Job Description:

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