



LAFAYETTE PREPARATORY ACADEMY

St. Louis, MO | Est. 2013

Teacher Assistant

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. In 2015 we expanded to K-5 with over 200 students. 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 math, literacy, critical thinking, and science. 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. Teacher Assistants will also participate in two to three weeks of Professional Development every summer.

SPECIFIC RESPONSIBILITIES:

Academic Achievement and student character development

- Support and reinforce instruction.
- Co-teach under the guidance of the teacher, as needed.
- Offer individual or small group instruction, as needed.
- Encourage innovation, creativity, and social responsibility.
- Assist students with physical or behavioral needs, during transitions.
- Provide behavioral support, as needed.
- Prepare materials and equipment.
- Supervise students during lunch, recess, and instructional times.
- Analyze effectiveness of instruction through reflection on teaching practices.
- 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.
- Refine instructional knowledge and skills, engage in data analysis, and refine the school's



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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
- Current authorization to work in the United States
- A minimum of 60 semester hours of college credit with a certified transcript on file or have taken and passed the ParaPro Assessment

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 Director, Special Education

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 Sarah.Ranney@Lafayetteprep.org In the subject line write “ _____
(Your name) , 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?