



Public Charter High School

## Teaching Positions

Thurgood Marshall Academy is a college-preparatory, law-themed high school located in the Anacostia neighborhood in southeast Washington, DC—the most under-served community in the District of Columbia. Thurgood Marshall Academy currently serves approximately 400 students in grades 9–12. Thurgood Marshall Academy offers a standards-based, college preparatory academic program to all of its students. The curriculum strives to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. The instructional program prepares students to master District of Columbia and national standards by balancing standardized test preparation with creative and engaging alternative assessments.

### **Working at Thurgood Marshall Academy**

Thurgood Marshall Academy is currently accepting resumes for:

- STEM Teacher (Physics & Algebra II)
- Math Teacher
- English Language Arts Teacher
- Special Education Teacher (STEM)
- Long-term Substitutes
- Teaching Assistants

Applicants should be passionate, energetic, and dedicated to working with under-served youth. Candidates should have a relentless commitment to educating and engaging our students in their academic pursuits. Candidates must hold at least a B.A/B.S in a related field; candidates with prior teaching experience and/or certification are strongly encouraged to apply.

**SUMMARY DESCRIPTION OF CLASSIFICATION:** Under the direction of the Head of School, plans and provides for appropriate learning experiences for students in grades 9-12 in ELA. Provides an atmosphere and an environment conducive to the intellectual, physical, social and emotional development of individuals to ensure Success for Every Student. Supervises students in a variety of school-related settings. Monitors and evaluates student outcomes.

Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices.

- The role of the Teacher is to provide students with direct instructional support using the Response to Intervention framework and other researched-based best instructional practices. The Teacher is also accountable for using a multi-tiered approach and evidence-based interventions as well as participating RTI and SST processes.
- The role of a long-term substitute teacher is to facilitate prepared lessons for the assigned courses.
- The role of a Teaching Assistant is to provide students with direct instructional support using the Response to Intervention framework. The Intervention Teacher is accountable for using a multi-tiered approach and evidence-

based interventions. A key to the Intervention Teacher's role will be the use of a data-based problem-solving model and appropriate evidence-based strategies to provide access to core instruction.

**KNOWLEDGE, SKILLS, AND ABILITIES:** Ability to work effectively with administrators, colleagues, and school-based staff, students, parents, and community. Excellent oral and written communication and human relations skills

**DUTIES AND RESPONSIBILITIES:**

- Follow the curriculum and develop standards-based lesson plans from this curriculum.
- Being able to create curriculum for courses.
- Differentiating instruction that allows all learners to access the content- present the same concepts in a variety of ways, so that all students can retain the information.
- Collaborating with other teachers in the department and the special education teacher(s) to support all students.
- Communicating with parents and attending open houses in the evening.
- Maintaining a safe learning environment for all students.
- Maintaining discipline and supporting TMA's code of conduct and discipline policies.
- Participating in professional growth activities and meetings with other teachers and grade level instructors.
- Being reflective and open to feedback in order to grow as an instructor.
- Plans a program of study that, as much as possible, meets the needs, interests and abilities of individuals to ensure Success for Every Student.
- On a regular and consistent basis, meets and instructs assigned classes in the locations and at the times designated.
- Creates a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.
- Provides an instructional program to meet the needs of all students, including students with disabilities.
- Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Establishes relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual.
- Plans and supervises purposeful assignments for instructional assistants, teacher assistants, and volunteers.
- Remain reflective and open to feedback in order to grow as an instructor.

Thurgood Marshall Academy encourages applications from people with diverse backgrounds. Thurgood Marshall Academy is an equal opportunity employer. Compensation Thurgood Marshall Academy offers its employees a competitive salary and benefits. To apply, submit a resume and cover letter to Abdullah Zaki, Head of School at [teach@tmapchs.org](mailto:teach@tmapchs.org) . Please no phone calls.

**Thurgood Marshall Academy History**

Thurgood Marshall Academy received its charter from the PCSB in April 2001, and opened its doors to 86 9th graders in August 2001; it then added a grade each year until it served students in grades 9–12; the school received accreditation by the Middle States Association of Colleges and Schools in 2008. After 20 years of educating students in the city, Thurgood Marshall Academy remains one of the top performing, open-enrollment high schools in the District of Columbia