The Kansas City Neighborhood Academy
Kansas City, Missouri

Lead Teacher, Pre-K
Job description and details

School description:

The Kansas City Neighborhood Academy (KCNA) is a neighborhood school for neighborhood children, whose sole purpose is to break the cycle of poverty, with a proven academic model focused on literacy and STEAM (STEM + Arts). The school will be part of a holistic neighborhood revitalization approach where a strong lead organization coordinates to provide the community with mixed-income housing, a cradle-to-college education, and additional "wrap around" services based on community needs. The school is set to open in the 2016-2017 school year. The school will open with grades K-2 and will expand to K-6. Over time, the school and its partner organizations anticipate extending the education downwards to provide a Birth to 6th grade continuum of education.

Our commitment to diverse teams:

The Kansas City Neighborhood Academy is an equal opportunity employer. Given our context both as a school and as a part of a holistic neighborhood revitalization effort, we are committed to building a diverse staff. We value the richness that diversity brings to our neighborhood and school and welcome all applicants that meet our criteria. We do not discriminate on the basis of race, gender, age, religion, or sexual orientation.

Position summary:

Lead teachers are responsible for providing research-based instruction aligned with National, State and District early education standards. The teacher will integrate a variety of research-based resources and strategies to support instruction. Per the vision of the school, pre-K teachers will focus on children's early language, pre-literacy and pre-mathematics development as critical foundations, and create interdisciplinary learning opportunities (e.g., integration of content from informational text to enhance narrative text) while fostering 21st century skills in students (e.g., communication, collaboration, critical thinking through instructional strategies that foster pragmatic skills such as conversations with peers and adults, self-regulation, turn-taking, perspective-taking and inferencing).

The lead teacher works as a team member both within the classroom, across the pre-K team, and vertically with other grade levels, particularly kindergarten and first grade. Teams of teachers will have the opportunity to plan together, attend professional development together, and perfect their craft as educators.

Lead teachers will administer a variety of assessments to monitor student progress (e.g., authentic, curriculum-based, criterion-referenced, norm-referenced), maintain open lines of communication with parents and/or guardians, and plan instruction. They will integrate technology into their teaching, as appropriate.

Reports to: The school's principal and Kansas City Public Schools' designated administrative personnel

Responsibilities:

1. **Effective classroom instruction:**
   a. Planning, implementing, and monitoring instruction and interventions as part of a Multi-Tiered System of Support / Recognition and Response structure
   b. Leveraging robust research-based curricula, resources, and strategies to enhance instruction
   c. Using a variety of data collection measures to drive instruction and intervention
   d. Designing inquiry-driven classroom experiences with a STEAM (STEM + the Arts) focus (e.g., implementation of units of study with focus on science and social science themes)
   e. Fostering classroom culture that facilitates intrinsic drive for learning and personal growth among students

2. **Personal professional growth:**
   a. Participating in joint planning during teacher planning time
   b. Reflecting on teaching practices and seeking appropriate help and support from the leadership team
   c. Collaborating through learning communities on topics of mutual interest, such as vertical alignment of the curriculum, early literacy and language strategies, etc.

3. **Supporting the team's professional growth:**
   a. Leading joint planning or collaborative learning communities, when appropriate to the teacher's interests and strengths
   b. Supporting assistant teachers, paraprofessionals, practicum students, and any other team members in their professional growth especially with regards to supporting all members of the team to deliver high-quality early language, literacy and math foundations to all students
   c. Mentoring new teachers as needed

4. **Working with family stakeholders:**
   a. Proactively communicate with family and/or guardians
   b. Involve community stakeholders in learning experiences for students, when appropriate

Qualifications:

1. BA, BS degree required
2. Appropriate State Certification (Note: Out of State candidates are welcome, and successful applicants will be guided on the process for transferring their certification)
3. At least 3 years teaching experience in PreK-1st grade education strongly preferred
4. At least 2 years of formal or informal experience working in a team environment
5. A deep understanding of the District/State/National early learning standards strongly preferred
6. A demonstrated ability to differentiate instruction using student data
7. Successful demonstration of teaching techniques and classroom management skills as seen during a classroom observation by a Principal and/or another member of the leadership team
8. Demonstrated success as a self-starter who can thrive in ambiguity
9. Demonstrated ability to be flexible, proactive, nimble, and resourceful in a complex and fast-paced start-up environment
10. A demonstrated belief that all children can achieve at the highest levels

11. A demonstrated passion for working or serving in underserved communities a plus
12. Demonstrated knowledge and ability to work effectively with individuals and groups from a variety of cultures and backgrounds
13. Willingness to work an extended day with teacher hours from approximately 7:30 AM to 4:30 PM and student hours from approximately 8:00 AM to 4:00 PM (i.e., includes planning time during before and after care)
14. Have current authorization to work in the United States

Application process:

- Phase 1: The KCNA team will thoroughly review cover letters and resumes of all applicants.
- Phase 2: Select applicants will have an initial interview with Dr. Robin E. Henderson, KCNA Principal.
- Phase 3: Final interview with Principal and Selection Committee
    - Candidates will be asked to provide a 10-15 minute video of them teaching in their current context prior to the interview
    - Deliver a 15 minute sample lesson during the interview
- During the process: Possible re-submission of materials directly to our sponsor, Kansas City Public Schools. You will receive guidance on this from KCNA and KCPS staff.