that the group needs to perform,  And protects the group from outside influences that might prevent performance. |
| **Superior** | 4 | **Leads Team to Results** | “Sells” the team mission, goals, and actions to its members, and then follows up to ensure that the team’s work is done well. |
| 5 | **Communicates**  **a Compelling Vision**  **to Motivate**  **Discretionary Effort** | Motivates the team—and stakeholders who affect the team’s work—with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people’s discretionary effort. |
| ***Levels for Principals:* Threshold: 2–4; Superior: 5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Interpersonal Understanding**

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| **Interpersonal Understanding (IU)** | | | | |
| ***Understanding and interpreting others’ concerns, motives, feelings and behaviors.*** | | | | |
| ***Related interview question:*** *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.)* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Lacks Understanding** | 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. |
| **Neutral Zone** | | 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. |
| **Potential Hire Zone** | **Threshold** | 2 | **Aware of Connection Between Feelings**  **and Actions** | Understands when others explicitly express how 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 are acting in certain ways, even when they are giving mixed messages. |
| **Superior** | 4 | **Understands**  **Patterns of Behavior** | Understands the reasons, both immediate and long-term or indirect, 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. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals: n/a*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Cultural Engagement**

*Note: see page 2 for zone descriptions*

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| **Cultural Engagement (CE)** | | | | |
| Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics**—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—**in orderto create positive impact on individuals and groups. | | | | |
| ***Related interview question:*** *Think about a time when another person’s or a group’s culture, personal characteristics or past experiences affected them and you responded to the situation to your satisfaction. Tell me the story. (Notes: Interviewer must probe well for what the interviewee was thinking, feeling and did at the time.)* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Lacks Engagement or Expresses Negative Intent** | Does not consider culture relevant to thoughts or action;  Or dismisses value of groups or people based on a cultural, racial, religious, economic, or other inherent difference;  Or classifies other people definitively based on racial, cultural, gender, or sexual-orientation stereotypes (makes definitive statements about how all people in a group act or feel). |
| **Neutral Zone** | | 1 | **Identifies Only Immediate Reasons for Actions/Feelings** | Recognizes peoples’ current feelings or actions, but *not* able to understand how these may be related to past experience, cultural norms, or personal characteristics. |
| **Potential Hire Zone** | **Threshold** | 2 | **Understands Only When Told** | **Understands when others** **explicitly express** how feelings and actions may be related to past experiences, cultural norms, or personal characteristics. |
| 3 | **Understands Underlying Meaning** | **Understands possible** **unspoken or hidden thoughts and feelings** and why people may be acting in certain ways, even when they are giving mixed messages, *and is able to express how these may be related to the individual’s cultural background, past experiences, or personal characteristics*, without resorting to definitive stereotypes. |
| **Superior** | 4 | **Takes Interpersonal Action** | Acts to positively **engage others interpersonally**, noticing and/or anticipating their specific needs, strengths, weaknesses, and concerns, *with consideration of the possible impact of culture, past experiences, or personal characteristics* on behaviors, attitudes, and feelings. |
| 5 | **Leads Group Action for Impact** | Voluntarily **leads a team or organization to positively impact** **people** (within or outside of the team/organization), noticing and/or anticipating people’s specific needs, strengths, weaknesses, and concerns, *with consideration of the possible impact of culture, past experiences, or personal characteristics* on behaviors, attitudes, and feelings.  Includes proactively incorporating activities, procedures, policies, materials, and/or cultural references to meet the practical and emotional needs of groups and individuals. (Leading may be in a formal position or informal.) |
| ***Levels for Multi-Classroom Leaders and Principals:* Threshold: 3–4; Superior: 5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Teamwork**

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| **Teamwork (TMW)** | | | | |
| ***The ability and actions needed to work with others to achieve shared goals.*** | | | | |
| ***Related interview question:*** *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.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Harms Team** | Damages team morale and functioning by acting in an unhelpful and disruptive way. |
| **Neutral Zone** | | 1 | **Responds to Requests** | Shows up when requested, answers questions when asked, completes work when reminded. |
| **Potential Hire Zone** | **Threshold** | 2 | **Participates Willingly** | Shares relevant information with other team members, participates willingly in team activities, and follows through with work assigned by team. |
| **Superior** | 3 | **Solicits Information from Team Members** | Values, solicits, and uses information from other team members to make plans and solve problems. May express belief that team will succeed, and speak respectfully about team members. |
| 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. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3–4; Superior: 5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Developing Others**

