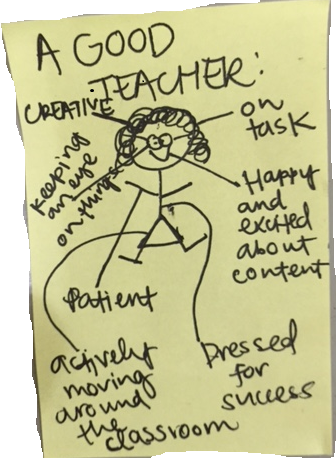
Myanmar International School

Job Description

Teacher



A sticky note from the PD session that developed the standards for teachers at MIS!

**Introduction**

The most important resource our school has is YOU: our teaching staff. Only your skill, your commitment and your enthusiasm, your professionalism in fact, can enable our students to make great progress so they become happy and successful learners. With your work this school can achieve its important mission of educating our students to take their places as responsible citizens and confident individuals with the knowledge, skills, understanding and values they need to thrive in and make sense of their rapidly changing world. It really matters.

We worked together as a staff to agree what makes a good teacher. This job description reflects what we said and so sets out what colleagues in this school believe are a demanding but fair set of responsibilities.

We use this same set of responsibilities in our performance management process: Continuing Professional Review (CPR). In the job description, the expectation is set at “effective”. It is likely that on a limited number of criteria some teachers will be “developing” or “working towards”, especially if they are new to the profession. Our understanding is that is acceptable as long as the colleague is working to improve, with the support of the School. It is also expected that senior, experienced colleagues will be operating at “highly effective” levels.

Thanks for your contributions!

David Tansey, February 2017

The Five Domains

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| **Domain** | **Description** |
| **1. Planning & Preparation**  Evidence includes:   * lesson plans * unit plans * scope and sequence | Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Educational outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are varied, well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way. Teacher demonstrates knowledge of and use of a variety of resources. |
| **2. Classroom Environment**  Evidence includes:   * lesson observation(s) | Effective teachers organize their classrooms so that all students can learn. They maximize learning time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of incidents is subtle, preventive, and respectful of students’ dignity. The teacher has set up a collaborative learning environment and encourages peer interaction during the learning process. |
| **3. Teaching**  Evidence includes:   * Lesson observation(s) * Students’ work * Feedback to students * Rubrics/goals/success criteria * Planning adapted after assessment * Behaviour records * Student referrals | In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through age appropriate participation in increasingly challenging discussions and active involvement in their own learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is timely, actionable, consistent, and specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain their learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for students achieving the learning objectives of the School curriculum. They make adjustments to their plans, as needed, to ensure all students make good progress towards age related expectations and that those students whose starting points are below expectations move closer towards the standards expected in their year group. |
| **4. Professional Responsibilities**  Evidence includes:   * Record keeping * Attendance record * Involvement in electives, co-curricular and after school programme * Communications with parents * Break duty records etc * Examples of supporting colleagues/going the extra mile * Cooperation with HR/Visa processes etc | Accomplished teachers have high ethical standards and go the extra mile for their students, colleagues and school. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles and engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Teachers take part in out of classroom activities such as supervision duty, after school program, in committees that enhance the school’s holistic approach to learning. |
| 1. **Additional Job Specific Responsibilities/Achievements**   Evidence includes:   * Work as a coordinator * Newsletter * Website |  |

