



# The International Community School of Addis Ababa

## Profile of the Ideal ICS Teaching Candidate

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

The ideal ICS 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 willing to pursue one

### Classroom Environment

The ICS teacher...

- 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 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 appropriate feedback to students to improve learning results
- differentiates 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

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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*, 2<sup>nd</sup> Edition, Charlotte Danielson, 2007 (ASCD).

## General Expectations of an ICS Teacher

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The role of a teacher is a non-administrative position that is directly supervised by the Principal or his/her 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** to students, parents or colleagues from 7:45 AM to 4:30 PM.
- **Work to ensure** that students demonstrate growth in all academic areas.
- **Implement** the curriculum selected 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 critical thinking and writing skills.)
- **Map** out classroom curriculum that articulate with the other grade levels.
- **Represent** the school in a professional manner, both in and out of school.
- **Ensure** the safety of all students at all times.
- **Administer** the ISA, PSAT, formal writing and reading assessments, MAP, and other internal/external assessments as required.
- **Maintain** a system for daily, weekly or monthly unit and lesson plans.
- **Maintain** a classroom data binder containing formative and summative data.
- **Differentiate** instruction based on student needs by providing enrichment and correctives for students as needed.
- **Chaperone** school functions upon request several times per year.
- **Provide** timely and constructive feedback to parents in a variety of formats (i.e. phone calls, letters, email, parent/student conferences, report cards.)
- **Maintain** and update student portfolios, for writing, math or other subject areas.
- **Assist** in the work of school accreditation as assigned by the Principal.
- **Participate in** school sponsored Professional Development including regular attendance at faculty meetings.
- **Collaborate** with grade level partners, teaching assistants, coaches, specialists and learning support teachers in accordance with school policies.
- **Provide** active supervision of students during lunch on a basis and frequency to be determined by the school.
- **Attend** potlucks for your grade level, and/or other important informational evenings as required (i.e. College Night, IB Info Night, Grade Level Trip Nights.)
- **Facilitate** class trips that are aligned to the curriculum, including extended trips in the middle school and high school.
- **Facilitate** Parent Conferences and Student Led Conferences.