



STUDENT ACHIEVEMENT COORDINATOR

STARTING DATE - AUGUST 2023

St. Luke's Episcopal School (SLES) is an independent, Episcopal day school that offers a balanced approach to learning in an academic and spiritual environment to approximately 250 students in early childhood through 8th grade. We have two sections of most grade levels, PK3-8 with class sizes that average from 12-16 per class.

SLES's faculty embodies the values of academic excellence, an authentic spiritual community, and strong character building. We focus on meeting the social and emotional needs of our students and understand that it takes both strength of mind and heart to live with integrity, to find one's passions, and to create meaningful change in the world. We believe that students learn to their potential when they are inspired. With rich content and an emphasis on student-centered programming, students are empowered and encouraged to be active and engaged learners. Our teachers provide an education that is both challenging and supportive. As an Episcopal School, our teachers reach beyond the facts to embrace spiritual inspiration. They work to consistently draw connections through expertise, responsiveness, and deep knowledge and commitment to our unique Episcopal identity. They work to ensure that students become active and curious learners – and are compassionate and courageous citizens fully prepared for future endeavors and challenges.

POSITION OVERVIEW

The central mission of the Student Achievement Coordinator (SAC) is to ensure that SLES identifies and supports students who learn differently during the elementary and middle school grades and provide appropriate instruction and intervention based on educational best practices supported by neuroscience research. The SAC will assist in providing enrichment for students who need additional challenges and reinforcement for students who struggle. The coordinator is also responsible for helping to manage ongoing screening processes for students, working with students, both directly and indirectly, to provide academic and emotional support, and collaborating with the faculty to ensure students are progressing in accordance with grade-level expectations.

REPORTING

The Student Achievement Coordinator reports to the Assistant Head of School

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Student Achievement Coordinator supports the school in the following areas:

Assessment and Data Management

- Develop screening assessment protocols, oversee completion of student assessments, and work with teachers to analyze student progress, identify priority learning needs for students, and discuss optimal strategies for maximizing student growth
- Interpret reports from formal diagnostic evaluations that include recommendations for instruction and accommodations within the classroom
- Maintain confidential records and keep accurate documentation of sessions, meetings, and other communications
- Coordinate and facilitate communication between student, family, school, and other involved professionals
- Maintain current knowledge of learning differences and learning strategies
- Develop and conduct or arrange faculty development sessions, including information on delivery of instruction, enriched learning in classroom settings, and methods for identifying students who need additional support or enrichment
- Offer occasional information workshops for parents

Students with Learning Differences

- Provide push in and pull out enrichment services supporting math and literacy concepts as well as critical thinking and problem-solving skills
- Lead the process for identifying, monitoring, offering supplemental instruction for students who learn differently
- Arrange and attend parent conferences and team meetings as appropriate within the structure of the academic support team
- Provide classroom observations of students. When appropriate, collect objective behavioral data
- Monitor the academic progress of students needing support

Instructional/Curricular Responsibilities

- Help teachers identify students who would benefit from intervention support and advanced academic achievement
- Assist with implementation of practical classroom strategies, appropriate learning experiences, and supplemental support for differentiated instruction in reading, writing, and math
- Collaborate with teachers to identify, introduce, and maintain blended learning models

for increasing student achievement

- Develop instructional learning plans with specific objectives for identified students
- Model learning strategies in the classroom and serve as an instructional coach to faculty
Help to support students and teachers by defining appropriate instructional needs and collaborating with faculty to ensure instruction is of high quality
- Educate faculty and parents on topics relevant to learning differences and cultivate a network of support for students

MINIMUM QUALIFICATIONS (KNOWLEDGE, SKILLS, AND ABILITIES)

SLES seeks a dynamic teacher who inspires students to learn and who works with colleagues in various curricular areas and divisions. Candidates should be passionate about all ages of students from pre k to eighth grade. Candidates should have successful teaching experience in various levels with a deep appreciation for students who have different learning needs.

- Bachelor's degree in a related discipline, a teaching certificate or credential, or equivalent successful experience teaching in classroom settings. Advanced degree preferred but not required
- Experience teaching all ages of children with proven mastery in effectively supporting students with differentiated learning needs
- Core knowledge about the development of elementary and middle age children
- Core knowledge about research-based practices for effective instruction
- Passion for and experience with integrating technology into the curriculum to serve the needs of all learners
- Eagerness to grow professionally and remain current within the field
- Excellent verbal and written communication skills
- Collaborative experiences with colleagues of diverse backgrounds on pedagogical approaches, curricular alignment, and instructional strategies
- Engagement in the use of multiple methods in solving problems, identifying more efficient strategies, and generalizing principles to a broad variety of applications
- Committed to collaborative teamwork in the classroom, teaching students to communicate effectively and thoughtfully, justify their reasoning, and consider multiple perspectives when solving problems
- Invested in the life of the school through participation in the advisory program, scheduled faculty meetings, and any and all aspects that support the student experience
- High ethical professional standards and strong interpersonal skills, including discretion, judgment, and integrity
- Sense of humor and positive attitude

Interested candidates should email their cover letter and resume to disabelle@sles-sa.org.