



Job Description

Elementary language Immersion Teacher

General Summary

All operations at The International School are based on the school's mission, core values and vision as well as the philosophies of the International Baccalaureate's Primary Years Program (PYP). As a faculty member of The International School you are expected to read, promote, support and act in accordance with these elements. It is also expected that faculty members actively integrate the IB Learner Profile into all aspects of their workday and model the profile through their own behavior. The values, philosophies and expectations of The International School's mission, vision and PYP standing are integrated into the specific job responsibilities for this position. Below are the job responsibility areas which are divided into four (4) domains with detailed categories which the teacher is expected to fulfill.

Essential Functions

Planning and Preparation - Domain 1

Demonstrate knowledge of content through:

- Displaying knowledge of the important concepts in the subject and how they relate both to one another and to other subjects
- Demonstrating knowledge of connections between topics and concepts and links to necessary thinking skills to strengthen understanding Demonstrating a familiarity with a variety of effective teaching strategies through planning and practices and the ability to anticipate student misconceptions

Demonstrate knowledge of the students through:

- Demonstrating an accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns and a clear understanding of how individual students follow the general patterns
- Demonstrating knowledge and understanding of how students learn and applying this knowledge to individual students
- Displaying an understanding of individual students' skills, knowledge, and language proficiency and has a system for maintaining such information.
- Recognizing the value of understanding students' interests and cultural heritage
- Gathering information about all students' learning and medical needs

Set instructional goals:

- Instructional goals represent high expectations, rigor and important learning in the discipline connected to a sequence of learning both in the discipline and related disciplines
- Instructional goals are clear, written in the form of student learning and allow for viable methods of assessment
- Instructional goals are balanced and reflect different types of learning
- Goals are based on comprehensive assessment of student learning and take into account the individual needs of students

Demonstrate knowledge of resources by:

- Demonstrating knowledge of resources for classroom use and the ability to use them to support instructional goals
- Demonstrating knowledge of resources to enhance content and pedagogical knowledge
- Demonstrating knowledge of resources for students available through multiple sources (school, community, internet, etc.)

Design coherent instruction by:

- Designing learning activities that are suitable to diverse learners, support the instructional goals and engage students in high-level thinking skills
- Using suitable instructional materials and resources to support the instructional goals and engage the students
- Designing instructional groups appropriate to the students and the different instructional goals
- Developing clear lesson and unit structures that allow for different learning styles according to student needs

Design student Assessment by:

- Fully aligning assessments with instructional goals in both content and process and assessment methodologies have been adapted for individual student needs
- Setting clear assessment criteria and standards showing evidence of student contribution to their development
- Creating well designed formative assessment tools
- Using assessment results to plan future instruction for individual students for planning

Work collaboratively with colleagues to:

- Develop and review the school's curriculum documents, including the program of inquiry and scope and sequence documents
- Integrate the scope and sequence of curricular concepts into the units of inquiry
- Coordinate cross curricular connections
- Develop curriculum content reflecting and revising the transdisciplinary unit planners and stand-alone planners
- Submit detailed lesson plans to your grade level team, your supervisor and when appropriate the Specialist Teachers by the stated deadline

The Classroom Environment - Domain 2**Create an environment of respect and rapport by:**

- Reading, understanding and utilizing The International School's Student Discipline Philosophy and Procedures
- Reading, understanding and following the policies and procedures of The International School's employee handbook, safety policies and procedure manuals

Establish a culture for learning by:

- Establishing clear expectations for learning and achievement
- Developing the target language through direct instruction as well as the teaching of the PYP units of inquiry and all stand alone lessons
- Incorporating the use of questioning and discussion techniques into learning by guiding students to develop quality questions, guiding discussion techniques and guiding student participation

- Actively engaging students in the learning process through activities and assignments, structure and pacing, student groups and the use of engaging instructional materials and resources
- Encouraging students to demonstrate their learning in a variety of ways

Managing classroom procedures by:

- Designing purposeful instructional groups
- Designing smooth transitions from one activity to the next
- Developing procedures for the orderly distribution of materials and supplies
- Assigning students responsibilities for non-instructional duties
- Supervising and monitoring volunteers and other paraprofessionals

Managing student behavior by:

- Assessing student development in the context of the IB learner profile
- Escorting students to and from specialist classes in a safe, timely and orderly fashion
- Actively monitoring students under his/her charge during the periods in which he/she is assigned to provide care and/or instruction especially during students' lunch and/or recesses according to safety policies
- Monitoring interaction with students and student interaction with other students using the IB Learner profile as a behavioral guide
- Knowing the location of all students under his/her charge during the periods in which he/she is assigned to provide care and/or instruction

Organizing physical space:

- Providing a safe environment according to TIS health and safety procedures for all students under his/her care and notifying the Head of School, Head of Early Childhood or Facilities Manager when unsafe or unhealthy conditions exist
- Utilizing maintenance request procedures and proactively cleaning/organizing the classroom to promote a safe and healthy work and learning environment
- Arranging furniture in a way that promotes learning and aligns with traffic flow
- Arranging resources so they are organized and accessible by students
- Utilizing classroom furnishings and equipment appropriately to reduce unnecessary wear and tear

Instruction Domain 3

Communicate with students by:

- Providing clear expectations for learning
- Providing clear directions and procedures
- Clearly explaining content
- Using developmentally appropriate oral and written language

Use questioning and discussion techniques by:

- Developing higher level questions and providing adequate time for student responses
- Encouraging students to formulate questions that guide inquiry
- Allowing for a range of possible answers
- Encouraging students to take responsibility for discussion, initiating topics and make contributions
- Engaging all students to participate in discussions

