



Full-Time Every Day Reserve Teacher
Start Date: August 1, 2016
Location: St. Paul, MN

K-6 Personalized Learning Charter School

At West Side Summit, our mission is to empower students to find joy in learning and develop the academic efficacy necessary to prepare them for the rigors of a college education and beyond. Our vision is to be a proof-point for Minnesota that all children, regardless of zip code or socioeconomic status, deserve a high quality education, and all students can achieve a high level of academic success when we hold them to high expectations and honor their potential for greatness.

West Side Summit opened in 2013. We are continually seeking innovative, organized, and flexible teachers to join our dedicated staff. Our teachers are passionate about closing the achievement gap, preparing students for a college education and encouraging life-long learners.

Applications are reviewed on a rolling basis.

To apply, submit a cover letter and resume to info@westsidesummit.org.

Job Description:

A reserve teacher serves several essential functions:

1. To serve as an in-house substitute teacher in grades K-6. At West Side Summit, we believe a Guest Teacher should have a strong relationship with the students, an understanding of the school's classroom management style and alignment with our vision and mission.
2. To move into a classroom teacher position as class sizes grow. We believe class size is important to student growth. Often classes will start out smaller and enrollment may increase by 6-10 students in the first two months. By employing a reserve teacher who works closely with the largest class we can ensure a smooth transition when it becomes necessary to create two separate classrooms.
3. To co-teach in a classroom. During the first months of school, a class may need to have 2 teachers due to size. The Reserve Teacher works side by side with the current classroom teacher to improve student learning.

Essential Qualifications:

- Bachelor's degree or higher
- A current Minnesota Educator License or the ability and interest in working toward a Minnesota Educator's license (or out of state Educator License with the willingness to pursue a MN license)
- Record of academic success with lower elementary students in an urban school setting
- Evidence of data-driven instruction, goal-setting and high academic standards for all students
- Strong critical thinking and problem solving skills
- Excellent communications skills.
- Proven ability to build trust with colleagues

Additional Qualifications:

- Bilingual: Spanish, English, Hmong, Somali, Oromo
- Additional Licensure/Endorsements: Reading, ELL, World Languages, DAPE, E/BD, SLD
- Formal Responsive Classroom Training
- CPI (Non-violent Crisis Prevention) Certified

Desired Qualities:

- Alignment with our mission and vision
- High expectations for students, colleagues, and themselves
- The flexibility and willingness to work in an entrepreneurial environment
- A professional, constructive, and team-oriented work style
- A deep level of personal responsibility for student learning, growth and behavior.
- Deep sense of personal responsibility for achieving the school's mission and a "whatever it takes" mindset

Major Responsibilities:

- **Student Achievement:** Hold all students to high academic standards, set and pursue rigorous academic goals, ensure academic achievement of all students to put them on the path to college
- **Instructional Excellence and Planning:** Demonstrate strong content knowledge, utilize on-going formative and summative assessments to assess student mastery of content and uncover gaps in student knowledge, engage students in rigorous inquiry-based lessons and higher order thinking skills, push academic rigor with scaffolded critical thinking questions, collaborate with team members to design grade-level scope and sequence and unit plans, collaboratively develop and write quality rigorous interim assessments, meet a range of needs by ensuring students receive differentiated and individualized instruction and support daily
- **Professionalism and Growth:** Foster and maintain a positive, constructive, and supportive working relationship with administration, teachers, and staff. Seek feedback to improve performance in instruction, planning, culture, and leadership; reflect on and pursue development in areas of personal and professional growth, work with the Director and Lead teacher to evaluate and improve skills, eagerly participate in structured and informal professional development opportunities, collaborate with colleagues to ensure a safe, joyful and rigorous school environment. Attend and participate in all staff meetings and professional development, including occasional evenings and weekends and extended summer orientation.
- **Personalized Learning:** Develop a deep understanding of the school's online adaptive curricula and evaluate and experiment with new programs, create a classroom culture focused on maximizing individualized learning time, align online curricula with face-to-face instruction to push critical thinking skills and rigor in the classroom, review and use student data generated by adaptive curricula to drive classroom instruction and individualized support for all students
- **Classroom and School Culture:** Create a positive and achievement-oriented learning environment, set and reinforce clear expectations and routines aligned to school's culture, maintain a joyful classroom environment, embrace school-wide culture systems, design classroom to reinforce school values and culture

- **Data Analysis:** Use data from interim assessments and other formal and informal sources to adjust and direct instruction, collaborate with team members to assess effectiveness of instruction and units, participate in all-staff data days, bring complete and relevant data to meetings, create intervention plans for students behind grade level based on data
- **Character Development:** Embody and hold students to our CRED values (Community, Respect, Efficacy, and Diversity), model and develop students' sense of academic efficacy, discuss and recognize the development of college readiness traits
- **Student/Family Relationships:** Create a joyful and supportive academic environment for students and their families, build rapport with students outside of class, maintain regular communication with families around student academic and character development
- **Extended school hours and extended school year:** Student hours are 8:30 a.m. to 4:30 p.m.; Teacher hours are 8:00 a.m. to 5 p.m. Teachers typically report the second week of August and work through the end of June.
- Additional duties as needed/assigned.

Compensation:

Salary for this position is competitive and commensurate with experience, and a comprehensive benefits package is offered with this position.