



Evidence-based tools and guidance
for delivering effective programs

- PLANNING & MANAGEMENT
- ACADEMICS & ENRICHMENT
- STAFFING & PROFESSIONAL DEVELOPMENT**
- SITE CLIMATE
- STUDENT RECRUITMENT & ATTENDANCE

summerlearningtoolkit.org



SAMPLE

BOSTON TEACHER JOB DESCRIPTION

For more information on the importance of job descriptions and tips for using them effectively, review [Summer Staff Job Description Guidance](#).

Provided by Boston After School and Beyond and Pittsburgh Public Schools, the collection of position descriptions includes sample job postings, scopes of work, and formal job descriptions for a variety of central office and site-based managers, teachers and activity instructors, and other specialists. The format and content of position descriptions vary and include a range of information such as position duties and responsibilities, schedule, compensation, and required qualifications.

242PROGRAM NAME

Summer Learning Academy - Teacher (Summer 2021)

THIS IS A SUMMER SCHOOL POSITION. EMPLOYMENT IS SEASONAL AND TEMPORARY

PROGRAM DESCRIPTION: BPS 5th Quarter Summer Learning Academies serve as the primary academic summer offerings for BPS students, consisting of an array of high-quality academic and enrichment programs that provide services for targeted student populations in every grade level across the district.

Insert short overview of the summer program that briefly describes the site and what makes it unique or special.

BPS Summer Learning Academies aim to:

- address unfinished learning from SY20-21 and increase academic achievement;
- develop student socio-emotional skills and increase student efficacy by building skills and competencies - paying careful attention to any additional social-emotional needs created by the pandemic
- strengthen the effectiveness of school-community partnerships; and
- promote student health and wellness.

REPORTS TO: Position reports to the site coordinator, who works in close collaboration with the BPS Office of Expanded Learning Opportunities.

PROGRAM SCHEDULE: Please note: We continue to closely monitor the COVID-19 recommendations from the Boston Public Health Commission. Programmatic offerings for 5th Quarter Summer Learning Academies 2021 are subject to change and may be in person or Virtual/Hybrid. If you are hired for this role, flexibility is required as you will be expected to work the schedule provided for the entire duration of the program when a final decision is made.

Listed below are the proposed schedule variations. Final decisions will be made by the Superintendent prior to the start of the program.

Virtual

The instructional hours will be 4 hours per day, 5 days per week, for 5 weeks from July 6 to August 6, 2021. **The total duration of the program will be 5 weeks.**

In Person/Hybrid

The in-person or hybrid instructional hours for students in 5th Quarter Summer Learning Academies **vary by program**. For more information on individual programs, please see [Program Specific Job Descriptions linked here](#). You will see these programs as choices in the drop-down menu in the application. The 5th Quarter Summer Learning Academies for in-person or hybrid would run from July 6 to August 6, 2021.

The total duration of the program will be 5 weeks.

The **Teacher** is expected to:

- Work all 24 days of the program as well as participate in relevant PD days. PD dates will take place in May and June outside of school hours.
- **If virtual:** Work a 5-hour day for the 24 scheduled program days from July 6 to August 6, 2021

(this includes 1 hour per day for student prep); or

- **If in person/hybrid:** work all hours in accordance with the Program Specific Job Description for the 5th Quarter Summer Learning Academy into which the teacher is hired. Hours vary by program, but no program hours shall exceed 7 hours per day.
- Independently plan lessons to prepare for rigorous instruction.
- Set up a remote or in person classroom, attend Professional Development in May and/or June, and complete other duties as outlined in Program Specific Job Descriptions for the position for which the teacher is hired. Additionally, provide notes and feedback on individual students, administer assessments and complete surveys relevant to program goals and student outcomes.
- Insert program specific schedule, or a link if schedule is too complicated and variable to describe here. The schedule should clearly identify:
 - Program start and end dates, as well as dates and times of any required professional development sessions.
 - The time teachers are expected to report and the time the program ends each day. If a planning period is included as part of this time, specify what that is.
 - Any additional time required for reporting or other duties.

