
Teacher Position- Description**Seeking:** Full-Time teacher position**Title:** Student Team Leader, also known as “Homerooms Teacher”

Class size: 5-7 students

Full time hours/salary: M-F 7:30am-3:30pm \$35,000- \$55,000, plus benefits**Starting:** August 5th, 2024**Ending:** May 30th, 2025

Apply by submitting resume and cover letter in pdf format and three references to Kara Holden, Ph.D. at kholden@westlawnschool.org

Westlawn is a small, nonprofit, specialized private school for students who are the ages of 2nd-9th grades who are bright, gifted and twice-exceptional. Westlawn has a tight-knit multi-disciplinary team and a culture of neuroscience-driven innovation paired with nurturing, successful teacher-student relationships.

Teachers are excited to work at Westlawn because they have flexibility, support, and autonomy. Students love learning at Westlawn because they have a balance of challenging academics that are personalized and innovative coupled with intentional social and emotional skill development.

Westlawn is looking for patient and highly qualified teachers who are passionate about empowering kids to think critically about the world around them. These teachers will guide students as they discover their own abilities through authentic instruction in English/Language Arts, Mathematics, Science, and Social Studies. The role will include a mix of assisting Content Specific Instructors and leading students' independent work sessions. This teacher will be responsible for ensuring services and support are in place and provided as determined by the student's Learner Achievement Team (LAT) and will be the main point of contact between the student's Content Specific Instructors and parents.

- Will collaborate with other Westlawn academic, behavioral, and clinical staff to develop engaging, cross-disciplinary project-based learning;
- Are innovative educators, excited to help us develop and deliver new instructional approaches using technology, while managing student behaviors using positive behavioral interventions and supports;
- Solve problems creatively using strong analytical thinking;
- Are passionate about making a difference for bright and gifted children who have learning, social, emotional or neuropsychological challenges;
- Have experience with students who are gifted or who have learning differences.

Salary commensurate with experience. Teacher certification is required.

Responsibilities of Student Team Leader, also known as “Homerooms Teacher”**Parent Communication**

- Direct communication with parents; directing parents to appropriate contact person (e.g., reading or math teacher), as needed
- Meet with parents and content specialists during Parent Conferences
- Provide parents Learner Profile and the online file goes in Students Folder in Shared Westlawn Folder on Google Drive

Instructional Responsibilities

- With your team of faculty, develop and maintain lessons for: Writing/typing, Community Meeting, Studios, and Social Centers
- Upload lessons 1 week in advance to Westlawn Shared File on Google Drive
- Support & collaborate with Content Specialists as needed (see below)

Content Teacher Collaboration + Support

- Meet with Content Specialists for LAT and Curriculum Collaboration Meetings
- Support Content Specialists during content areas (refer to co-teaching article handed out in the beginning of the year)

Student Attendance

- Keep student attendance daily/weekly & input absences and tardies in Learner Profile

Student Data Collection- support Content Specialists

- Support Content Specialists data collection (e.g., progress monitoring & benchmarks)
- Maintain student behavioral data

Student Behavior Management

- Post, teach, review, reinforce expected and unexpected behaviors
- Develop and teacher procedures, as needed (e.g., entering Community Meeting, going outside for Recess, morning routine, etc.)
- Prepare agendas and behavior labels in student agendas
- Keep up with Acorn Dollars and support Content Specialists during learning time do the same
- Develop and implement Student Escalation Cycles and any other pertinent data collection for target and replacement behaviors

Materials Preparation

- Prepare visuals (get them approved) for classroom and individual students; print and laminate - as needed
- Offer/assist to prepare visuals for Content Specialists

Student Learner Profile + Portfolio

- Prepare student Learning Profiles for conferences by collaborating with content specialists.
- Maintain student work, collect data from Content Specialists, and complete Learner Profile at end of each Unit

Community Chores

- Responsible for collaborating with all faculty on successful teaching, reteaching, performance of students doing Community Chores

What is a Content Specialist?

