



The International Community School of Addis Ababa

Profile of the Ideal ICS Addis Teaching Candidate

Please refer to our school's website (www.icsaddis.edu.et) for an overview of ICS Addis and the community it serves.

The ideal ICS Addis teacher demonstrates outstanding ability in the following domains:

Planning and Preparation

The ICS teacher...

- is experienced with standards-based curriculum mapping, and is ready to participate in developing and refining maps for courses/subjects/levels taught
- develops plans and demonstrates practices that reflect familiarity with a wide range of effective pedagogical approaches in the discipline
- consistently sets clear, rigorous learning outcomes for students based on appropriate standards and benchmarks
- is licensed and certified for the position
- has at least three years teaching experience, preferably 3–5 years of international teaching experience
- has a subject area degree and/or educational Master's degree or is interested in pursuing further education

Classroom Environment

The ICS teacher...

- models the *IB Learner Profile* and consciously seeks to develop those traits in student learners
- establishes a classroom environment of respect
- develops appropriate, motivating relationships with students that lead to greater learning results
- nurtures a safe climate where students can take risks and where student behavior is managed in a positive, proactive manner
- will motivate and prepare students to engage in IB Diploma courses, if teaching in the High School

Instruction

The ICS teacher...

- employs an inquiry-based, constructivist approach to learning and teaching
- understands the distinctive developmental needs of students at the level being taught, and supports and challenges them to maximize student learning
- uses formative assessments regularly and gives feedback to students to improve learning results
- differentiates content, process and product as appropriate, to meet the needs of diverse learners
- guides students in the use of technology as a tool for learning
- achieves above average learning results for full IB Diploma candidates, if teaching in the Diploma program

Professional Responsibilities

The ICS teacher...

- is unwaveringly committed to continuous, sustained improvement
- exhibits readiness to be a collegial, collaborative team member to enhance student learning
- contributes positively to the school community and culture beyond the classroom
- uses technology proficiently as a communication tool with students, colleagues and parents, and as a tool for efficiency
- maintains up to date and accurate records of student learning results
- demonstrates flexibility and good humor in the vicissitudes common to international life

Parts of this profile have been adapted from Charlotte Danielson's rubric for evaluating teacher performance, which is used as the basis of our "evaluation for professional growth" model at ICS. See *Enhancing Professional Practice*, 2nd Edition, Charlotte Danielson, 2007 (ASCD).



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General Expectations of an ICS Addis Teacher

The teacher has a non-administrative role and is directly supervised by a Principal or a designee. All teachers receive an annual evaluation. Some of the following expectations apply to all ICS teachers, and others may be specific to a level or subject area...

- **Available** on campus to students, parents or colleagues from 7:45 AM to 4:30 PM.
- **Ensure** the social, emotional and physical safety of all students at all times.
- **Work to ensure** that students demonstrate growth in their learning.
- **Implement** the curriculum designated by the School/Principal.
- **Develop** and use assessments aligned to the Standards selected by the School.
- **Instruct** using sound pedagogical methods. (Note: sound instruction promotes higher order thinking and writing skills.)
- **Advocate** for 21st century learning: mastery of core subjects, as well as problem-solving and innovation skills, collaborative learning, use of technology, social and environmental awareness, etc.
- **Innovate** and improve student learning using technology tools and software.
- **Differentiate** instruction based on student needs and interests by providing enrichment or intervention for students as needed.
- **Administer** the ISA, PSAT, formal writing and reading assessments, MAP, and other internal/external assessments as required.
- **Chaperone** or assist at school functions upon request several times per year, and on class trips that are aligned to the curriculum, including extended trips in grades 4 – 12.
- **Provide** active supervision of students during lunch or at other times/places on a basis and frequency to be determined by the Principal.
- **Provide** timely and constructive feedback to parents in a variety of formats (e.g., phone calls, letters, email, parent/student conferences, report cards.)
- **Maintain** and update student portfolios for writing, math or other subject areas.
- **Maintain** a classroom data binder containing formative and summative assessment data.
- **Facilitate** Parent Conferences and Student-Led Conferences.
- **Maintain** a system for daily, weekly or monthly unit and lesson plans.
- **Assist** in the work of school accreditation as assigned by the Principal.
- **Participate in** school sponsored Professional Development including regular attendance at faculty meetings.
- **Set** professional goals annually, and participate in feedback and evaluation processes (including maintaining a professional portfolio) with the Principal or a designee.
- **Collaborate** with grade level partners, teaching assistants, coaches, specialists and learning support teachers in accordance with school policies and student needs.
- **Map** out classroom curricula that articulate with other grade levels.
- **Represent** the school in a professional manner, both in and out of school.
- **Attend** potlucks for your grade level, and/or other important informational evenings as required (e.g., College Night, IB Info Night, Grade Level Trip Nights.)