**Domain 1: Planning and Preparation**

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| **COMPONENT** | **Working towards** | **Developing** | **Effective** | **Highly Effective** |
| **1a: Demonstrating Knowledge of Content and Pedagogy** | Teacher displays little understanding of  the subject or structure of the discipline, or of content-related pedagogy. | Teacher’s content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions. | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teaching reflects current pedagogical knowledge. | Teacher’s knowledge of the content and pedagogy is extensive, **showing evidence** of a continuing search for improved practice.  Teacher actively builds on knowledge of prerequisites and misconceptions when describing Teaching or seeking causes for student misunderstanding. |
| **1b: Demonstrating Knowledge of Students** | Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests, and does not use such information in planning.  No formative assessments of the student are administered and no data relating to student performance is collected. | Teacher demonstrates partial knowledge of students’ backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.  Formative assessments are administered, but rarely used to inform teaching. Data collection is minimal and is poorly organized. | Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.  Formative assessments, including pre-unit assessments, are regularly administered. Data collected is consistently used to inform instruction and is collected in a well-organized manner. | Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.  A wide range of creative formative assessments, including pre-unit assessments, are regularly administered. Data collected is well-organized and always used to inform instruction. |
| **1c:** Selecting **Learning Goals** | Teacher’s goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment. | Teacher’s goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment. | Teacher’s goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment. | Teacher’s goals reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment. |
| **1d: Demonstrating Knowledge and Use of Resources** | Teacher is unaware of school resources available either for teaching or for students who need them, including technology related resources. | Teacher displays limited knowledge and use of school resources available either for teaching or for students who need them. Technology related resources are not widely used. | Teacher is fully aware of school resources available for teaching, and knows how to gain access to school resources for students who need them and avails of the resources regularly. Technology is often used as a resource to support learning. | Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, in the larger community, and online. Technology is an integral part of students’ learning experience and is integrated into lessons. |
| **1e: Designing Coherent Teaching** | The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning. Lesson plans have no defined structure, are ineffective teaching tools, or are not regularly submitted or are submitted late. Differentiation is not addressed in the lesson plan. | Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Lesson plans somewhat follow a common structure. Submittals are inconsistent. Differentiation is referenced, but does not address individual learner needs. | Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning. Lesson plans have a clearly defined commonly used structure and are submitted on time.  Differentiation addresses individual learner needs by outlining clear instructional strategies and goals tailored to individual learner needs. | All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input in their learning. Lesson plans are highly coherent and follow the school’s commonly used structure.  Differentiation addresses individual learner needs by outlining clear instructional strategies and goals tailored to individual learner needs and show evidence of student input. |
| **1f:**  **Assessing Student**  **Learning** | Teacher’s approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.  Pre and post unit assessments are not used to guide instruction or to measure student learning. No data is collected to show evidence of learning.  Students do not make a minimum level of progress from their starting points towards targets that are personalized, challenging and achievable. | Teacher’s plan for student assessment is partially aligned with the educational goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole – not as groups or students or individuals.  Pre and post unit assessments are occasionally used to guide instruction and measure student learning/growth. Data collection is inconsistent, thereby not providing minimal evidence of student learning.  Many students make expected levels of progress from their starting points towards targets that are personalized, challenging and achievable but a significant number underachieve. | Teacher’s plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals. Pre and post unit assessments are commonly used to guide instruction and to measure student learning/growth.  Data collection is consistent, well organized, follows the school’s mandated format, student growth is simple to ascertain.  All students make the expected level of progress from their starting points towards targets that are personalized, challenging and achievable. | Teacher’s plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students, but also show evidence of student participation in their development.  Teacher’s students monitor their own progress in achieving the goals and students are involved in reviewing their pre and post unit assessments and setting new challenging goals.  Data collection consistent, well organized, follows the school’s mandated format, student growth is simple to ascertain.  All students make good progress towards targets that are personalized, challenging and achievable, and in many cases surpass the expectations suggested by their starting points. |