RESPONSIBILITIES:

Summer Learning Academy Teachers provide students with rigorous instruction that demonstrates the BPS core competencies for effective teaching listed below. Due to the short duration of summer programs and the critical need to boost student learning during this time, it is particularly important that teachers in BPS summer programs:

- Prepare cognitively-demanding lessons, assignments and enrichment activities (requires some planning work outside of regular program hours)
- Differentiate instruction so that all students complete rigorous academic work.
- Establish a productive learning environment and classroom culture in which all students are respected.
- Understand and implement culturally and linguistically sustaining practices.
- Work with the site coordinator to maintain timely student attendance and progress records.
- Work with site coordinator and other program staff to ensure all outcome goals are on track to be met, including academic outcomes and social-emotional skill development outcomes.
- Provide students, families, site coordinators and program staff with relevant and timely data.
- Oversee classroom management; enforce discipline code.
- Care for program materials and resources.
- Insert additional program-specific responsibilities not covered by the above items
- Perform other related duties as requested.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

- Accountability for Student Achievement
 - Set ambitious learning goals for all students, create cognitively demanding tasks, and model the belief that all students can master challenging material through effective effort.
 - Assess student understanding regularly with ambitious learning goals in mind and take ownership of making necessary adjustments to instruction to reach goals despite setbacks.
 - Display passion and optimism about students, content, and the teaching profession.
- Communicating Content Knowledge
 - Demonstrate mastery of and enthusiasm for content area and the pedagogy it requires.
 - Demonstrate understanding of how subject matter applies in real-world settings and connects to other content areas and relevant standards.
 - Convey content in creative and engaging ways that align to standards.
- Equitable & Effective Instruction

- Scaffold and differentiate instruction so that all students do complex thinking and rigorous academic work.
- Use instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation.
- Build a productive learning environment where every student participates and is valued as part of the class community.
- Cultural Proficiency
 - Actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- Parent/Family Engagement
 - Engage with families and build collaborative, respectful relationships in service of student learning.
- Professional Reflection & Collaboration
 - Regularly reflect on practice, seek and respond to feedback, and demonstrate self-awareness and commitment to continuous learning and development.
 - Participate in and contribute to a collaborative adult learning community.

TERMS:

- \$40/hr - **Insert total stipend amount for position (hours specified in funding allocation email x \$40)**
- Total compensation is set based on hours of work, including professional development, on-site program time, and additional duties. Professional development hours shall not exceed 20 hours. Compensation differs based on the schedule of individual Summer Learning Academy programs.
- Site-specific job requirements, program hours, and training schedule to be determined by Summer Learning Academy program. Agreement to site-specific terms is required for hire.
- Payroll will be processed on a biweekly basis after receipt of completed timesheets in accordance with BPS summer payroll schedule.
- All employees must read and agree to the [**BPS 2021 Summer Program Terms of Employment**](#)

QUALIFICATIONS - REQUIRED:

- Bachelor's degree.
- Massachusetts teaching license in the appropriate area.
- At least 1 year of formal teaching experience.
- Willing to explore student learning in a non-traditional setting and connect student learning through project-based, experiential learning.
- Experience with working with a diverse population of students, especially historically marginalized student groups, such as Black and brown students, students with disabilities, and English Language Learners.
- A fierce commitment to equity.
- An understanding and commitment to the implementation of the district's Culturally and Linguistically Sustaining Practices (CLSP) framework.
- Willing to work in close collaboration with a non-profit with shared goals in a student-centered, school-aligned, results-focused initiative.
- **Insert specific experience required, if any.**
- Demonstrated ability to meet the Core Competencies of Effective Teaching established by the Boston Public Schools as outlined above.
- Current authorization to work in the United States. Candidates must have such authorization by their first day of employment.

QUALIFICATIONS - PREFERRED:

- Current teacher in the Boston Public Schools.
- Experience working in a BPS summer learning program.

- **Insert specific experience preferred but not required, if any.**

- BPS values linguistic diversity and believes that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages: Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.

NONDISCRIMINATION POLICY

The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.