



Position Title: Middle School Math Teacher, Middle School Advisor

Date Modified: January 23, 2023

FLSA Classification: Exempt

Reports to: Associate Head for Academic and Student Affairs

About St. John's

St. John's is an independent, coeducational Episcopal school serving up to 500 students in grades pre-k through eight. Located in a park-like setting on 10 acres in East Dallas, the School offers its employees and students a supportive esprit de corps fueled by a common mission – one dedicated to a program of academic excellence designed to train the mind, strengthen the character, and enrich the spirit of each student in a Christian environment. We think of St. John's not only as a school, but also as a very special kind of community. We seek to employ people who – regardless of the role they play in the School – understand that they impact the lives of our students, families, and colleagues. The St. John's Code calls us to model honesty and respectfulness in our relationships, responsibility in the performance of our assignments, and a caring attitude that extends to all members of our community. Do you dream of becoming the best educator you can? Of coming to work each day with a sense of mastery, belonging, and purpose? Of working with fun, collegial, collaborative, growth-minded professionals? If so, you could thrive at St. John's.

Position Purpose

This full-time position requires the teacher to teach five sections in an environment that values collaboration and differentiated instruction: four sections of Middle School math at the sixth or seventh grade level and either one extra advisory period or one elective.

Sixth grade is the final year in which the School uses the University of Chicago Everyday Math Program. Beginning in seventh grade, students transition from the concrete concepts of arithmetic learned through sixth grade to the abstract concepts of algebra and geometry. The eighth grade curriculum presents Algebra I, either at a pace to complete the full course or at an introductory pace, depending on the mastery of pre-algebra concepts demonstrated by students enrolled in the section.

As a member of the math vertical team, the teacher will be responsible for collaborating with peers on curriculum and instruction, as well as on the progression of Middle School students' math skills. The teacher will participate in an in-process math curriculum review that affects all grade-levels.

The teacher also serves as a Middle School advisor to a group of students. The advisor attends chapel with students, acts as their mentor, and provides organizational assistance and instruction of social and emotional learning lessons during an advisory period. The advisor works with the grade-level teaching team to plan, develop, and facilitate appropriate skills, conversations, and team-building activities for the grade. The advisor communicates regularly and as needed with parents and other teachers,



conducts advisory meetings and discussion groups, and prepares for and participates in parent/student/advisor conferences.

Key Accountabilities

- Teach students to individually and cooperatively visualize, discuss, and demonstrate mathematical concepts to extend their problem-solving skills and techniques.
- Cultivate culturally competent math classrooms by establishing and maintaining a respectful and conscientious environment.
- Participate in continuous curriculum evaluation with grade-level and vertical peers.
- Collaborate with vertical team members to ensure math curriculum continuity between Lower and Middle School and as students progress through Middle School. The vertical team monitors and advances the quality of the overall program and the progress and success of students.
- Maintain curriculum documentation in accordance with Middle School division requirements.
- Understand and meet the developmental and academic needs of Middle School students of varying academic, social and emotional abilities. Differentiate instruction to meet individual student needs.
- Adapt instructional strategies to accommodate the needs of students with diagnosed learning differences according to the accommodations outlined on Student Support Plans.
- Provide feedback to students and parents using a variety of tools including progress and grade reports, in-person and video conferences, phone calls, emails, and one-on-one meetings. The teacher is expected to write thoughtful, meaningful, and well-articulated comments that reflect students' progress and give specific direction for growth.
- Maintain daily lesson plans and effectively use the Student Information System, Learning Management System, and various other online tools. The teacher is expected to electronically record attendance, gradebooks, and reports.
- Attend and contribute to regular grade-level, vertical, divisional, and all-employee meetings.
- Fulfill other duties as assigned, such as lunch, recess, study hall, and/or carpool duty. Participate fully in the School community through club sponsorship, coaching, event attendance, or by other means.
- Adapt curriculum and instructional modalities as necessary based on whether learning is taking place on campus, at home, or in a hybrid/blended environment. Demonstrate technical proficiency and the ability to plan, organize, teach, and communicate in person, to a blended in-person/online class, and in synchronous and asynchronous online environments.



- Assist with the planning of and participate in grade-level day and overnight trips.

Opportunities and Challenges

The Middle School math teacher prepares students for the self-advocacy, stamina, and rigor required in eighth grade algebra and subsequently in high school. The teacher helps students continue to develop effective habits, skills, and attitudes in the completion of their academic work. The teacher must:

- Model the St. John's Code of respect, responsibility, honesty, and care.
- Demonstrate clarity in verbal and written communication.
- Demonstrate strong listening skills.
- Embrace the School's Episcopal identity, ethos, and commitment to respecting the dignity of each individual.

Growth Mindset

- Collaborate with colleagues on the development of curriculum and in the practice of instructional strategies.
- Leverage the knowledge, skills, and abilities of the Student Formation Team in support of students' academic, social, and emotional needs.
- Pursue growth in relevant technology skills.
- Network with peers at other local and national independent and Episcopal schools.
- Demonstrate commitment to personal and professional growth. Able to meaningfully receive, reflect on, and apply feedback to one's professional growth.
- Attend conferences and professional meetings to remain current with math curriculum, instructional strategies, culturally responsive instruction, and social and emotional learning.

Qualifications

- A Bachelor's degree in mathematics, mathematics education, or a quantitative field is required; an advanced degree preferred.
- Minimum of three years of experience teaching math through at least Algebra I or higher to middle school students preferred.
- Demonstrated ability to design and deliver lessons in hybrid/blended and online learning environments.



- Must meet minimum technology proficiency standards, including the ability to work in online Student Information and Learning Management Systems, to schedule and conduct classes via Microsoft Teams and Zoom, and to use the Microsoft 365 suite.

Physical Requirements

- Ability to lift approximately 30 lbs.
- Ability to work for extended periods of time, including weeknights and weekends when required.
- Ability to work with children and adults in indoor and outdoor settings.
- Ability to work in on-campus, home, day trip and overnight trip settings.

How to Apply

For questions, more information, or to submit your letter of interest, resume, and application in PDF format, please contact:

Mrs. Pam Jordan, Associate Head for Academic and Faculty Affairs

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214-328-9131 x104

In our commitment to diversity and equity, St. John's Episcopal School does not discriminate regarding race, color, ethnicity, national origin, sexual orientation, gender, age, genetic information, disability, pregnancy, marital status, religion, military status, and/or any protected category. This commitment extends to our employment, educational, admission, and financial-aid policies, and other school-administered programs.