



LAFAYETTE PREPARATORY ACADEMY

St. Louis, MO | Est. 2013

Job Description Teacher-Special Education/General Education Split

Lafayette Preparatory Academy, a charter school, opened in the fall of 2013 initially as a K-2 charter school with 74 students and has grown with its students through 8th grade, serving nearly 400 in 2020-2021. 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/their 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.

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.

SPECIFIC RESPONSIBILITIES

The General Education responsibility will be serving as homeroom teacher and teaching 4th grade character education, Reading and Writing (ELA) to one of the two 4th grade classes (1/2 day).

The Special Education responsibility will be teaching students who qualify for Special Education and receive services through an Individualized Education Program (IEP) as part of our Special Education team (1/2 day).

***Note: ELA instruction for the second class of 4th graders will come from the other 4th grade ELA teacher, who also serves as a part-time Instructional Coach. Their teaching partner will teach Math, Science and Social Studies to both of the 4th grade classes.

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

Responsibilities Specific to Special Education:

- Serve as special education case manager for students on case load.
- Write and implement rigorous, standards-driven Individualized Education Plans (IEPs).
- Assist in the management of legal documents and files related to students IEPs and 504 plans.
- Coordinate annual IEP and 504 review processes.
- 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

- Co-teach, push in, and push out, as needed

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
- 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
- A bachelor's degree
- Current authorization to work in the United States
- Satisfactory completion of a background check and Family Care and Safety check, demonstrating results that meet the guidelines for employment at Lafayette Preparatory Academy

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 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
- Function in a workplace that can be stressful.

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 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: Head of School/Special Education Director

It is the policy of Lafayette Preparatory Academy not to discriminate on the basis of race, color, national origin, sex, age, or disability in its programs or employment practices.