



## SMIC-I MS English Language Arts Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	<ol style="list-style-type: none"> <li>1. Assigned SMIC-I MS Grade Level Leader</li> <li>2. MS Associate/Director</li> <li>3. SMIC-I Senior Director of Secondary</li> <li>4. K-12 Vice Principal</li> </ol>	<i>Division</i>	SMIC-International Division
<i>Job Title</i>	SMIC-I MS English Language Arts Teacher	<i>Department</i>	SMIC-I Middle School
<i>Approved By</i>	International Superintendent	<i>Section</i>	Assigned Grade Level Team
<i>Revision No/Date</i>	Created November 9, 2018; Updated February 18, 2022; Effective August 2022		
POSITION DESCRIPTION			
<b>Job Purpose</b>	Contributes toward building a world-class MS division through providing instructional guidance in English language arts courses 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>		

<b>Job Duties</b>	<b>Core Full-time Workload Assignment</b>	<b>Grade Level</b>	<b>Number of Class Sections / Week</b>	<b>Total</b>
	MS English Language Arts Classes	Grades 6-8 as assigned	4 class sections / week (@ 5 classes/section)	20 periods
	<b>TOTAL NUMBER OF PERIODS / WEEK</b>			<b>20 periods</b>
	<b>Optional Duties as Assigned</b>	<b>Grade Level</b>	<b>Number of Class Sections / Week</b>	<b>Optional Total</b>
Exploration, Enrichment, & Enhancement (EEE)	Grade 6, 7, or 8 as assigned	1 section / week (@ 4 classes / section)	4 periods	

**MS English Language Arts 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 English language arts curriculum following the *Understanding by Design* (UbD) concepts
- Prepare effective and diverse classroom lessons to implement the school’s English 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.
- 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 English language arts supplies and equipment, including inventorying those items
- Helping care for assigned classrooms
- Helping train and guide students to follow proper safety procedures
- 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**

- 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.

	<ul style="list-style-type: none"> <li>• Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child’s learning</li> <li>• 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</li> <li>• Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.)</li> <li>• Serve as a departmental substitute teacher when needed</li> <li>• Assist with additional duties as assigned</li> </ul> <p><b><u>Advisory Duty (optional as assigned)</u></b></p> <ul style="list-style-type: none"> <li>• Serve as the advisor for groups of 10-15 students as assigned to guide them in both academic and personal success pursuits</li> <li>• Build strong, lasting, positive relationships with advisees</li> <li>• Support and promote SMIC school values, including our ESLRs and motto, while serving as a role model, professionally and personally, to students and the community in all actions</li> <li>• Assess and monitor student advisees’ strengths, needs, challenges, and areas of personal growth</li> <li>• Serve as the primary adult advocate for their student advisees</li> <li>• Attend academic probation meetings for advisees as necessary</li> <li>• Attend behavioral management meetings for advisees as necessary</li> <li>• Communicates problems, issues, or concerns regarding advisees with appropriate middle school teachers, administrators, and other staff in an effective and timely manner</li> <li>• Actively and regularly monitor student advisees’ progress</li> <li>• Hold conversations with student advisees, parents, and teachers as necessary to help the advisee’s academic achievement and personal growth</li> <li>• Help student advisees with organizational challenges, as necessary</li> <li>• Support student advisees in navigating the social dynamics and challenges of middle school</li> <li>• Coordinate student-led conferences for advisees when appropriate.</li> <li>• Serve as the primary point of contact between the advisee’s parents and the school</li> <li>• Identify specific student needs and connect students with resources to meet those needs</li> <li>• Lead advisory sessions two periods a week, but more advisory sessions can be scheduled based on grade-level team scheduling</li> <li>• Seek professional development to improve advisory capacity</li> <li>• Assist with additional advisory-related duties as assigned</li> <li>• Advisory is an optional additional duty to the regular teaching workload and therefore entitles the advisor to a duty allowance</li> </ul>
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<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 secondary grades’ level, including innovations and best practices</li> <li>• Knowledgeable about the American-style education system and how secondary 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, Canvas, email, and Microsoft 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 multicultural 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 the following chain of communications command</li> <li>• Fluent in both oral and written English at a professional standard</li> </ul>
<p style="text-align: center;"><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>This We Believe: Keys to Educating Young Adolescents.</i> Association for Middle Level Education. National Middle School Association. 2010</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 an English education-related field (i.e., secondary English), but bachelors’ degrees in related fields (such as English, journalism, and writing) is considered if held with a teaching license and 2 years of full-time employment teaching secondary English</li> <li>• Possess a valid teaching license/certificate</li> <li>• At least 2 years full-time teaching experience in the same role in a regular secondary school in the same position teaching English, preferably in middle school</li> <li>• Evidence of current relevant professional development in secondary education or English 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="margin-right: 200px;">X</span> <span>X</span> </p> <hr/> <p>Employee <span style="float: right;">Printed Name</span></p> <p style="text-align: center;">X</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="margin-right: 200px;">X</span> <span>X</span> </p> <hr/> <p>Official School Designee <span style="float: right;">Printed Name</span></p> <p style="text-align: center;">X</p> <hr/> <p>Date</p>