



Lafayette Preparatory Academy

St. Louis, MO | est. 2013

Special Education Teacher

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 be a community that prepares students for academic and collegiate success and equips 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 a collaborative coaching method in order 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 supportive leaders.

Teachers will also participate in an extensive on-boarding process during their first year at LPA that will begin in mid-July and last for four to five weeks. Each subsequent year, teachers participate in Professional Learning Institute which begins at the end of July every year.

SPECIFIC RESPONSIBILITIES:

The Special Education Teacher will work collaboratively with the Special Education team to provide all services as related to students' IEP and 504 plans. This person will provide resource support in a push-in and pull-out environment as well as support self-contained students. A strong candidate will be excited to work in a collaborative environment, while also taking ownership over their case load including managing the IEP process, writing and modifying lesson plans and implementing accommodations and modifications within the general education setting. This teacher will most likely support our students in 4th-7th grades.

Academic Achievement and student character development:

- Assist in the management of timelines, legal documents and files related to students IEPs and 504 plans
- Write and implement rigorous, standards-based Individualized Education Plans (IEPs)
- Ensure that classroom teachers and related service providers are knowledgeable about the needs of students with disabilities, informed of their responsibilities for particular students, and equipped with the support and training they may require to implement each program
- Plan and provide instruction appropriate to subject and grade level in collaboration with grade or subject team



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- Create a positive, achievement-oriented and structured learning environment that invests students and aligns to the expectations of the general education setting
- Provide a variety of services within in a self-contained, co-teaching, push-in and/or resource instructional setting as needed
- Assess student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration
- Collaborate to develop a set of ambitious year-end academic and behavioral goals for students. Working backwards from these goals, determine benchmarks
- 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
- Refine instructional knowledge and skills, engage in data analysis, and refine the school's curriculum
- Utilize data analysis protocol
- Attend all professional development, team planning, and data analysis meetings
- Participate in Professional Learning Institute and Leap Into Learning as both a leader and collaborator
- Inquire about innovative teaching practices and models

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: student elopement, physical altercations involving students or any situation that requires physical intervention to maintain student safety. Regular certification of CPI training is a requirement of the job. (This requirement may be met through training on-site.)

Qualifications:

- A passionate belief in LPA's mission, values, and educational model
- Missouri Teaching Certificate in Special Education
- A bachelor's degree
- Current authorization to work in the United States



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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

REPORTS TO:

Lafayette Preparatory Academy Director of Special Education