



PART-TIME INSTRUCTOR OF SPECIAL Spring and/or Summer 2018 Opportunity

The Academy

The Woodrow Wilson Academy – launched by the Woodrow Wilson National Fellowship Foundation and developed in collaboration with MIT -- seeks to transform the existing model of teacher education by instituting a competency-based program, which shifts the current focus of education from how long candidates must be taught to what they have learned and can do. It changes the emphasis in education from establishing common time-fixed processes—credits that must be accumulated, courses that must be completed and lengths of time students must spend in college classes—to achieving common, time-variable outcomes: the skills and knowledge necessary to be a successful teacher or school leader on day one.

The Academy’s competency-based program has three components: 1) a set of outcomes or competencies that all candidates must attain in order to earn a degree; 2) assessment tools designed to determine candidate competencies; and 3) a problem-based, individualized, adaptive curriculum tied to these competencies. Students progress through the curriculum by mastery of the competencies and graduate when they have mastered all of the competencies. The amount of time required will vary from student to student. Students will experience the challenge-based curriculum – based on real problems of practice that new teachers face -- in a blended environment including online, face-to-face, and clinical education.

The Role

The Academy has welcomed a cohort of 10 Design Fellows for the 2017-18 academic year who will co-design the curriculum with Academy and MIT faculty and staff. We seek a highly qualified Special Education instructor who can advise and collaborate with the team of Design Fellows in these efforts.

The Special Education instructor will be involved in the design of a challenge that focuses on the competencies associated with accommodating special education needs in an inclusive classroom. Responsibilities include helping the design team to identify appropriate research resources; supporting the team as they create learning experiences that will prepare teacher candidates for the summative challenge; and working with the learning designer to establish rubrics to assess mastery.

The Special Education instructor also will consult with the Design Fellows and faculty/staff design team to help integrate knowledge of SPED concerns and pedagogy throughout the curriculum, including learning experiences and challenges.

Work Hours

Hours will be decided in collaboration with the successful candidate.

Qualifications and Compensation

Certification in Special Education and minimum of 3-5 years teaching experience at the secondary level. Master's Degree in Special Education strongly preferred.

Compensation: The Academy will offer hourly compensation.

To apply:

Candidates should send a letter of interest, resume, and three references to

Peter Laipson
Chief Administrative Officer
Woodrow Wilson Academy of Teaching and Learning
laipson@woodrow.org

Please title the email "SPED instructor position"

Selected candidates must pass a pre-employment background investigation and degree verification to be hired for this position.

An Equal Opportunity/Affirmative Action Employer

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