



Responsibility of the Teacher Job Description Committee

Purpose of Task Force

The Oregon School District within the framework of the Vision Steering Committee is convening a group of stakeholders to complete a one-year study to research, develop, and recommend a 21st Century Teacher job description.

This stakeholder group will submit a written report to the Board Policy Committee. Their report will summarize their research, including methods of study, conclusions, and summary recommendations for a revision to existing Board Policies. The committee will complete their work in early 2009.

Background

The origin of this committee began with a discussion of the Board's Policy Committee. It was the view of the Policy Committee that faculty needed to play a prominent role in updating the teacher job description. The Policy Committee discussed the creation of a group of visionary teachers and administrators to dream and plan the ideal job description that is anchored in research based educational practices, contemporary and futuristic uses of technology, and an unwavering commitment to making strong connections with the students we serve.

The composition of the Teacher Job Description Committee is very important. It is the belief of the Policy Committee that teachers and the role of teaching are at the center of this study. As a profession, we know that teaching is the profession that makes all other professions possible. We intend for this committee to study the process of teaching and organically create a job description that best reflects the best of today's current practices while keeping our eyes fixed on future innovation and practices that will enable all Oregon teachers to maximize the learning potential of all students. There are many process models for creating a "new teacher job description." We made a deliberate choice to seek teacher involvement in the creation and revision of the job description. This choice, while taking additional time in comparison to a traditional study model, will best serve all parties. In addition, we see this process as consistent with the District's Visioning Process and long held key characteristic of continuous improvement.

Why it Matters

The Board of Education's Visioning Paper from June of 2007 states that, "The prevailing educational model mirrors the historical vertical command and control business models of the 19th and 20th centuries. It is predicated on attendance at specific locations and at specific times. It processes all students through a uniform curriculum which is assessed on a macro basis through identical graduation standards and criteria. The school year and day is predicated upon an 18th century agrarian calendar. We question whether that model is relevant or educationally sound." As a district we have begun to critically analyze our role in ensuring the success of our students in the global community. An integral step in this process is to ensure the role of the educational professional is updated to reflect an ever changing society.

It is the Policy Committee's wishes to establish a job description signals a change for 21st Century Teacher. This is critically important given the fact we have recruited and hired over 100 + faculty members in the past three school years and we anticipate this trend continuing for years to come. The stakes for recruiting and retaining professional teachers has never been higher given the myriad of challenges and opportunities that we face. We see the work of this committee serving as a beacon of light illuminating the skills and abilities that professional teachers must possess to serve the wide array of students we teach.

We can look to the Board of Education's Position Paper on Visioning for the Future for guidance that summarizes the Board's view of our faculty...

Our faculty has done tremendous work over the last twenty years by creating a curriculum and delivery system that is standards-based and by teaching that curriculum in a dynamic and creative way. They have worked hard over the last four years to utilize data to inform their practices. We want our faculty to be a critical component in this visioning process. We want them to provide us with their expertise and vision to create a District that they will be excited to work in for the next decades.

We believe the work of this committee will generate enthusiasm for our current and future faculty members as they continue to grow their professional practices in the Oregon School District.

Team Member Responsibilities

- Attend scheduled meetings prepared to participate in discussions and decisions
- Review all literature prior to each meeting
- Gather additional relevant research on topics
- Be open-minded and willing to listen to opposing perspectives
- Respect the views of all participants
- Maintain a K-12 view of the issues
- Assist with final report and presentation of findings to the School Board/Vision Steering Committee in early 2009.

Reporting and Work Product

This stakeholder group will submit a written report to the Vision Steering Committee/School Board in early 2009. This report will include the following sections:

- A summation of the task force's research, methods of study, conclusions, summary recommendations.
- A summary recommendation will include a written report documenting findings of research and discussions.
- A summary recommendation will include best practice regarding student grading.
- A summary recommendation will include the purpose of grading for students, parents, school districts, institutes of higher education and the world of work.
- A summary recommendation will include, based on the findings, recommendations for district Tier One indicators for competency?
- A summary recommendation on advisory changes to Board Policies Policy 531 Teacher Job Description and 532 Certification.

Anticipated Meetings

To begin its work, the committee will meet before the end of September to set future dates. A determination about number of meetings will occur at that time with no fewer than one meeting per month face to face with potential additional assignments via Moodle for members to react to. Each monthly meeting will be no longer than two hours beginning and ending on time. The most convenient time for all members will be determined at the September meeting.

Composition of the Team

Team membership will consist of 8 teachers, 2 administrators, and 2 School Board Members. Teachers will be chosen based on a mix of instructional levels and recommendations from administrators.

Committee Membership

Deedra Atkinson Chairperson and Facilitator

Guy Trgo, School Board

Todd Bresser

Shannon Boyer

Scott Jones

Sarah Koch

Peter Kritsch

Mark Lindsey

Kerri Modjeski

Jane Peschel

Jody Schmidt

Jeri Shumaker

Jon Tanner