**Domain 2: The Classroom Environment**

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| **COMPONENT** | **Working towards** | **Developing** | **Effective** | **Highly Effective** |
| **2a:**  **Creating an Environment of Respect and Rapport** | Classroom interactions, both between the  teacher and students and among students, are negative or inappropriate  and characterized by sarcasm, put-downs,  or conflict.  REACHES values are not displayed within the classroom are students are not encouraged to display the REACHES traits as part of their personal development. | Classroom interactions are generally  appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.  REACHES values are displayed within the classroom but are minimally referenced. Students are passively encouraged to display the REACHES traits as part of their personal development. | Classroom interactions reflect general  warmth and caring, and are respectful of the cultural and developmental differences among groups of students.  REACHES values are prominently displayed within the classroom but are referenced only in isolation. Students are encouraged to display the REACHES traits as part of their personal development. | Classroom interactions are highly  respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.  REACHES values are prominently displayed within the classroom and are referenced in conjunction with authentic learning experiences within and outside the classroom. Students are always encouraged to display the REACHES traits as part of their personal development. |
| **2b: Establishing a Culture for Learning** | The classroom does not represent a  culture of learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.  Teacher encourages the student to accept achieving low standards of learning. | The classroom environment reflects only a  minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work.  Both teacher and students are performing at the minimal level to “get by”. | The classroom environment represents a  genuine culture for learning, with commitment to the subject on the part of both teacher and students. High expectations for student achievement and student pride in work are a requirement of the teacher. | Students assume much of the  responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to  their products, and holding the work to the highest standard. Teacher demonstrates  a passionate commitment to the subject and to challenging the students to achieve beyond their expectations. |
| **2c: Managing Classroom Procedures** | Classroom routines and procedures are either nonexistent or inefficient, resulting  in the loss of much instruction time. | Classroom routines and procedures have been established, but function unevenly or  inconsistently, with some loss of instruction time. | Classroom routines and procedures have been established and function smoothly  for the most part, with little loss of instruction time. | Classroom routines and procedures are seamless in their operation, and students  assume considerable responsibility for their smooth functioning. |
| **2d:**  **Managing Student**  **Behavior** | Student behavior is poor, with no clear  expectations, no monitoring of student behavior, and inappropriate response to student behavior.  Primary Teacher rarely collects students as per divisional requirements. | Teacher makes an effort to establish  standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not  always successful.  Primary Teacher collects students in the morning and accompanies students to and from specials, lunch, and to after school buses, however, students are not well monitored while in the teacher’s care. | Teacher is aware of student behavior, has  established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful  of the students.  Primary Teacher collects students in the morning and accompanies students to and from specials, lunch, and to after school buses, during which time students are well monitored and controlled. | Student behavior is entirely appropriate,  with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student  behavior is subtle and preventive, and  teacher’s response to student misbehavior is sensitive to individual student needs.  Primary Teacher accompanies students during all required times and students are always well controlled and walk in an orderly fashion. |
| **2e: Organizing Physical Space** | Teacher makes poor use of the physical  environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | Teacher’’s classroom is safe, and essential learning is accessible to all  students, but the furniture arrangement  only partially supports the learning activities. | Teacher’’s classroom is safe, and learning is accessible to all students; teacher uses  physical resources well and ensures that  the arrangement of furniture supports the learning activities. | Teacher’’s classroom is safe, and students contribute to ensuring that the physical  environment supports the learning of all  students. |

