

## **Xi'an Liang Jia Tan International School**

### **Primary Visual Arts Teacher Job Description**

The Primary Visual Arts Teacher is responsible for teaching visual arts classes for upper primary students. This mission of XLIS is to enable confident, open-minded global citizens through life-long learning and a sense of community. By joining XLIS a teacher commits to further this mission during their time at the school. It is also expected that the teacher works to develop in our ten Schoolwide Learning Outcomes (SLOs). These are the attributes of the IB Learner Profile. Some of the below standards will be selected to be part of your Progressional Growth Program at XLIS.

#### **Standard 1: Instructional Planning**

The teacher plans using the school's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

The teacher:

- 1.1 Uses student learning data to guide planning.
- 1.2 Plans time realistically for pacing, content mastery, and transitions.
- 1.3 Plans for differentiated instruction.
- 1.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 1.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

#### **Standard 2: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

The teacher:

- 2.1 Engages and maintains students in active learning.
- 2.2 Builds upon students' existing knowledge and skills.
- 2.3 Differentiates instruction to meet the students' needs.
- 2.4 Reinforces learning goals consistently throughout the lesson.
- 2.5 Uses a variety of effective instructional strategies including: visible thinking routines, grouping and regrouping and an inquiry cycle.
- 2.6 Uses instructional technology to enhance student learning.
- 2.7 Communicates clearly and checks for understanding.

#### **Standard 3: Assessment of/for Learning**

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

The teacher:

- 3.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

- 3.2 Involves students in setting learning goals and monitoring their own progress.
- 3.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 3.4 Aligns student assessment with established curriculum standards and benchmarks.
- 3.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 3.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 3.7 Gives constructive and frequent feedback to students on their learning.
- 3.8 Provides students with assessment tools at the beginning of the unit.

#### **Standard 4: Learning Environment**

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

The teacher:

- 4.1 Arranges the classroom to maximize learning while providing a safe environment.
- 4.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 4.3 Maximizes instructional time and minimizes disruptions.
- 4.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 4.5 Promotes cultural sensitivity.
- 4.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 4.7 Actively listens and pays attention to students' needs and responses.
- 4.8 Maximizes instructional learning time by working with students individually as well as in small group or whole groups.

#### **Standard 5: Professionalism**

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

The teacher:

- 5.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 5.2 Adheres to school policies and ethical guidelines.
- 5.3 Incorporates learning from professional growth opportunities into instructional practice.
- 5.4 Sets goals for improvement of knowledge and skills.
- 5.5 Engages in activities outside the classroom intended for school and student enhancement.
- 5.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 5.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 5.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 5.9 Demonstrates consistent mastery of standard oral and written English in all communication.

### **Standard 6: Student Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The teacher:

6.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.

6.2 Documents the progress of each student throughout the year.

6.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

6.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Adapted from the work of Charlotte Danileson and James Stronge.

