

# The Windward School

## DIRECTOR OF THE WINDWARD INSTITUTE



### LOCATION

White Plains & New York, NY

### POST DATE

April 28, 2026

### PRIORITY DEADLINE

May 22, 2026

### APPLICATION REVIEW

Late May to Early June

### ON-SITE FINAL ROUND

Mid-to-late June

### START DATE

Summer 2026

### REPORTS TO

Head of School

### ANNUAL RANGE

\$300,000–\$325,000



The  
Windward  
School



12M & Ed Tech  
RECRUITING



# Job Overview & How to Apply

<b>SUMMARY</b>	<b>3</b>
<b>DUTIES</b>	<b>4</b>
<b>QUALIFICATIONS &amp; QUALITIES</b>	<b>6</b>
<b>BACKGROUND &amp; OPPORTUNITY</b>	<b>7</b>
<b>EARLY PRIORITIES</b>	<b>9</b>
<b>WORKING AT WINDWARD</b>	<b>10</b>
<b>HOW TO APPLY</b>	<b>11</b>





# Summary

The Windward School is a premier coeducational, independent day school in the New York City Metropolitan Area that serves children with language-based learning disabilities (LBD) in grades one through nine. Windward is a large enterprise with three campuses, two in White Plains and one in Manhattan. Over 400 part-time and full-time faculty and staff work with one primary focus: to help nearly 1,000 students achieve their full potential in preparation for a successful return to a mainstream educational environment.

At this pivotal moment, The Windward School seeks a director of the Windward Institute to guide and implement its mission and lead the Institute into its next chapter of growth and impact. Since its formation in 2019, the Institute has built deep content expertise, meaningful partnerships, and a tangible impact in the lives of children and families—including three free reading screenings a year in underserved communities, a podcast reaching 130+ countries, and a robust range of professional development courses and workshops.

The WI is now at an exciting inflection point: it has deep content expertise, excellent programs, and meaningful partnerships, and can leverage this foundation and increasingly philanthropic investments to become more strategically positioned in a rapidly changing educational marketplace. The next director will be charged with building toward the future: an entrepreneurial, growth-oriented, technology-forward operation that actively cultivates new markets, partnerships, and revenue streams to scale its impact while preserving the human connection that makes The Windward Institute's approach so transformative.

The director will lead a collaborative team of six full-time staff members, working in close partnership with the head of school, board of trustees, and other community members to advance the Institute's impact. Key priorities include identifying strategic market opportunities, leveraging technology to expand reach, cultivating partnerships with experts in the LBD field, and ensuring financial sustainability for the Institute. The director of The Windward Institute will report to the head of school, and will start later this summer.



# Duties



## STRATEGIC PLANNING & LEADERSHIP

- Articulate and lead a long-term vision for The Windward Institute that advances the Institute's mission through research-based professional development, community education, outreach, and thought leadership in literacy, language-based learning disabilities, executive function skills, and related fields.
- Establish measurable goals and objectives that balance mission impact with revenue growth and financial sustainability, and track progress regularly to ensure accountability.
- Anticipate and adapt to changes in the educational landscape, using data and market insights to integrate innovative approaches that support the Institute's role as a relevant and competitive leader in the field.
- Collaborate with other school leaders to align Institute programs and resources with institutional priorities.
- Represent the Institute's vision and priorities to trustees, advisory board members, donors, and other key stakeholders.

## PROGRAM & SERVICES DEVELOPMENT

- Oversee the design, quality, and implementation of the Institute's research-based professional learning programs, including courses, workshops, school-based professional development, READ podcast series, and community education.
- Direct the development of asynchronous learning modules, including setting the vision and learning objectives; overseeing development and pilot-testing; and leading the plans for successful launch, integration, and long-term sustainability.
- Ensure all programming reflects current research and evidence-based practices in literacy, dyslexia, learning disabilities, executive function, and related fields.
- Regularly assess the Institute's portfolio of programs to identify opportunities for innovation and growth to remain competitive in a changing educational landscape.
- Maintain accreditation and credentialing requirements for online learning modules, including relevant vendor applications.