Engage students in learning by:

- Using a range and variety of strategies

- Differentiating instruction to meet students' learning needs and styles
- Designing a variety of activities and providing variation in assignments
- Monitoring and adjusting student groups
- Providing a variety of instructional materials and resources including technology
- Purposefully designing the structure of the learning prior to teaching and adjusting the pace as necessary during instruction

Use assessment in instruction by:

- Setting assessment criteria
- Monitoring student learning using a variety of formative assessment techniques
- Providing timely and clear feedback to students
- Training students in techniques of self-monitoring and self-assessment
- Engaging students in reflecting on the assessment of their work

Demonstrate flexibility and responsiveness by:

- Adjusting lessons, responding to student needs or interests, and maintaining commitment to student success.
- Empowering students to take self-initiated action as a result of the learning

Professional Responsibilities - Domain 4

Reflect on teaching by:

- Analyzing student engagement
- Analyzing success of student learning
- Using this analysis to guide future planning
- Actively participating in a collaborative review of the units of inquiry and the Program of Inquiry (POI)

Maintaining Accurate Records by:

- Recording Student Attendance/Health
 - - Entering daily attendance into the school database system following the requirements and times outlined in the Teacher Handbook
 - - Updating attendance for late arrival, early dismissal, etc. in a timely manner according to school procedures
 - - Informing appropriate school personnel of student health issues (allergies, illness, etc) according to school procedures
- Recording Student Learning
 - - Tracking individual student completion of assignments
 - - Providing accurate and timely progress reports to parents
 - - Accurately reporting student instructional progress
 - - Accurately reporting student social-emotional development
- Recording Teacher Attendance

- Completing Time Off Requests according to employee attendance procedures provided in the Employee Handbook

Communicating with Families by:

- Following the TIS communication policies and procedures to communicate with students' families regarding student progress and/or behavior
 - Writing a weekly classroom update and sending to parents according to the TIS policy for weekly emails
 - Responding to emails from parents within 48 hours
- Communicating with Colleagues by:

- Responding to emails from colleagues within 48 hours
- Checking mailbox and email several times per day
- Providing clear directions for teacher assistants, volunteers or others working with students including necessary information regarding expectations

Participating in a Professional Community by:

- Developing positive productive relationships with colleagues
- Participating in school projects and events
- Contributing to a culture of professional inquiry
- Supporting school wide events (performances, curriculum nights, and open houses as assigned)

Growing and Developing Professionally by:

- Improving content knowledge
- Improving pedagogical skill
- Contributing to efforts to improve professional practice
- Remaining open to constructive feedback from colleagues

Showing Professionalism by:

- Regularly demonstrating a high standard of honesty, integrity, confidentiality and ethical conduct
- Demonstrating service to students by being proactive in seeking out resources or support when needed
- Advocating for students by challenging negative attitudes and practices to ensure that all students are honored in the school
- Making certain that decisions are based on the highest professional standards
- Fully complying with all school regulations and supporting colleagues in understanding them and complying as well
- Accepting the responsibility for additional duties assigned by the Head of School or Head of Early Childhood

Knowledge, Skills and Abilities

- Passionate about and able to fulfill the mission and vision of the school
- Commitment to the values and traits of the International Baccalaureate Primary Years Program and Learner profile as well as the ability to demonstrate these values while teaching and working
- Self-motivated, proactive, resourceful and creative problem solver
- Strong organizational skills with the ability to meet deadlines
- Dedicated to meeting the needs of diverse student learners
- Participation in staff collaboration events and training opportunities
- The willingness to implement educational best practices as directed by the Head of School /Head of Early Childhood and/or PYP coordinator
- Collaborative team player who can work together with students, faculty colleagues, the administrative team, parents/community, and work independently
- Ability to follow school policies and procedures to ensure a smooth and safe classroom and working environment
- Ability to communicate effectively and professionally, orally and in writing, with a broad range of internal and external constituents
- Ability to communicate effectively with a diverse pool of personalities
- Comfortable in an international community with experience living and/or traveling overseas and studying other languages
- Comfortable proactively learning new technology and integrating technology into the classroom to increase learning
- Advanced skills in Microsoft Office (Word, Excel, PowerPoint) as well as iWork (Pages, Numbers, Keynote)
- Experience with Google Suite (gmail, google docs, google calendar)
- Experience using photo editing software and photo organizing tools such as Picasa

- Advanced skills using a Mac operating system
- Advanced skills utilizing online database software. Specific experience using Achieve is a plus

Working Conditions/Physical Requirements

- During peak activity periods, this position may require working in excess of 8 hours per day and/or 40 hours per week.
- Capable of quickly traveling to multiple locations on school campus including up and down hills, lifting or otherwise carrying 40 pounds, traveling up/down flights of stairs, standing and sitting for long durations, typing for continuous hours on a computer keyboard, and reading information on a computer screen.
- Ability to handle the physical demands of working with children ages three through twelve
- Ability to travel occasionally to attend off-site events

Required Qualifications

- Bachelor's Degree in Elementary Teaching/Education or equivalent course studies
- Demonstrated proficiency in written and spoken English
- Native level fluency in the target language along with demonstrated ability to teach the target language
- At least 1 year of professional teaching experience in a classroom setting

Preferred Qualifications

- Master's degree in Elementary Teaching/Education or equivalent course studies
- Certification for teaching target language
- Previous PYP experience or training is ideal
- At least 1 year of professional teaching experience in a language immersion classroom is ideal