



## SMIC-I Elementary Grade 4 or 5 Language Arts Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leader 2. SMIC-I K-12 Vice Principal	<i>Division</i>	SMIC-International
<i>Job Title</i>	SMIC-I Elementary Language Arts Teacher G4 or 5	<i>Department</i>	Elementary School
<i>Approved By</i>	International Superintendent	<i>Section</i>	Grade 4 or 5 as assigned
<i>Revision No/Date</i>	Created November 21, 2019; Updated December 6, 2021; Effective August 2022		
POSITION DESCRIPTION			
<b>Job Purpose</b>	Contributes toward building a world-class elementary division through providing instructional guidance in the elementary school grade 4 or 5 in language arts, while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
<b>Successful SMIC Private School educators have ...</b>	<ul style="list-style-type: none"> <li>• <u>Passion</u> about bringing quality education to students that includes ...                             <ul style="list-style-type: none"> <li>○ love for education</li> <li>○ consistently operating with a commitment to positivity, excitement, and creative problem-solving</li> <li>○ respect for working in a multicultural environment where multiple work styles are valued and celebrated</li> <li>○ being a caring contributor who brings enjoyment to the workplace</li> </ul> </li> <li>• <u>Team spirit</u> commitment that includes ...                             <ul style="list-style-type: none"> <li>○ a can-do attitude</li> <li>○ respect for genuine joyful collaboration</li> <li>○ dedication to positive and supportive interpersonal relationship skills</li> <li>○ willingness to take initiative</li> <li>○ desire for transparency</li> <li>○ ability to take direction easily when needed</li> <li>○ willingness to make personal sacrifices for the greater school-wide good</li> <li>○ committed to working in a team-based teaching environment where flexibility and collaboration are key</li> </ul> </li> <li>• <u>Strong work ethic values</u> that include ...                             <ul style="list-style-type: none"> <li>○ high standards of quality</li> <li>○ effective organizational skills</li> <li>○ being self-directed</li> <li>○ ability to multitask</li> <li>○ comfort with big picture concepts while being detail-oriented when implementing school plans</li> <li>○ serving as a strong positive role model for students at all times</li> </ul> </li> <li>• <u>Responsible outlook</u> includes ...                             <ul style="list-style-type: none"> <li>○ a sense of ownership and reliability in getting the job done correctly to the end</li> <li>○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed</li> </ul> </li> </ul>		

Teaching Assignment	Grade Level	Total Periods
ES Language Arts	Grades 4 and/or 5 as assigned	21 periods/week

**G4/5 Language Arts Teacher Duties**

- Work with students in grades 4 or 5, as assigned, teaching language arts
- Carry out the ongoing development of the school’s ES language arts curriculum following the *Understanding by Design* (UbD) concepts
- Prepare effective and diverse classroom lessons to implement the school’s language arts curriculum following the school’s accepted methods which includes following the Readers’ and Writers’ Workshop model
- Direct and coordinate student art for special events during the school year, including (but not limited to) Reading Spirit Week, International Day, and other school events
- Design authentic subject assessments and measure their effectiveness in meeting curricular goals
- Differentiate lesson plans to meet the needs of both struggling and advanced students
- Collaborate with grade-level team to plan, teach, and assess interdisciplinary units
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Support the work of grade-level initiatives including sponsored student clubs/activities

**General Teacher Duties**

**Job Duties**

- Positively and productively collaborate with grade level and subject level teachers
- Actively and positively promote the school’s “Expected School-wide Learning Results” (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Closely follow the SMIC-I “Curriculum, Instruction, and Textbook Policy” as is appropriate for the Chinese context
- Maintain and update timely student records including grading (homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Be actively involved in at least 40 hours of administrator approved extra-curricular activities a year as a faculty sponsor/advisor/coach/helper/school committee member
- Create an engaging and organized learning space (classroom) for students
- Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc.
- Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child’s learning
- Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs
- Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.)
- Serve as a departmental substitute teacher when needed
- Assist with additional duties as assigned

<p style="text-align: center;"><b>Organization and Communication Skills</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates a strong positive commitment toward school improvement</li> <li>• Demonstrates commitment to education at the elementary grades' level including innovations and best practices</li> <li>• Knowledgeable about the American-style education system and how elementary school level instruction integrates into it</li> <li>• Comfortable working in a school that integrates Chinese and American-style educational philosophies</li> <li>• Comfortable with computers for school-related purposes including PowerSchool, Rubicon Atlas, Canva, email, and MS Office programs</li> <li>• Desires to actively engage in professional development opportunities as provided by the school or through individual initiative</li> <li>• Flexible and culturally sensitive in adapting to a multi-cultural environment with school community members (students, staff, and families) of many nationalities</li> <li>• Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds</li> <li>• Positively and proactively communicate with parents/families and students</li> <li>• Works effectively with students who exhibit near English proficiency</li> <li>• Patient in working with members of the school community calmly and positively in tense, high-pressure situations including following the chain of communications command</li> <li>• Fluent in both oral and written English at a professional standard</li> </ul>
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<p><b>Research-based Best Practices Guiding SMIC-I Frameworks</b></p>	<ul style="list-style-type: none"> <li>• <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006</li> <li>• <i>Understanding by Design,</i> Grant Wiggins &amp; Jay McTighe. ASCD. 2005</li> <li>• <i>Units of Study for Teaching Reading: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2015</li> <li>• <i>Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2013</li> </ul>
<p><b>Education and Work Experience Requirements</b></p>	<ul style="list-style-type: none"> <li>• Bachelor's degree <u>required</u> in elementary education but a bachelors' degree in a related field (i.e., English, history, secondary English language arts, or secondary social studies, etc.) is considered with a teaching license and 2 years of verifiable full-time teaching experience in an elementary school</li> <li>• Must possess a valid teaching license/certificate in elementary or early childhood education</li> <li>• At least 2 years of full-time teaching in the same position in a regular elementary school setting</li> <li>• Evidence of current relevant professional development especially at the lower elementary grade levels especially in language arts</li> </ul>
<p><b>Signatures</b></p>	<ul style="list-style-type: none"> <li>• I have been provided a copy of this job description which I have reviewed.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Employee <span style="float: right;">Printed Name</span></p> <p style="text-align: center;"> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Date</p> <ul style="list-style-type: none"> <li>• As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Official School Designee <span style="float: right;">Printed Name</span></p> <p style="text-align: center;"> <span style="font-size: 2em;">X</span> </p> <hr/> <p>Date</p>