



# AfterZone Summer Scholars

## PPSD Teacher Application

Review of applications will begin on Wednesday, March 7 2012 with applications accepted until all positions are filled

The Providence After School Alliance (PASA), in partnership with the Providence Public School Department, is excited to announce the **2012 AfterZone Summer Scholars Camp program** which will run from July 9 - August 3, 2012. PASA and its partners are currently seeking interested Providence Public School middle school teachers to work as members of summer educator teams or to provide direct instruction to participating youth. These teams will plan and implement a four week multi-site summer experience for up to 800 youth Providence Middle School youth (120-180 youth per site), with a focus on providing hands-on learning experiences to enhance critical thinking skills and combat summer learning loss.

The Summer Scholars educator teams will consist of:

- A community educator from a STEM focused (Science, Technology, Engineering and Math) community organization,
- A PPSD Co-teacher,
- An AfterZone staff member,
- A Math Specialist

Each educator team will work to develop and implement a summer program curriculum for a group of 30 students, using the content focus of the community partner as a guiding theme for their group. Weekly program time will be equally divided between community field experiences and classroom time at a school site.

There are four distinct roles for teachers and counselors within the AfterZone Summer Scholars Camp. The first two are part of Summer Scholars educator teams:

- **Co-Teacher:** Will be partnered with a community-based educator and AfterZone facilitator to jointly develop and implement an interdisciplinary, inquiry-based STEM or integrated arts curriculum. Requires 25 hours of joint planning and development from the end of March through the end of May. During the summer, will be required to work Monday-Thursday from at least 8:30 a.m.-1:00 p.m. and from 9:30 a.m.-12:00 noon on Fridays.
- **Math Specialist:** Will be partnered with two STEM learning teams to develop and lead integrated mathematics activities and experiences, connecting with the learning youth are experiencing during the field experiences and school-based experiential learning activities. Will work with the STEM learning teams in the field (one day each week with each team) and with each of the teams on their two school-based days. Requires up to 30 hours of joint program planning and development from the end of March through the end of May. During the summer, will be required to work Monday-Thursday from at least 8:30 a.m.-1:00 p.m. and from 9:30 a.m.-12:00 noon on Fridays.

Additionally, there are two other roles which teachers or counselors can take on as part of the summer program:

- **Targeted Instruction Teacher:** These teachers will work primarily in the afternoon, focusing on leading youth in active, hands-on learning activities focusing on applied math and literacy skills. The position requires up to 20 hours of professional development and program planning from the end of March through the end of May. During the summer, teachers in this position will be required to work Monday-Thursday from at least 12:30-3:00 p.m. and from 9:30 a.m.-12:00 noon on Fridays. It would be possible for a teacher to be both a Targeted Instruction Teacher AND either a Co-Teacher or Math Specialist.
- **Counselor / Special Education Specialist:** This position would be on hand for the entire day, to assist AfterZone Summer Scholars staff and educators with issues related to individual supports for students, ongoing behavioral issues, and general health and wellness. The position requires up to 25 hours of professional development and program planning from the end of March through the end of June. During the summer, teachers in this position will be required to work Monday-Thursday from at least 8:30 a.m.-2:30 p.m. and from 9:30 a.m.-12:00 noon on Fridays.



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**Teachers and counselors who apply for a position with the AfterZone Summer Scholars program are committing themselves to participate fully in the following:**

### **Orientation and Planning**

- All teachers will be required to attend **orientation and planning sessions**. Co-teachers will be expected to attend all of the sessions listed below- PASA will work with the District to provide substitutes for the meetings during school hours. All teachers will be expected to participate beginning with the March 30th session:

Friday, March 30, 2012 (3:45-5:45 p.m.) AfterZone Summer Scholars Introduction

Friday, May 4, 2012 (3:45-5:45 p.m.) Orientation and Planning Session

Friday, June 1, 2012 (3:45-5:45 p.m.) Orientation and Planning Session

Wednesday, June 20 (10:00 a.m.-12:00 noon) Orientation and Planning Session

*\* These sessions account for a portion of the designated planning time. Educator teams are responsible for scheduling up to 17 additional hours for project specific planning time from April-June with their teams. Targeted Instruction Teachers and Counselors /Special Education Specialists will have additional planning sessions in their own individual groups; dates and times to be determined.*

### **Program responsibilities will include:**

- Full participation in all group activities Monday through Thursday, beginning Monday, July 9 through Friday, August 3.

*The daily schedule will include:*

**8:30 am:** Breakfast and camp welcome; students and educators together

**9:00 am:** Learning program begins for the day

**12:30 pm:** Learning program ends for the day; youth to lunch; instructional teams in daily planning sessions; targeted instruction teachers at lunch with youth

**1:00 pm:** Youth transition to enrichment or targeted instruction

**2:00 pm:** Second transition to enrichment or targeted instruction

**3:00 pm:** Program dismissal; day ends.

- Throughout the Summer Scholars program in July and August, the team will be responsible for developing and participating in weekly citywide 2.5-hour large group debrief and planning which will take place on Friday mornings from 9:30 a.m.- 12:00 noon.
- Each instructional team will host an evening “family night” at the respective community field sites midway through the summer program.
- A “16th day” program – including a Family Day for all participants on the final day of the program, to include youth showcases, family recreation, and a picnic at each school site.