**Domain 3: Teaching**

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| **COMPONENT** | **Working towards** | **Developing** | **Effective** | **Highly Effective** |
| **3a: Communicating Clearly and Accurately** | Teacher’s oral and written communication  contains errors or is unclear or inappropriate to students.  Lesson objectives are not written on the board, and the success criteria is not explained or modeled to students. | Teacher’s oral and written communication  contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Writes objectives and model what success looks like.  Lesson objectives are displayed (or shared in an appropriate manner where display is impossible) but the success criteria are not explained or modeled to students. | Teacher communicates clearly and  accurately to students, both orally and in writing.  Lesson objectives are written clearly on the board, and the success criteria is explained and modeled to students several times during the lesson. | Teacher’s oral and written communication  is clear and expressive, anticipating possible student misconceptions.  Lesson objectives are written clearly on the board, and the success criteria is explained and modeled to students several times during the lesson. Students are encouraged to discuss the objectives and can actively model the success criteria. |
| **3b:**  **Using Questioning and Discussion Techniques** | Teacher makes poor use of questioning  and discussion techniques, with low-level questions, limited student participation, and little true discussion. | Teacher’s use of questioning and  discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. | Teacher’s use of questioning and  discussion techniques reflects high-level questions, true discussion, and full participation by all students. | Students formulate many of the high-level  questions and assume responsibility for the participation of all students in the discussion. |
| **3c:**  **Engaging Students in Learning** | Students are not at all intellectually engaged in significant learning, as a result  of inappropriate activities or materials, poor representations of content, or lack of  lesson structure. | Students are intellectually engaged only partially, resulting from activities or  materials of uneven quality, inconsistent representations of content, or uneven  structure or pacing. | Students are intellectually engaged throughout the lesson, with appropriate  activities and materials, instructive representations of content, and suitable  structure and pacing of the lesson. | Students are highly engaged throughout the lesson and make material  contributions to the representation of content, the activities, and the materials.  The structure and pacing of the lesson allow for student reflection and closure. |
| **3d: Providing Feedback to Students** | Teacher’s feedback to students is of poor  quality and is not given in a timely manner. | Teacher’s feedback to students is uneven,  and its timeliness is inconsistent.  Feedback is mostly in written form, and no next steps or challenging goals are provided to the student. | Teacher’s feed to students is timely and of  consistently high quality.  Feedback is provided during conferences with the student and challenging next steps are provided.  The teacher monitors students’ progress during regular student conferences to assure goals are accomplished and new challenging goals are set. | Teacher’s feedback to students is timely and of consistently high quality and the student plays an important role in the feedback process by providing his/her own feedback.  Feedback is provided during student-led conferences with the student. The student takes an active role in setting of challenging next steps are provided  The teacher monitors students’ progress during regular student conferences to assure goals are accomplished and new challenging goals are set. |
| **3e: Demonstrating Flexibility and Responsiveness and**  **Differentiation** | Teacher adheres to the instruction plan but does not differentiate instruction in  spite of evidence of poor student understanding or of students’ lack of interest, and fails to respond to students’ questions; teacher assumes no responsibility for students’ failure to understand. | Teacher demonstrates moderate flexibility  and responsiveness to students’ needs and interests during a lesson, and seeks to ensure the success of all students. Teacher sometimes differentiates teaching but does not meet the individual needs of all students due to a lack of data analysis. | Teacher seeks ways to ensure successful  learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. Teacher adequately differentiates teaching to meet the individual needs of all students and uses data as a tool to inform teaching. | Teacher is highly responsive to students’  interests and questions, making major lesson adjustments of necessary, and persists in ensuring the success of all students. Teacher consistently collects and analyzes student data and consistently uses the results to inform differentiated teaching. |