Parent Communication

- Completing weekly Conversation Starter card (i.e., progress notes)
- Communicating with parents/Homeroots class about happenings in content areas (i.e., one post per week per content area in Bloomz- whole group or individual)
- Contacting parents on an as needed basis (e.g., parent inquires about progress, pre-emptive contact, share praise or acknowledge positive occurrence in the classroom)

Instructional Responsibilities

- Develop and maintain lessons for content specific areas for each class; individual lessons, as needed
- Assessing students before, during, and after instruction; deciding and delivering class-wide and student specific benchmark assessments
- Supporting Studios and Social Centers
- Upload lessons 1 week in advance to Westlawn Shared File on Google Drive

Homeroots Teacher Collaboration

- Collaborating to design curriculum and develop a Unit Syllabus
- Communicating plans with Homeroots teachers
- Co Teaching with Homeroots teachers during lessons (refer to co-teaching article handed out in beginning of year)

Behavior Management

- Using PBiS strategies and multisensory learning tools during instruction
- Following school wide expectations
- Setting class wide expectations
- Collaborating with Homeroots teachers on student specific expectations for Content Period

Materials Preparation

- Prepare materials prior to lessons
- Collaborate with Homeroots teachers for assistance with material prep

Lunch & Recess Duty

- Supervise and attend to student behavior
- Keep track of student behavior using agendas

Westlawn Teachers Are

...flexible thinkers with strong attention to detail and a desire to help innovate educational practices.

Regardless of background, Westlawn teachers are able to flexibly adapt educational strategies and/or develop new ones to respond to the needs of a group of students or of a particular child. In short, Westlawn teachers are flexible and creative with their teaching methodologies.

... experienced in developing and implementing high quality instruction in various content areas including English language arts, math, science and/or social studies and have demonstrated academic success.

... technologically savvy and use this skill to instruct and modify academic instruction and behavior strategies. Westlawn teachers have a range of technology skills. For example, they know how and when to offer lower-tech (e.g., graphic organizers, post-its, sensory input items, etc.) and higher-tech (e.g., Smartboard, networked learning, voice to text, etc.) solutions to support students' access to or engagement in instruction and assessment.

... able to provide cross-disciplinary instruction, in a collaborative manner to support students' inter-related academic, social and emotional needs. This requires an ongoing process of partnering with the students, Westlawn faculty, and parents to (a) identify what problems our students have, (b) how we can support them, and then (c) giving them agency over the process so they can thrive independently. Westlawn teachers are purposeful about empowering and inspiring bright and gifted children to develop into future thought leaders who are prepared to thrive in the environments where they want to be—not just accommodating their differences.

... strong, compassionate relationship builders with every Westlawn student and his/her family. Westlawn teachers are prepared to support students through compassion, patience, collaborative problem-solving and unconditional support to help them move forward on their journey. Westlawn teachers are highly skilled at integrating positive behavior management strategies into curriculum and focused on sustained behavioral changes in the bright and often neuro-diverse group of students.

... effective communicators with students, parents and staff. Westlawn teachers make parents feel valuable, acknowledge their involvement, ask questions and listen. Westlawn teachers are flexible, yet routine with parent contact and keep parents abreast of academic and behavioral progress in a timely fashion

What does the term twice exceptional or 2e mean?

In order to understand this, we start by looking at the term gifted. What does it mean to be a gifted child? Broadly speaking, the term covers children who have shown to be bright and have high potential. The Marland report, the first national report on gifted education, includes a widely known definition of giftedness of children. It says that the term ‘gifted and talented,’ when used with regards to students, children or youth, means students, children or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

Meanwhile, twice exceptional (also called 2E or dually exceptional) is the term used to describe a child who is not just exceptionally able, but also has additional learning difficulties or a disability. So it could refer to a gifted child with learning difficulties, physical or emotional disabilities or even someone who is on the autistic spectrum and thus requires teachers who have specific training to accommodate the child’s “twice-exceptional” nature. It is very important for the learning environment of such a child to be able to address the unique needs of such a twice exceptional student.