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| **Developing Others** | | | | |
| ***Influence with the specific intent to increase the short- and long-term effectiveness of another person.*** | | | | |
| ***Related interview question:*** *Think about a time when you helped someone else become more successful in carrying out their job or in their career. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Does Not Develop** | Discourages others with negative statements of potential and expectation,  Or takes no action to develop others (even if expresses belief in others’ ability to third parties). |
| **Neutral Zone** | | 1 | **Gives Explicit Instructions** | Tells others how to do their work when needed, makes helpful suggestions. |
| 2 | **Explains Reasons for Instructions and Ensures Understand** | Tells others why they need to do work a certain way,  Or ensures that others understand the work to be done. |
| **Potential Hire Zone** | **Threshold** | 3 | **Gives Basic Feedback** | Provides specific feedback, both positive and negative, to help others improve. |
| **Superior** | 4 | **Encourages and Helps After Failures** | Expresses positive expectation for future performance after a setback,  And provides much more specific advice for tackling challenging assignments, or provides negative feedback in *specific* terms. |
| 5 | **Arranges Assignments and Trainings for Long-Term Development** | Ensures that others obtain the experiences and training they need to develop new skills and levels of capability,  Or gets others to fix problems and figure out solutions themselves.  (Does not include signing off on required training.)  Creates a new program or materials to meet a developmental need. |
| 6\* | **Fully Delegates, and Promotes for Development** | Gives full responsibility for very challenging work to others as “stretch” experiences, with full latitude for choosing work steps and making mistakes from which to learn,  And promotes to higher level as reward for development or to provide further development. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3–4; Superior: 5–6 (6 is likely for principals only)** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Analytical Thinking**

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| **Analytical Thinking (AT)** | | | | |
| ***The ability to break things down in a logical way and to recognize cause and effect.*** | | | | |
| ***Related interview question:*** *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.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Does Not Analyze or Plan** | Responds to tasks as they arise; does not break work into steps or create lists,  Or only follows steps created by someone else. |
| **Neutral Zone** | | 1 | **Creates Lists** | Creates simple lists of tasks or items, without prioritizing importance or timelines. |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 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 Analysis** | Does Level 4 analysis—uses several approaches to analyze a problem, comes up with multiple solutions—and weighs value of each. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Conceptual Thinking**

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| --- | --- | --- | --- | --- |
| **Conceptual Thinking (CT)** | | | | |
| ***The ability to see patterns and links among seemingly unrelated things.*** | | | | |
| ***Related interview question:*** *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.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Thinks Concretely**  **or Uses Others’**  **Concrete Rules** | Expresses thinking very literally,  Or does not apply past experiences to very similar situations. |
| **Neutral Zone** | | 1 | **Applies Basic**  **Rules of Thumb** | Uses only common sense or very similar personal experiences to draw conclusions and make decisions about how to approach a new situation or problem. |
| **Potential Hire Zone** | **Threshold** | 2 | **Sees Patterns** | Notices patterns, similarities, differences, or gaps in information,  Or identifies when a current situation is similar to a past situation. |
| **Superior** | 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 (such as 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. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Self-Control**

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| **Self-Control (SCT)** | | | | |
| ***Acting to keep one’s emotions under control, especially when provoked.*** | | | | |
| ***Related interview question:*** *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.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Reacts Inappropriately** | Loses emotional control easily,  Or expresses extreme anger or hostility in common, frustrating situations. |
| **Neutral Zone** | | 1 | **Avoids Stressful Situations** | Avoids stressful or difficult situations or people. |
| **Potential Hire Zone** | **Threshold** | 2 | **Holds Emotions in Check** | Controls strong emotional reaction (such as 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 (such as anger, frustration, stress) after being provoked or when faced with hostility. |
| **Superior** | 4 | **Proactively Monitors and Addresses Stress** | Takes steps to manage stress in an ongoing way (such as taking time for relaxing activities, exercising regularly) in order to respond more constructively to difficult situations and to avoid burnout,  And controls strong emotions effectively. |
| 5 | **Defuses Situation** | Able to identify and respond effectively to the source of serious conflict,  Or able to defuse a highly stressful situation by managing one’s own emotions and calming down the other people involved. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals, When Needed:* Threshold: 2–3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Self-Confidence**

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| **Self-Confidence (SCF)** | | | | |
| ***A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.*** | | | | |
| ***Related interview question:*** *Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Feels or Acts Powerless** | Publicly expresses lack of confidence in self,  Or defers to others inappropriately,  Or avoids challenges because of fear of failure. |
| **Neutral Zone** | | 1 | **Conducts Tasks Without Hesitation** | Does work independently as needed. |
| **Potential Hire Zone** | **Threshold** | 2 | **Acts Decisively and Forcefully** | Makes decisions despite disagreements with peers or subordinates,  Or acts outside explicitly granted authority (without breaking rules). |
| 3 | **States Confidence in Self, Defends Self** | Openly states confidence in own expertise, thinking, or positive qualities compared with others, or importance,  Or stands up for self and own positions in conflicts,  Or follows statements with actions for the purpose of justifying confident claims. |
| **Superior** | 4 | **Seeks Challenges** | Expresses positive feelings about challenging assignments,  Or seeks more challenge and responsibility,  Or makes decisions and confident statements despite disagreement with those in power (boss, influential people). |
| 5 | **Seeks Extreme Challenges** | Confronts others in power bluntly when needed,  Or seeks extremely challenging situations. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals:* Threshold: 2–3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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

