



SMIC-I Elementary Resource Teacher (Grades K-5)

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leader 2. K-12 Vice Principal	<i>Division</i>	SMIC International Division
<i>Job Title</i>	SMIC-I Elementary Resource Teacher (Grades K-5)	<i>Department</i>	SMIC-I ES
<i>Approved By</i>	International Superintendent	<i>Section</i>	Assigned Grade Level Team
<i>Revision No/Date</i>	Created August 12, 2019; Updated January 18, 2022; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I Elementary through providing instructional support in the SMIC-I Elementary as a long-term and short-term substitute teacher as needed in the SMIC-I elementary, while actively contributing to the 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 		

Job Assignment	Grade Level	Total Periods
SMIC-I ES Resource Teacher	Grades K1, K2, 1-5	25 periods/week

Job Duties

ES Grades Resource Teacher Duties

- Work as assigned in long-term or short-term substitute teaching situations
- Works with students in grades K1 (4-year-olds), K2 (5-year-olds), or grades 1 to 5 in self-contained classrooms teaching all the major academic subjects (reading, writing, math, science, social studies), and works with students in grades 4 and above in subject-level classrooms only
- Primary substituting responsibilities will be to take on a long-term full-time substitute role when a teacher is on extended long-term leave
- Some substitute roles may involve teaching in a self-contained classroom teaching/homeroom for all the core academic subjects (reading, writing, math, science, social studies)
- When not fulfilling substituting duties as a teacher, provides instructional support in the SMIC-I Elementary
- When substituting, coordinate classroom human resources to deliver effective, high-quality educational opportunities to students
 - K1 or K2: English speaking Chinese teacher, and a classroom assistant
 - Grades 1 to 3: English speaking Assistant Teacher
- Develop and follow the established SMIC-I elementary curriculum in all subject areas, including designing units and lessons to support it
- Work on elementary curriculum development in reading, writing, math, science, and social studies as assigned following the Understanding by Design (UbD) format
- Prepare effective and diverse classroom lessons to implement the school’s science 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.
- 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

Homeroom Teacher Duties (only if assigned that role as part of substitute duty)

- Some substitute responsibilities may involve homeroom teacher responsibilities
- Communicate and promote upcoming class, grade, and school events with both parents/families, and students
- Create a positive and collaborative relationship with homeroom parents
- Report on each child’s behavioral and academic progress
- In collaboration with Vice Principal, the EC Director (grade 1 only), AA Director, SA Director, and the Grade Level Leader create and implement behavioral and academic plans for students in need
- Communicate with parent(s)/guardian(s) directly about emergency safety and health issues involving his/her child’s needs, which could include calling and emailing after regular working hours
- Making visits to families homes during times of extraordinary need, such as for extreme illness or family emergency
- Teach and train students in safety, procedures, and character per school-wide expectations and initiatives
- Teach weekly Character Classes.
- Implement and lead Responsive Classroom class meetings daily.

General Teacher Duties

- Positively and productively collaborate with grade level and subject level teachers and staff
- Actively and positively promote the school’s “Expected School-wide Learning Results” (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character

	<ul style="list-style-type: none"> • Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the <i>SMIC Staff Handbook</i> • 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 • 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 an elementary grades 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 early childhood and elementary grades’ level, including innovations and best practices • Knowledgeable about the American-style education system and how early childhood and elementary 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 MS 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 multicultural 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 following the 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>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"> • <u>Position only open to a new-to-the-profession teacher</u> • Bachelor's degree <u>required</u> in elementary or early childhood education, but a bachelors' degree in a related field (such as secondary education) along with a teaching license is considered • Must possess a valid teaching license/certificate in elementary or early childhood education • No more than 2 years prior teaching experience considered, preferably with early childhood or elementary-aged students • Evidence of current relevant professional development, especially in the elementary level
<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="font-size: 2em; margin-left: 20px;">X</p> <hr style="width: 50%; margin-left: 20px;"/> <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="font-size: 2em; margin-left: 20px;">X</p> <hr style="width: 50%; margin-left: 20px;"/> <p>Date</p>