## REVENUE GROWTH, PARTNERSHIPS & EXTERNAL ENGAGEMENT

- Develop and implement a long-term revenue growth strategy to expand the Institute's financial sustainability.
- Partner with the advancement team to pursue grants and other philanthropic gifts for the Institute, including donor stewardship and engagement, and reporting requirements.
- Cultivate new and existing partnerships with schools, universities, corporations, nonprofits, and other organizations, and identify opportunities to increase the Institute's visibility and community impact.
- Serve as a public spokesperson, brand ambassador, and thought leader for the Windward Institute by developing presentations, writing and editing publications, leading outreach events, and empowering colleagues to develop and share relevant content about the Institute.
- Collaborate with the marketing and communications team to strategize targeted marketing campaigns to bring asynchronous learning modules and other services to market.

## OPERATIONS & ADMINISTRATIVE OVERSIGHT

- Lead day-to-day operational oversight for the Institute, ensuring initiatives progress on clear timelines and within available resources.
- Supervise and provide outstanding mentorship, feedback, support, and professional growth to a team of approximately six full-time employees; and oversee recruitment and engagement of faculty, consultants, and contractors as needed.
- Oversee budgeting, pricing strategy for programs and modules, and vendor relationships in partnership with the CFO.
- Track and analyze program data to assess reach, effectiveness, and impact, and use insights to refine offerings and inform strategy.
- Serve as a key liaison to the board of trustees, Institute advisory board members, and school leadership, providing regular communications and updates, and cultivating potential members.
- Report directly to the head of school, and perform other duties as assigned.



# Qualifications & Qualities



## QUALIFICATIONS

- Proven experience in nonprofit leadership, with the ability to balance mission, impact, and financial sustainability while leading teams through growth and change
- Advanced degree in educational leadership, management, or organizational development, or equivalent professional experience demonstrating high-level strategic and organizational leadership
- Deep knowledge of literacy, dyslexia, and other learning disabilities; ability to translate research into practice and stay current with emerging findings
- Business and operational expertise, including budgeting, pricing, vendor management, and revenue growth planning
- Demonstrated experience managing and scaling a growing organization, including building teams, improving systems and processes, and guiding organizations through periods of expansion and increased demand
- A track record of cultivating partnerships, expanding services, and supporting fundraising through grants, foundations, and philanthropic gifts
- Familiarity with marketing strategy and analytics, with the ability to collaborate on campaigns and adapt plans to ensure competitiveness

## QUALITIES

- A strategic and entrepreneurial mindset, and a genuine excitement for developing and expanding the offerings of a research-based Institute
- Outstanding collaboration and team-building skills, with the ability to lead and inspire teams to deliver high-quality work on time, within budget, and in alignment with a shared strategic vision
- Exceptional communication skills, with the ability to deliver presentations to large groups and write effectively across varied formats
- A relational approach to cultivating positive and productive relationships with external partners, vendors, educators, and donors
- Humility, warmth, and collegiality that extends to internal and external stakeholders of a mission-driven organization
- A passion for serving and empowering educators within literacy and special education
- The ability to manage ambiguity with flexibility and adaptability



# Background & Opportunity



Beyond its traditional school operations, The Windward School has an international reputation as a leader in LBLD education. What makes Windward unique isn't just its deep expertise in teaching students with language-based learning disabilities, but the school's commitment to sharing that expertise to advance LBLD instruction in public school districts and private schools throughout the world.

Formed as a division of the school in 2019, The Windward Institute (WI) reflects both Windward's expertise and the needs of the LBLD market by connecting research in evidence-based instruction, language-based learning disabilities, science of reading, and executive function to educators nationwide. From the outset, the WI began offering workshops, multi-day courses, school-based coaching, and summer institutes, and created a task force that has since evolved into a standing committee of the board of trustees to execute a five-year strategic plan to advance educational equity.

Since its inception, the WI has offered over 85 free reading screenings in underserved communities, reached listeners in 130+ countries through the READ Podcast, delivered 40+ workshops and courses annually in the LBLD and literacy field, and fostered strategic partnerships with leading educational institutions. Through professional development programs, asynchronous learning modules, school partnerships, and community advocacy, the Institute translates research into practices that transform how teachers teach and how students learn.

This past school year, the Windward Institute has been led by the associate head of school for academic programs during a transition period. In this role, the associate head of school for academic programs has maintained stable operations while advancing key initiatives as the school uses this moment to reflect on the Institute's next chapter and long-term direction.