### **Remuneration:**

- Applicants will be interviewed for open positions; teachers / counselors selected for the summer program will be hired as part-time Providence After School Alliance employees for the full AfterZone Summer Scholars program. Payment will be \$30 per hour; a maximum number of hours will be set, based upon which role(s) the teachers take on for the program.
- Teachers will submit weekly timesheets for review and for payment.



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**An optional information session will be held for interested applicants on the following days:**

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Monday, March 5 (3:45-5:15 p.m.)  
Providence Public Schools  
School Board Conference Room B (3rd Floor)  
797 Westminster Street, Providence

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**Applicants who are being invited for interviews will be notified by March 14<sup>th</sup>. Interviews will take place during the afternoon/evening the week of March 19<sup>th</sup>.**


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Completed applications should be no more than 4 written pages total. In addition, feel free to attach a resume or other descriptive materials.

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*If you have any questions regarding the application contact: Patrick Duhon at [patrick.duhon@ppsd.org](mailto:patrick.duhon@ppsd.org) or (401) 456-9477.*

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	<h2 style="margin: 0;">AfterZone Summer Scholars</h2> <h3 style="margin: 0;">PPSD Teacher Application</h3> <p style="margin: 0;">Review of applications will begin on Wednesday, March 7 2012 with applications accepted until all positions are filled</p>
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<b>Applicant Name:</b>	<b>Current School:</b>
Current Subject/Role:	Grade:
<b>School Contact Info:</b>  E-mail address:  Phone:	<b>Home Contact Info:</b>  E-mail address:  Phone:

1) Are you a lead teacher at your school?  Y  N

List any other key positions held at the school:

2) Have you taught other subjects and grade levels?  Y  N *If yes, please describe:*

3) For which summer teaching position are you applying? *(please check all that apply)*

Co-Teacher

Math Content Specialist

Targeted Instruction Teacher

Counselor / Special Education Specialist

*Describe why you would be an asset to the Summer Scholars program in this / these role(s):*

4) Describe any experiences working with the AfterZone or other out-of-school time programming with youth (after-school, summer/spring camp, etc.).



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**5) As an educator, what excites you about being part of this summer experience?**

**6) How do you define "positive youth development," and what are ways that you have integrated this into your classroom practice?**

**7) Describe an inquiry based project you have led with youth. What worked well? What was challenging?**

**8) The attached "Critical Elements of Inquiry-Based Learning in Informal STEM Education Settings" document was developed with input from local community-based educators and Providence middle school teachers. Please review these and reflect on how they relate to your own practice working with youth, either inside or outside of the classroom.**

a) Please choose one of the ten elements that you feel that you have been especially effective in using with youth and detail how you use it.

b) What is one element that has proven to be a challenge for you in the past? How have you addressed this challenge in your work with youth?



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### Critical Elements of Inquiry-Based Learning in Informal STEM Education Settings

Developed by Providence's STEM Expanded Learning Time Learning Community

Informal science education offers a unique opportunity for after-school providers to use the following elements of inquiry-based learning to bridge the relevance and rigor of both in-school and out-of-school learning. These elements are offered to help guide informal science educators in mentoring and being mentored by youth and other educators. They are also meant to guide the development and candid assessment of programs to improve the quality of learning experiences for youth. The hope is that these elements will help educators not only increase the content knowledge of youth, but more importantly, that they will strengthen the critical thinking skills of youth while deepening their interest and engagement in STEM fields.

#### Within Inquiry-Based Learning Contexts:

1. Youth guide, shape, and lead their own learning in partnership with educators.
2. Educators are facilitators of youth learning, not just transmitters of knowledge.
3. Learning is engaging and fun for youth and adults.
4. Youth engage in real-world applications and problem-solving which are personally meaningful.

#### Inquiry-Based Learning Processes:

5. Activate prior knowledge about particular topics.
6. Pursue questions posed by youth and educators.
7. Engage youth in hands-on practice and observation based upon these questions.
8. Encourage youth to record information, analyze data, and form conclusions.
9. Provide opportunities for youth and educators to reflect upon what has been learned.
10. Empower youth to publicly demonstrate and articulate their content and process learning.

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#### **Please return your completed application to:**

Providence After School Alliance, Broadway, Providence, RI 02903  
Phone: 401.490.9599 x.100 / Fax: 401.228.3915 / [Collins@mypasa.org](mailto:Collins@mypasa.org)

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With major support from the Wallace Foundation, Bank of America, Charles Stewart Mott Foundation, the MetLife Foundation, the RI Department of Education, Providence Public Schools, and the City of Providence