

Tulsa Legacy Charter School



PE Teacher for 2016-2017

School Year: 2016-2017
Region: Southwest Region - Tulsa
Job Type: Full-time Academic Year
Location: Tulsa, OK - Tulsa LCS
Category: Teaching
Salary: Commensurate with Experience
Benefits: Complete Benefits Package

Job Description

Tulsa Legacy Charter School is now accepting applications for a PE Teacher for the 2016-2017 school year.

ESSENTIAL QUALITIES

Tulsa Legacy Charter School (TLCS) PE teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking PE teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the TLCS mission, vision, core values
- A passion and ability to build and sustain the TLCS K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with TLCS network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Legacy PE teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All teachers are responsible for demonstrating significant and measurable academic gains with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our PE teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the state standards and curriculum to create a rigorous, objective-driven, arts-infused PE program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through movement.

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II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the TLCS School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to support the success of the student.

PROFESSIONALISM

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.

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- Fulfill all outlined and related functions professionally, timely and thoroughly.

Skills/Requirements

EDUCATION & EXPERIENCE:

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Applicants for Spanish teacher positions must be fluent in Spanish
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

Click here to apply: <http://www.tulsalegacy.org/>

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