



SMIC-I Middle School Writing Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	<ol style="list-style-type: none"> Assigned SMIC-I MS Grade Level Leader MS Associate/Director SMIC-I Senior Director of Secondary K-12 Vice Principal 	<i>Division</i>	SMIC-International Division
<i>Job Title</i>	SMIC-I Middle School Writing Teacher	<i>Department</i>	SMIC-I Middle School
<i>Approved By</i>	SMIC-I K-12 Principal	<i>Section</i>	Assigned Grade Level Team
<i>Revision No/Date</i>	Created November 9, 2018; Updated January 5, 2022; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I middle school through providing instructional guidance in writing in courses where assigned, 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.		
Successful SMIC Private School educators have ...	<ul style="list-style-type: none"> • <u>Passion</u> about bringing quality education to students that includes ... <ul style="list-style-type: none"> ○ love for education ○ consistently operating with a commitment to positivity, excitement, and creative problem-solving ○ respect for working in a multicultural environment where multiple work styles are valued and celebrated ○ being a caring contributor who brings enjoyment to the workplace • <u>Team spirit</u> commitment that includes ... <ul style="list-style-type: none"> ○ a can-do attitude ○ respect for genuine joyful collaboration ○ dedication to positive and supportive interpersonal relationship skills ○ willingness to take initiative ○ desire for transparency ○ ability to take direction easily when needed ○ willingness to make personal sacrifices for the greater school-wide good ○ committed to working in a team-based teaching environment where flexibility and collaboration are key • <u>Strong work ethic values</u> that include ... <ul style="list-style-type: none"> ○ high standards of quality ○ effective organizational skills ○ being self-directed ○ ability to multitask ○ comfort with big picture concepts while being detail-oriented when implementing school plans ○ serving as a strong positive role model for students at all times • <u>Responsible outlook</u> includes ... <ul style="list-style-type: none"> ○ a sense of ownership and reliability in getting the job done correctly to the end ○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed 		

Teaching Assignment	Grade Level	Number of Class Sections / Week	Total
SMIC-I MS Writing Classes	Grades 6-8 as assigned	10 classes/week	10 periods
SMIC-I MS Multi-disciplinary Writing Support for Cross-curricular Classes	Grades 6-8 as assigned	Up to 10 classes/week	10 periods
Exploration, Enrichment, & Enhancement (EEE)	Grade 6, 7, or 8 as assigned	1 section / week (@ 4 classes/section)	4 periods
TOTAL NUMBER OF PERIODS / WEEK			24 periods

Job Duties

MS Writing Teacher Duties

- Work with students in grades 6-8, as assigned for the school year; teaching assignments take into consideration a teacher’s area of interest
- Strong commitment to middle grades educational philosophy as supported by the Association for Middle Level Education (AMLE)
- Carry out the ongoing development of the school’s MS 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
- 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.
- Support team members in integrating the writing standards in cross-curricular lessons involving writing
- Lead an enhancement and or enrichment for middle school students that need specialized support during EEE (Enhancement, Exploration, Enrichment)
- Help direct and coordinate student participation projects for special events during the school year, including (but not limited to) Humanities Symposium, English Week, and other school events
- Helping maintain and care for the MS language arts supplies and equipment including inventorying those items
- Helping care for assigned classrooms
- Helping train and guide students to follow proper procedures including for science lab safety
- Collaborate with grade-level team to plan, teach, and assess interdisciplinary units
- Co-teach cross-curricular lessons as planned with other subject teachers
- 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

- Positively and productively collaborate with grade level or department 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 (class webpages, 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
- 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

	<ul style="list-style-type: none"> • 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;">Organization and Communication Skills</p>	<ul style="list-style-type: none"> • Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the secondary grades' level including innovations and best practices • Knowledgeable about the American-style education system and how secondary school level instruction integrates into it • Comfortable working in a school that integrates Chinese- and American-style educational philosophies • Comfortable with computers for school-related purposes including PowerSchool, Rubicon Atlas, Canvas, email, and Microsoft Office programs • Desires to actively engage in professional development opportunities as provided by the school or through individual initiative • Flexible and culturally sensitive in adapting to a multi-cultural environment with school community members (students, staff, and families) of many nationalities • Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • Works effectively with students who exhibit near English proficiency • Patient in working with members of the school community calmly and positively in tense, high-pressure situations including the following chain of communications command • Fluent in both oral and written English at a professional standard

<p>Research-based Best Practices Guiding SMIC-I Frameworks</p>	<ul style="list-style-type: none"> • <i>Mindset: The New Psychology of Success</i>. Carol S. Dweck. Random House. 2006 • <i>This We Believe: Keys to Educating Young Adolescents</i>. Association for Middle Level Education. National Middle School Association. 2010 • <i>Understanding by Design</i>, Grant Wiggins & Jay McTighe. ASCD. 2005 • <i>Units of Study for Teaching Reading: A Workshop Curriculum</i>. Lucy Calkins. Heinemann Publishers. 2015 • <i>Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum</i>. Lucy Calkins. Heinemann Publishers. 2013
<p>Education and Work Experience Requirements</p>	<ul style="list-style-type: none"> • Bachelor’s degree <u>required</u> in an English education-related field (i.e., secondary English), or in writing specific fields (such as journalism, creative writing, technical writing, etc.) along with a teaching license and 2 school-verified years of full-time employment teaching secondary English are considered • Possess a valid teaching license/certificate • At least 2 years full-time teaching experience in the same role in a regular secondary school in the same position teaching English/writing, preferably in middle school • Evidence of current relevant professional development in secondary education or English language arts
<p>Signatures</p>	<ul style="list-style-type: none"> • I have been provided a copy of this job description which I have reviewed. <p style="text-align: center;"> X X </p> <hr/> <p>Employee Printed Name</p> <p style="text-align: center;"> X </p> <hr/> <p>Date</p> <ul style="list-style-type: none"> • As the school’s designated representative, I have reviewed this job description with the employee assigned to this role listed above. <p style="text-align: center;"> X X </p> <hr/> <p>Official School Designee Printed Name</p> <p style="text-align: center;"> X </p> <hr/> <p>Date</p>