



Shanghai Community International School

上海长宁国际外籍人员子女学校

TITLE: Lower School English as an Additional (EAL) Teacher

POSITION SUMMARY:

SCIS, an IB World School, is seeking an English as an Additional Language teacher for Lower School, Grades 1-5. The successful candidate has credentials in the field of language acquisition, aligns with the school's values and mission and fosters a learning environment that supports learners as active thinkers and inquirers within the co-teaching model. Preferred candidates're those who have co-teaching experience.

EAL PROGRAM OVERVIEW: Our EAL Program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA's English Language Development standards; and is aligned with IB PYP philosophies and practices. Through our program, our EAL and Homeroom Teachers maximize co-planning and co-assessing time to integrate content, language and literacy instruction effectively, which accelerates academic language development.

QUALIFICATIONS:

- Three or more years of teaching experience related to language acquisition
- Co-Teaching experience
- Bachelor's degree related to EAL or language development teaching (Master's Preferred)
- Fluent in English in reading, writing, speaking and listening
- Excellent written and oral communication skills
- Exceptional communication and interpersonal skills

PREFERRED:

- Experience with WIDA's English language development standards, tools and assessments
- Experience with the IB Primary Years Programme (PYP)
- Experience with TCRWP Units of Study
- International Mindedness

REPORTS TO / EVALUATED BY: SCIS Lower School Principal

SUPERVISES: NA

MAJOR RESPONSIBILITIES AND DUTIES:

Written Curriculum

- Take the lead on collaborating with Homeroom Teachers to modify curricular content to ensure it is accessible to all English Learners. This includes the modification of all aspects of the written, taught and assessed curriculum.
- Maintain up to date curricular modification information resources and unit planning on ManageBac.

Taught Curriculum:

- Demonstrate a solid understanding and commitment to implementing research-based strategies surrounding additional-language instruction.
- Demonstrate a commitment and ability to collaborate with Homeroom Teachers in order to implement a co-teaching instructional model.
- Demonstrate a commitment to understanding and implementing the inquiry-based, student centered and inclusive philosophy of the Primary Years Programme across all subject areas and disciplines.
- Demonstrate a commitment to understanding and supporting the implementation of the TCRWP Reading and Writing workshop approach and units of study for Reading and Writing



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- Demonstrate a commitment to understanding and supporting the implementation of inquiry-based and differentiated mathematical practices through a workshop model based upon the Common Core State Standards for Mathematics

Assessed Curriculum:

- Implement ongoing formative and summative assessments and maintain documentation of student growth and progress based upon students' WIDA MODEL results and when appropriate NWEA MAPS and Fountas and Pinnell results.
- Assist students and teachers with the yearly development of a growth-orientated digital portfolio (via Seesaw) composed of student work from all subject areas that demonstrates the learning process, as well as progress made throughout the year and incorporates varying levels of student reflection.
- Support teachers in modifying and administering both formative and summative assessments based upon student needs. Additionally, ensure accommodations are made for English Learners when necessary.

Professional Development and Responsibilities:

- Demonstrate a commitment to professional growth, as reflected in participation in professional development experiences, curricular committees, professional collaboration, and by seeking feedback and adjusting practice where needed based on feedback.
- Demonstrate a commitment to using Seesaw as the primary tool for home-school communication and to track student growth and progress.
- Seek professional development and apply individual professional development funds in support of SCIS programs, with the direction of administration. This may include, but is not limited to: PYP Category I, II, or III workshops, WIDA Institutes, ESL in the Mainstream, etc.
- Regularly attend and participate in Lower School events.
- Support student activities by leading an After School Activity (ASA) three times per year, serve as a group mentor for the Grade 5 exhibition, or assist with the organization of a school wide event.
- Supervision duties
- Perform additional duties as assigned by the Principal.

SCIS BELIEVES:

- That each employee makes a significant contribution to our success,
- That contribution should not be limited to the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications and job scope, but not limit the employee or SCIS to only the work identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization.