



Full Time  
Special Education Teacher  
Start Date: August 20, 2018  
Location: St. Paul, MN

Personalized Learning Charter School (Kindergarten-8th Grade)

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 lifelong learners.

**Applications are reviewed on a rolling basis.**

**To apply, submit a cover letter and resume to [info@westsidesummit.org](mailto:info@westsidesummit.org).**

*Essential Qualifications:*

- Current Minnesota teaching license in Special Education or an out of state license and the willingness to pursue a MN license.
- Experience as an Instructor and/or working with children who require behavioral management
- Data-driven philosophy of teaching
- Excellent communication and interpersonal skills and ability to build trust with colleagues
- Strong critical thinking and problem solving skills
- Bachelor's degree or higher

*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 (Specific to Special Education):*

- **Special Education Team:** Work with the Special Education Teachers and Special Education Paraprofessionals to design and execute an excellent and rigorous special education program based on the ever changing needs of the students enrolled in special education.

- **Special Education Case Management:** Assume responsibility for case compliance and student academic progress. Write IEPs, consult with regular education teachers, and keep IEPs updated. Issue quarterly progress reports on IEP goals for students and families, schedule and coordinate annual IEP meetings. Maintain special education files, ensure all evaluation recommendations are followed up and completed. Work with clinicians to ensure related services are being delivered. Analyze student referrals to the Child Study committee. Consult with Special Education Director as necessary to ensure compliance
- **Special Education Services:** Design and implement engaging instruction based on IEP goals and objectives. Monitor and support implementation of goals and objectives in general education classrooms. Provide and/or support modifications and accommodations as needed in general education classrooms. Maintain a portfolio of student work samples and classroom observations. Encourage parent partnerships and maintain positive communication with families regarding student progress. Work with all school leadership and staff to ensure all students receive appropriate accommodations and modifications during formal and informal assessments.

Major Responsibilities (School Wide):

- **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 ongoing 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:** 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
- 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.