**Competency Definition and Levels: Organizational Commitment**

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| **Organizational Commitment (OC)** | | | | |
| ***Aligning one’s own behavior with the needs, priorities, and goals of the organization.*** | | | | |
| ***Related interview question:*** *Think about a time when you acted to support your organization or workplace. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Disregards Organization** | Disregards or deliberately acts in ways contrary to organizational norms, goals, or mission. |
| **Neutral Zone** | | 1 | **Acts to Fit In** | Works to fit in by adopting common behaviors (such as appropriate dress, work habits). |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 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. |
| ***Levels for MCLs, When Needed:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals: n/a*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Flexibility**

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| **Flexibility (FL)** | | | | |
| ***The ability to adapt one’s approach to the requirements of a situation and to change tactics.*** | | | | |
| ***Related interview question:*** *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****.*** | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Unwilling to Change** | 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. |
| **Neutral Zone** | | 1 | **Can Be Objective** | Understands other people’s perspectives on an issue. |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 4 | **Tailors Actions** | Repeatedly reaches important work goals by tailoring responses from scratch 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. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals, When Needed:* Threshold: 2–3; Superior: 4–5** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Serving Others**

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| **Serving Others (SO)** | | | | |
| ***Acting with a desire to help or serve others to meet their needs.***  ***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.* | | | | |
| ***Related interview question:*** *Think of a time when you provided service to someone else to meet their needs at work. Tell me the story.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Speaks Against**  **Those Served** | 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. |
| **Neutral Zone** | | 1 | **Follows Up** | Follows through on inquiries, requests, and complaints. |
| **Potential Hire Zone** | **Threshold** | 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. |
| **Superior** | 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. |
| ***Levels for MCLs, When Needed:* Threshold: 2–3; Superior: 4–5** | | | | |
| ***Levels for Principals: n/a*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Job Mastery**

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| **Job Mastery (JM)** | | | | |
| ***Develop and acquire expertise that enables one to improve job outcomes over time.*** | | | | |
| ***Related interview question:*** *Think about a time when you improved your own knowledge, skill, or capabilities at work. Tell me the story****.*** | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Low Interest in Maintaining/Improving Skills** | Shows little or no interest in keeping up to date on new approaches or improving own skills in ways that could improve student learning. |
| **Neutral Zone** | | 1 | **Shows Interest in Field** | Expresses interest in new approaches and developments, including tools, methods, or technologies that could lead to better student outcomes |
| **Potential Hire Zone** | **Threshold** | 2 | **Stays Current**  **In Own Field** | Takes initiative to learn about and use new approaches *directly related to one’s own current subject or role*, by reading, talking to others, attending trainings, or by experimenting. |
| **Superior** | 3 | **Stays Current**  **with Larger Field** | Takes initiative to learn about and use new approaches *from the* *wider field or related fields*, 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. |
| ***Levels for MCLs, When Needed:* Threshold: 2; Superior: 3–5** | | | | |
| ***Levels for Principals: n/a*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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**Competency Definition and Levels: Belief in Learning Potential**

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| **Belief in Learning Potential (BLP)** | | | | |
| ***A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.*** | | | | |
| ***Related interview question:*** *Tell me about a time when you helped another person, someone whom others were not sure could improve, become more successful.* | | | | |
| **Zone** | | **Level** | **General Description** | **Specific Behaviors** |
| **Red-Flag Zone** | | 0 | **Has Negative Expectations** | 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. |
| **Neutral Zone** | | 1 | **Goes 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. |
| **Potential Hire Zone** | **Threshold** | 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 Significant**  **Support** | Supports all students by offering them detailed instructions and practical support for tackling challenging tasks. |
| **Superior** | 4 | **Provides**  **Developmental**  **Feedback** | Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms,  Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance. |
| 5 | **Scaffolds Learning** | Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks,  Or designs unusual learning assignments to foster individual students’ development,  Or builds 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 a noncritical setting. |
| ***Levels for Multi-Classroom Leaders:* Threshold: 3–4; Superior: 5** | | | | |
| ***Levels for Principals: n/a—but Levels 0 and 1, if heard or observed, are Red Flags*** | | | | |
| **Red-Flag Zone**: Red-flag behaviors indicate a severe mismatch for this role.  **Neutral Zone**: These levels do not indicate a match if they are the highest levels of behavior shown.  **Potential Hire Zone**: These behaviors enable some level of success in this role: **Threshold** behaviors are needed for moderate success, while **Superior** performers use these behaviors when the situation requires.  *See also the* [*principal competencies and selection materials*](http://publicimpact.com/teachers-leaders/competencies-of-high-performers/) *on PublicImpact.com.* | | | | |

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