



LAFAYETTE PREPARATORY ACADEMY

St. Louis, MO | Est. 2013

Teacher- Job Description
Middle School Content Teacher-
English Language Arts, Math, Science and
Social Studies

Lafayette Preparatory Academy, a public 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 all 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 planning time and weekly collaborative development after school, 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 at the end of July and last for four to five weeks, followed by a monthly seminar that focuses on the culture of the school. Each subsequent year, teachers participate in Professional Learning Institute which begins two to three weeks before the start of school. Teachers at LPA are committed to building strong foundations as a team before students arrive each year.

LPA's middle school supports students in 5th through 8th grade with two content teachers per core subject (ELA, Math, Science and Social Studies). In the 2020-2021 school year, LPA will have two classes of 5th graders, two classes of 6th graders, two classes of 7th graders and one class of 8th graders. 2021 will see our 2nd group of graduating students.

All of the teachers at LPA utilize backwards design to create and implement rigorous learning experiences that engage critical thinking while also encouraging the development of content knowledge and skills needed for success. Teachers employ Project-Based Learning and Design Thinking methodologies to encourage robust learning for all students. Additionally, LPA teachers are driven to help their students succeed. They embrace growth mindset for themselves and encourage and develop it with their students.



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Specific Responsibilities:

We are seeking candidates interested in building the LPA middle school program and being part of our founding team. This includes program (content and curriculum) and operations (parent communication procedures, dismissal process, cell phone policies, etc.) Teachers at LPA are proven professionals who guide every element of the school. Teachers with a desire to plan content and develop systems from the ground up will be successful in our growing school.

ELA Teacher- The ELA teacher at LPA is responsible for planning standards-aligned content for 5th and 6th grade or 7th and 8th grade students at LPA. Additionally, each teacher will plan a section for Investigations (see more information below) for 1 period each day. Teachers utilize the backwards planning method to create rigorous lessons that capitalize on Design Thinking. The ELA teacher will create content to instruct students in reading and writing (including grammar). Additionally, the ELA teacher will coordinate with team members to find alignment and connection between content areas.

Math Teacher- The Math teacher at LPA is responsible for planning standards-aligned content for 5th and 6th grade or 7th and 8th grade students at LPA as connected with Singapore Math, Open Up and Algebra. Teachers utilize the backwards planning method to create rigorous lessons that capitalize on Design Thinking. In addition, the Math teacher will continue design work on a long-term scope and sequence for the math program for all middle schoolers. This person will lead the process to determine pacing and eligibility to take Algebra and other advanced courses. Additionally, the math teacher will coordinate with team members to find alignment and connection between content areas. Finally, each teacher will plan a section for Investigations (see more information below) for 1 period each day.

Science Teacher- The Science teacher at LPA is responsible for planning standards-aligned content for 5th and 6th grade or 7th and 8th grade students at LPA. Teachers utilize the backwards planning method to create rigorous lessons that capitalize on Design Thinking. Science instruction should be hands-on and focused on experimentation. The Science teacher will coordinate with team members to find alignment and connection between content areas. Additionally, each teacher will plan a section for Investigations (see more information below) for 1 period each day.

Social Studies Teacher- The Social Studies teacher at LPA is responsible for planning standards-aligned content for 5th and 6th grade or 7th and 8th grade students at LPA. Teachers utilize the backwards planning method to create rigorous lessons that capitalize on Design Thinking. The Social Studies teacher will coordinate with team members to find alignment and connection between content areas. Additionally, each teacher will plan a section for Investigations (see more information below) for 1 period each day. The Social Studies content at LPA is designed entirely in-house and aligns to our big picture mission of community. In fifth grade, students learn about Ancient Civilizations and the ways in which communities form. In sixth and seventh grades, students study different moments in United States history from different points of a view. 8th graders focus on government and the US and Missouri constitutions. A strong candidate will feel confident in designing learning experiences that encourage student discovery of US history, to form connections to modern day culture and to question information presented to them. This course of study should be designed to question the traditional presentation of history and present historical perspective through a culturally responsive lens. A successful candidate will find creative ways to present information from multiple perspectives and allow



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students to debate history while uncovering their own beliefs, values and biases. Additionally, the 8th grade Social Studies teacher will design content as aligned to state standards in preparation for state tests.

Investigations- 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 multiple teachers support and facilitate the learning. Each teacher in the middle school will plan an investigation lasting the length of 1 quarter. The Investigations class is the last period of the day and happens in small classes (16 students max) with mixed-age levels.

Academic Achievement and student character development:

- Plan instruction appropriate to subject and grade level and implement differentiated lessons, addressing the needs of each individual student.
- Utilize Project-Based Learning/Problem-Based Learning/Design Thinking to drive learning within the classroom
- Encourage innovation, creativity and social responsibility.
- Develop and employ multiple assessments effectively.
- Analyze effectiveness of instruction through regular student assessment and reflection on teaching practices and use assessment data to drive instruction and decision-making.
- Utilize a variety of data points to effectively instruct students on a variety of levels.
- Strategically employ multiple strategies to increase student learning in academics and social emotional development.
- Collaborate to develop a set of ambitious year-end goals for each student. Working backwards from these goals, determine benchmarks.
- Create a positive, achievement-oriented and structured learning environment that excites and invests students.
- Motivate students to realize high academic and social standards.
- Build an ongoing partnership with families for their children's academic success.
- Exemplify LPA's core values in all interactions with students, families, and colleagues.
- Create a classroom environment that promotes student safety.

Professional learning, development and growth:

- Actively participate in PLC.
- 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
- Attend all professional development, team planning, and data analysis meetings.



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- Participate in Professional Learning Institute as both a leader and collaborator.
- Inquire about innovative teaching practices and models.

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, professional relationships with all stakeholders
- Knowledge of Balanced Literacy, Singapore Math, Project-Based/Problem-Based Learning, Inquiry Learning, Culturally Responsive Pedagogy, Backwards Planning
- 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.
- Ability to manage changes within the day- schedule, student needs, facility, content, etc.
- Ability to create systems that support student independence in a safe, caring environment.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive.

- Exposure to stressful situations
- Exposure to a variety of childhood and adult diseases and illnesses
- Occasional exposure to a variety of weather conditions
- Exposure to heated/air conditioned and ventilated facilities
- Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment
- Function in a workplace that is usually moderately quiet but that can be noisy at times

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 employee is often required to stoop or kneel and lift and move up to 50 pounds.

Regular attendance on the job is expected and necessary. Additionally, the employee must be physically able to



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implement all BOE policies. The employee must be physically and mentally 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.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all-inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

- Use strength to lift items needed to perform the functions of the job.
- Sit, stand, stoop, twist and walk for required periods of time.
- Speak and hear.

Reports To:

Lafayette Preparatory Academy Head of School