The WI is at an exciting inflection point of continued evolution. With content expertise, established programs, meaningful partnerships, and growing philanthropic support, the next director will be well-positioned to build on this foundation and lead the Institute toward an entrepreneurial, growth-oriented, and technology-forward future—one that cultivates new markets, partnerships, and revenue streams while preserving the human connection that defines the Institute's approach.

The Institute's growth over the past seven years has also surfaced strategic questions that will shape its next phase of leadership: how to navigate the relationship between the Institute and the school; how to scale impact while maintaining a relational, partnership-based approach; how to drive revenue growth in a marketplace where content is often freely available; and how to stay ahead of rapid technological change reshaping professional learning.

To explore these questions and other exciting opportunities, the board and head of school have undertaken a comprehensive strategic planning process



to develop a longer-term vision for the Institute. The incoming director will partner closely with the head of school, to whom the role reports, and will work in collaboration with a standing committee of the board of trustees charged with shaping the Institute's long-term strategy and ensuring its continued alignment with current and future priorities.

The next director will play a key role in informing and advancing this evolving vision, working under the direction of the head of school, in partnership with the board and executive leadership team, and informed by and in service to the work of the educators on Windward's three campuses. On that last note: central to the role is ensuring that the Institute's work remains grounded in and supportive of Windward's academic program and instructional values.

Thus, a successful director will maintain close connections to the daily life and culture of the school, while at the same time remaining an active and engaged member of the broader research ecosystem. One of the ways the Institute has stayed on top of current trends and leading research is through its Advisory Board, which comprises leading university researchers in education, neuroscience, and cognitive development. The advisory board has brought a tremendous amount of support and knowledge around the ongoing translation of research into effective classroom practice and has ensured that the Institute remains connected to the external scientific community.

As Windward continues its strategic planning efforts, the next director will have the opportunity to help shape and implement a forward-looking vision for the Institute. This vision will be one that balances thoughtful growth with fidelity to its core purpose: training and supporting educators in alignment with Windward's academic program. Continuity will be supported through the continued involvement of current leadership during the transition.

The director of the Windward Institute will lead a team of approximately six full-time staff members who collaborate exceptionally well and care deeply about their work. The team includes roles in content development, production and technology management, marketing and operations, and administrative support, as well as an assistant director who will help oversee some of the staff and partner closely with the incoming director. The director will also work with engineers to develop the Institute's online learning modules, so while direct technical expertise is not required of the director, ideal candidates will have the capacity to oversee and guide the work of both internal and external employees.

This is an exceptional opportunity for an entrepreneurial, adaptable, and mission-driven leader to identify areas of increased impact, leverage the team's collective expertise, build relationships with key players and experts in the LBLD field, and cultivate the partnerships that advance the Institute's reach and reputation. Windward looks forward to welcoming the next director to begin this summer.

## Interviews with the Windward School's Leadership



**Jamie Williamson** became Windward's **Head of School** in 2019. In his second headship, he brings 18 years of leadership in LBLD schools and prior experience as a licensed public school psychologist. A nationally recognized leader in LBLD

education, he is deeply committed to helping students with dyslexia and dysgraphia transition back to mainstream educational environments.

We invite you to [watch our interview](#) with Jamie, in which he discusses the important role of the director of The Windward Institute and how the Institute extends Windward's mission through accessible, high-quality resources.



**Alexis Pochna** has dedicated the past 20 years of her career to The Windward School. Her passion for translating research into practice informs her leadership in curriculum, instruction, administration, and teacher training. She served as the

Director of the Windward Institute for four years until her appointment last year as the school's **Associate Head of School for Academic Programs**.

We invite you to [watch our interview](#) with Alexis, in which she discusses her partnership with the director of The Windward Institute and how the Institute extends Windward's mission through accessible, high-quality resources.



# Early Priorities

## FOR THE DIRECTOR OF THE WINDWARD INSTITUTE



### INCREASE THE INSTITUTE'S SCOPE, SERVICES, & IMPACT

During this exciting phase of growth for the Institute, the next director will drive the innovation and expansion of the Institute's program and delivery models to increase its impact and thought leadership in the LBLD space. This work will include overseeing the Institute's content development, considering opportunities to scale asynchronous and hybrid offerings, and staying responsive to cutting-edge research and emerging tools and technologies.