**Domain 4: Other Professional Responsibilities**

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| **COMPONENT** | **Working towards** | **Developing** | **Effective** | **Highly Effective** |
| **4a:**  **Reflecting on**  **Teaching** | Teacher does not reflect accurately on the  lesson or propose ideas as to how it might be improved.  Teacher does not seek-out feedback from peers, administrators, and/or the principal. | Teacher’s reflection on the lesson is  generally accurate, and teacher makes global suggestions as to how it might be improved.  Teacher sometimes seeks-out feedback from peers, administrators, and/or the principal, but the feedback is ignored and not use as a tool for professional growth. | Teacher reflects accurately on the lesson,  citing general characteristics and makes some specific suggestions about how it might be improved.  Teacher actively seeks-out feedback from peers, administrators, and/or the principal on a regular basis. Teacher reflects upon and uses the feedback as a tool for professional growth. | Teacher’s reflection on the lesson is  highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.  Teacher actively seeks-out feedback from peers, administrators, and/or the principal on a regular basis and incorporates micro-teaching as a form of feedback. Feedback as a tool for professional growth. |
| **4b: Maintaining Accurate Records** | Teacher has no system for maintaining  accurate records, resulting in errors and confusion. | Teacher’s system for maintaining accurate  records is rudimentary and only partially effective. | Teacher’s system for maintaining accurate  records is efficient and effective. | Teacher’s system for maintaining accurate  records is efficient and effective, and students contribute to its maintenance. |
| **4c: Communicating with Families** | Teacher provides little or no information to families and makes no attempt to engage  them in the instructional program.  No newsletter contributions are made by the teacher. | Teacher complies with school procedures for communicating with families and  makes an effort to engage families in the instructional program.  Newsletter contributions are minimal and are just enough to “get by”. | Teacher communicates frequently with families and successfully engages them in  the instructional program.  Teacher contributes articles and photographs to the newsletter on a regular basis. | Teacher communicates frequently and sensitively with families and successfully  engages them in the instructional program; students participate in  communicating with families.  Teacher sees the parents as partners in the student’s learning and regularly uses the newsletter as a means of communication with parents by supplying articles and photographs that reflect what is happening the classroom and school community. |
| **4d:**  **Contributing to the**  **School** | Teacher’s relationships with colleagues  are negative, hostile, or self-serving, and teacher avoids being involved in school and district projects.  Teacher does not actively and professionally engage with all team members during common planning and meeting times and does not contribute to co-curricular or extra-curricular activities. | Teacher’s relationships with colleagues  are cordial, but teacher participates in school and district events and projects only when specifically requested.  Teacher sometimes engages with team members during common planning and meeting times and sometimes contributes to co-curricular and extra-curricular activities. | Teacher participates actively in school projects, and maintains positive relationships with colleagues.  Teacher consistently, actively, and professionally engages with all team members during common planning and meeting times and contributes effectively to co-curricular and extra-curricular activities. | Teacher makes a substantial contribution to school events and projects,  assuming leadership with colleagues.  Teacher consistently, actively, and professionally engages with team members during common planning and meeting times and contributes effectively to co-curricular and extra-curricular activities. In addition, teacher seeks-out new and interesting means of contributing to the school that encourage building positive relationships with colleagues. |
| **4e:**  **Growing and Developing Professionally** | Teacher does not participate in or seek  professional development activities, even when such activities are clearly needed for the development of teaching skills. | Teacher’s participation in professional  development activities is limited to those that are convenient and that do not align with the school’s overall vision.  Teachers does not share professional development information with colleagues in a formal setting. | Teacher participates actively in  professional development activities and contributes to the profession.  Teacher shares professional development information with colleagues during self-organized mini PD sessions. | Teacher makes a substantial contribution  to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.  Teacher shares professional development information with colleagues during self-organized mini PD sessions. |
| **4f: Punctuality and supervision** | Teacher regularly is late for or misses school, class, or supervision duty or does not provide prior notice for tardiness or missing school.  While on duty, teacher does not actively monitor students or correct their behavior such as by being distracted by cell phone or conversations. | Teacher is late or misses class, school, or supervision duty beyond what is considered acceptable and sometime provides prior notice.  While on duty, teacher rarely actively monitors students or correct their behavior. Teacher is distracted by cell phone or conversations. | Teacher is on time for school, classes, and supervision duty.  Teacher always actively monitors student behavior and keeps the area safe for students, staff, and visitors. | Teacher is always on time for all duties and functions and volunteers for items beyond those required.  Teacher always actively monitors student behavior and keeps the area safe for students, staff, and visitors. Teacher suggests ways to improve the school environment to administration. |
| **4g: Proficiency in English** | Teacher shows insufficient command of English to teach effectively. | Teacher has sufficient command of English to teach familiar subjects and concepts effectively. | Teacher is highly competent in English in a wide range of familiar and unfamiliar situations. | Teacher is at full or near native speaker level of English and displays high levels of competence in written English. |

**Domain 5: Job Specific Responsibilities and Other Achievements**

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| **COMPONENT** | **Working Towards** | **Developing** | **Effective** | **Highly Effective** |
| **5a:** |  |  |  | . |
| **5b:** |  |  |  |  |
| **5c:** | . |  |  |  |
| **5d:** |  |  |  |  |
| **5e:** |  |  |  |  |