Job Descriptions for General Education Teachers: Note-Taking Template

# Explore Examples

Follow the links to the following examples of job descriptions. Look through them and respond to the questions below.

* FACTS Charter School, Philadelphia: [English Language Development Teacher](https://drive.google.com/file/d/1nriLeCzkduT6K5flpLQYl_34FUVBcT3n/view?usp=sharing)
* Mastery Charter Schools, Philadelphia: [Middle School Math Teacher](https://docs.google.com/document/d/1RsIgdJwsBDZhEYN4R36UZgpimLqNcTHM/edit?usp=sharing&ouid=101326533322486963999&rtpof=true&sd=true)
* Beaver County, UT:
	+ [Kindergarten Teacher](https://docs.google.com/document/d/1Mt0OjvZpD0_gZsclDXFxzxFtiUCiPR01RR6A2MVAFXw/edit)
	+ [Math Teacher](https://drive.google.com/file/d/1IUToS_F4n1lr4g3bwPIfrLB2FSAEBSVS/view)
* Noble Schools, Chicago: [Middle School Science Teacher](https://docs.google.com/document/d/1RnjWIEBnCHTYohU87FvLL1wfPgypb7Pf/edit?usp=sharing&ouid=101326533322486963999&rtpof=true&sd=true)
* Two Rivers Charter School, Washington, D.C.: [Elementary Lead Teacher](https://docs.google.com/document/d/1bk2QUzDGprflhrKTwdD9l7MM-X2z8ScJ/edit?usp=sharing&ouid=101326533322486963999&rtpof=true&sd=true)

*What do you notice in these job descriptions?*

*What content or types of information might you want to include in your own job descriptions?*

*What are some key words/phrases you noticed that you may want to include in your own job descriptions?*

# Self-Assessment Notes

Access a draft or posted version of a job description for a general education teacher in your LEA.

As we go through slides related to the following effective practices for job descriptions, make notes on your own LEA’s job description/s.

**Maintain clarity**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**List minimum qualifications**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Make a strong first impression**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Be upfront about compensation**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Define the scope of the role**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Consider equity and diversity**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

**Be intentional about desired skills and knowledge**

|  |  |
| --- | --- |
| *What are we doing well?* | *What could we improve?* |
|  |  |

# Desired Teacher Competencies

* Look at the list of general teacher competencies from the Danielson Framework and the list of teacher competencies for school improvement (items on this list can be useful even for schools that are not “in improvement”).
* Check off or underline any listed competencies that are priorities for your schools and should be included in a job description.

## General Teacher Competencies (from [The Danielson Group’s Framework for Teaching](https://danielsongroup.org/the-framework-for-teaching/))

1. Planning and preparation
	1. Demonstrating knowledge of content and pedagogy
	2. Demonstrating knowledge of students
	3. Setting instructional outcomes
	4. Demonstrating knowledge of resources
	5. Designing coherent instruction
	6. Designing student assessments
2. Classroom environment
	1. Creating an environment of respect and rapport
	2. Establishing a culture for learning
	3. Managing classroom procedures
	4. Managing student behavior
	5. Organizing physical space
3. Instruction
	1. Communicating with students
	2. Using questioning and discussion techniques
	3. Engaging students in learning
	4. Using assessment in instruction
	5. Demonstrating flexibility and responsiveness
4. Professional Responsibilities
	1. Reflecting on teaching
	2. Maintaining accurate records
	3. Communicating with families
	4. Participating in a professional community
	5. Growing and developing professionally
	6. Showing professionalism

## Teacher Competencies for School Improvement (from [Public Impact](http://www.publicimpact.com/publications/Turnaround_Teacher_Competencies.pdf))

1. Driving for results:
	* Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
	* Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.
	* Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance.
	* Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.
2. Influencing for results:
	* Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.
	* Interpersonal Understanding: Understanding and interpreting others’ concerns, motives, feelings and behaviors.
	* Teamwork: The ability and actions needed to work with others to achieve shared goals.
3. Problem solving:
	* Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.
	* Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.
4. Personal effectiveness:
	* Belief in Learning Potential: A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
	* Self-Control: Acting to keep one’s emotions under control, especially when provoked.
	* Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.
	* Flexibility: The ability to adapt one’s approach to the requirements of a situation and to change tactics.

*Does your LEA have a uniform profile or description of an effective general education teacher?*

* *If so, what skills are required, and how can you more clearly reflect those in a job description?*
* *If you do not have this, who would you need to involve in the discussion to develop one?*

# Ask for Feedback Before you Finalize the Content

*Who could you ask for feedback?*

*What feedback do you predict they would give on your current job description/s, and why?*

# Next steps

*Looking over your notes, what next steps would be useful in making changes to posted job descriptions? Who should be involved?*

*What are the most important messages about your LEA to communicate via job posts?*

*What are the most important messages to communicate about who you are looking for and your expectations of teachers?*

*We’ve discussed content to add to job descriptions. Looking at your current job description/s, is there any content that isn’t necessary and that you could remove?*

# Additional Resources

* The [educator job descriptions for online posts guide](https://info.iu13.org/hubfs/Statewide%20Initiatives/Toolkit_EducatorJobDescriptionsforOnlinePosts.pdf) reviews content from this session and provides additional ideas.
* For instructions and tips on using Google Keyword Planner to help job seekers find your job posts, see [this support site](https://support.google.com/google-ads/answer/9247190).
* The [job description writer](https://www.careeronestop.org/BusinessCenter/Toolkit/GettingStarted.aspx) tool from the U.S. Dept. of Labor generates lists of suggested technical, interpersonal and other skills to use in a job description for various school positions. For example, you can enter “teaching assistants” or “substitute teachers” in the “Enter an Occupation” textbox.

# We appreciate your feedback.

[Please respond to a brief survey about this workshop.](https://forms.gle/kso7XvJBgfD6z9a78)