



LAFAYETTE PREPARATORY ACADEMY

St. Louis, MO | Est. 2013

Teacher- 5th/6th ELA and Science

Lafayette Preparatory Academy, a charter school, opened in the fall of 2013 initially as a K-2 charter school with 74 students and will grow with its students through 8th grade. Our mission is to prepare students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders. We utilize a rigorous academic model to implement research-proven curriculum focused on critical thinking and problem-based inquiry. As a community school, serving the needs of students from Downtown/Near Southside neighborhoods, LPA will support social and economic growth and sustainability in the city of St. Louis.

Teaching at Lafayette Preparatory Academy:

Lafayette Preparatory Academy seeks passionate educators and relentless over-achievers who have proven to be ambitious self-starters and operate with both a sense of urgency and responsibility. Teaching at Lafayette Preparatory Academy is ideal for an educator with deep passion for instruction and who is eager to participate in rigorous development to perfect his/her craft. In addition to daily grade-level planning time and weekly professional development, teachers will receive regular advice, support, guidance, and feedback from a supportive leader.

Teachers will also participate in five weeks of professional development and common planning activities prior to students arriving. Professional Learning Institute begins in mid-July every year.

Specific Responsibilities:

The 5th/6th grade teacher will be LPA's first 6th grade homeroom teacher. LPA will grow out the middle school portion of the program over the next few years, similar to the gradual growth of the elementary school. The 6th grade homeroom teacher will be the 2nd middle school teacher hired and will partner directly with the 5th grade homeroom teacher to deliver content to our 5th and 6th grade students. During the 17-18 school year, this teacher's time will be split between ELA and Science. In the 18-19 school year, the 6th grade homeroom teacher will specialize in either subject (dependent upon certification) and another teacher will be hired in the other certification.

Another part of the LPA middle school program is the development of the Investigations program. Investigations is an interdisciplinary block designed to engage students in an opportunity to innovate and explore content and understandings through inquiry, creativity and problem-solving. Throughout their time at LPA, students are guided through inquiry-based studies to build deeper understanding incorporating multiple content areas. While core content will continue to be a critical component of learning at LPA, the Investigations block in middle school will encourage students to apply concepts through innovative lenses. Students will have the opportunity to participate in the design of their learning, pulling in concepts from each area to support a robust, dynamic learning experience. During this block, students will lead their learning, as the social studies, science, physical education, music and art teachers support and facilitate the learning. Further, each trimester we will offer other special exploration areas such as drama, speech, debate, architecture, agriculture, etc.



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Academic Achievement and student character development

- Plan instruction appropriate to subject and grade level and differentiate to the needs of each individual student.
- Encourage innovation, creativity and social responsibility.
- Instruct in ELA, math, social studies, science, critical thinking, and character education.
- Develop and employ multiple assessments effectively.
- Analyze effectiveness of instruction through regular student assessment and reflection on teaching practices.
- Collaborate to develop a set of ambitious year-end goals for each student. Working backwards from these goals, determine benchmarks.
- Use assessment data to drive instruction and decision-making.
- Create a positive, achievement-oriented and structured learning environment that excites and invests students.
- Motivate students to realize high academic and behavioral standards.
- Build classroom community by working with families to become invested in their children's academic success.
- Exemplify LPA's core values in all interactions with students, families, and colleagues.

Professional learning, development and growth

- Collaborate with school leaders and teachers to improve instruction and develop school culture. Encourage innovation, creativity, and social responsibility.
- Refine instructional knowledge and skills, engage in data analysis, and refine the school's curriculum.
- Utilize data analysis protocol, lesson study protocol, and teaching practices inquiry protocol.
- Attend all professional development, team planning, and data analysis meetings.
- Participate in Professional Learning Institute as both a leader and collaborator.
- Inquire about innovative teaching practices and models.

Qualifications:

- A passionate belief in LPA's mission, values, and educational model
- Missouri Teaching Certificate in content area (either MS Math or MS Science)
- A bachelor's degree
- Meet HQT requirements.
- Current authorization to work in the United States

Experience:

Experienced teaching candidates must demonstrate a track record of exceptional student performance, while candidates without teaching experience will be evaluated based on past leadership experience, participation in extracurricular programs, academic performance, and commitment to personal and professional growth.

Knowledge, Abilities and Attributes:

- Ability to meet the needs of students learning at widely varied levels
- Ability to employ inquiry-based teaching strategies
- Ability to encourage and develop both divergent and convergent thinking in students
- Ability to develop critical thinking skills in students
- Ability to apply empirical principles and procedures
- Ability to analyze student achievement data and utilize it to drive instruction
- Ability to establish and maintain cooperative relationships with all stakeholders
- Knowledge of many curricular models
- Bilingual/biliterate preferred
- A strong love for teaching
- A desire to work with a diverse student population
- A willingness to do whatever it takes to ensure that every child succeeds
- Ability to demonstrate loving care for students and their futures yet also a firm personality and belief in a high level of structure.
- A strong commitment to assessment and accountability.



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Physical Demands:

While performing the duties and responsibilities of this job, the employee is regularly required to talk and hear, stand, move and walk at a brisk pace, sit, and use hands and arms to handle, feel and reach. The ability to accompany students anywhere on school premises. The employee is occasionally required to stoop or kneel and occasionally lift and move up to 50 pounds. Regular attendance on the job is expected and necessary. Additionally, the employee must be physically able to implement all BOE policies, District procedures and to perform Non-Violent Crisis Prevention Intervention (CPI) training and techniques. The employee must be physically able to react and intervene quickly during crisis situations, such as but not limited to the following circumstances: emergency drills, student elopement, physical altercations involving students.

Reports To:

Lafayette Preparatory Academy Head of School

Terms of Employment:

Salary and work year is aligned to the school calendar (requires attendance at Professional Learning Institute); 8 days sick leave; comprehensive benefits package

To Apply:

Submit your resume, cover letter, transcripts, a copy of valid teaching certificate, question responses (below), and three letters of recommendation to Sarah Ranney, Head of School at Hiring@Lafayetteprep.org In the subject line write “ (Your name), Middle School teaching candidate”

Submit concise responses to the following questions:

- 1) According to Carol Dweck’s research on achievement and success, one’s mindset towards learning can be changed. Which mindset must be nurtured in students and how does one develop that mindset in students?
- 2) What is most important to the success of students?
- 3) How do race and class affect how young people experience schools? And what role does a teacher play in affecting the experience?
- 4) Is it more important to provide structure or flexibility in the classroom?
- 5) How does one develop an innovative mindset in students?