### CATALYZE NEW EXTERNAL PARTNERSHIPS & EXPAND EXISTING ONES

The next director will steward new and existing relationships with expert researchers in education, neuroscience, and cognitive development, and expand partnerships with schools, districts, and other mission-aligned organizations to expand the Institute's reach and reinforce its reputation as a trusted content leader in research-informed practice.

### GROW REVENUE IN AN ENTREPRENEURIAL YET SUSTAINABLE WAY

The Institute's future will depend on business savvy that balances mission with an eye toward strategic growth and positioning. The next director will oversee the overall strategy for the Institute's revenue streams and pricing models, using data to guide decisions about program performance and resource allocation, and aligning marketing efforts with the Institute's most differentiated and high-impact offerings.

### BUILD RELATIONSHIPS THROUGHOUT WINDWARD

The Windward School and Institute are linked by a dynamic exchange of research and practice. The next director will build relationships with school leadership including the head of school and associate head of school for academic programs to make sure that the Institute's work both reflects and informs the outstanding classroom practice and educator training already happening at Windward.

## WHAT WINDWARD SEEKS MOST...

- An entrepreneurial and growth-oriented leader who can expand the Institute's offerings with an eye for innovation and impact
- Deep familiarity and content expertise in LBLD, education, and/or research-based instructional practices
- A relationship-builder who can cultivate partnerships across research, education, and mission-aligned organizations
- A compelling and credible ambassador who can represent the Institute's work externally and promote best practices in LBLD education
- A data-driven approach to developing revenue and growth strategy in alignment with a mission
- Business-savvy and the ability to translate a vision into organizational priorities
- A collaborative leader eager to build and foster authentic relationships with the Institute and School's leadership, faculty, and stakeholders





# Working at Windward

This position is based at Windward's Lower School campus in White Plains, NY, where the rest of the Windward Institute team is located. This role includes a modest amount of travel, including attendance at conferences, visits to partner schools, and other external engagements as needed. The annual salary range will be XXX-XXX.

## WHAT WE OFFER

- Health Insurance
- Flexible Spending Plans
- Eye Care Plan
- 403(B) Pension Plan
- Group Life Insurance Plan
- Short- and Long-Term Disability Plans
- Sick Leave Bank
- Lunch Served Each Day
- Graduate Study Assistance
- Ongoing Professional Development through The Windward Teacher Training Program
- Tuition Remission for Full-Time Faculty and Staff Members' Children



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Windward School to identify exceptional academic leaders to fill this extraordinary opportunity. Direct inquiries to:

[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)



Applications submitted by Month 00, 2026 will receive priority review.

All applications must be submitted online:

[www.12MRecruiting.com/jobs/Windward/WI](http://www.12MRecruiting.com/jobs/Windward/WI)

## AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to The Windward School search committee
2. CV or resume
3. A reference list of four or more individuals who could speak on your behalf if you were to progress further in this search (include each person's name, current organization, title, phone number, email, and past connection to you; we will not contact anyone on your reference list without obtaining your permission first)
4. In no more than a page, please share what excites you most about the opportunity to lead The Windward Institute as its next director and to advance its work within the LBLD space.

*The Windward School is an equal opportunity employer and makes employment decisions on the basis of merit and job performance. School policy prohibits discrimination based on race, color, creed, gender, gender identity or expression, religion, marital status, age, national origin or ancestry, physical or mental disability, medical conditions (including genetic characteristics or information), sexual orientation, or any other consideration made unlawful by federal, state, and local laws.*





# A Closer Look at the Windward Institute



<b>THE WINDWARD INSTITUTE</b>	<b>13</b>
<b>WINDWARD SCHOOL &amp; INSTITUTE EVOLUTION &amp; GROWTH</b>	<b>14</b>
<b>THE EXECUTIVE CABINET</b>	<b>15</b>
<b>SERVING THE WINDWARD SCHOOL &amp; BEYOND</b>	<b>16</b>



# The Windward Institute



A division of The Windward School, The Windward Institute (WI) is dedicated to advancing understanding of evidence-based instruction and reading science. We fulfill the School's mission by sharing Windward's expertise through world-class, accessible, and affordable resources for educators, school leaders, families, and policymakers.

## A CLOSER LOOK

The Institute is dedicated to training teachers, partnering with leading institutions, advocating for students with language-based learning disabilities, and expanding Windward's expertise to the broader educational community.

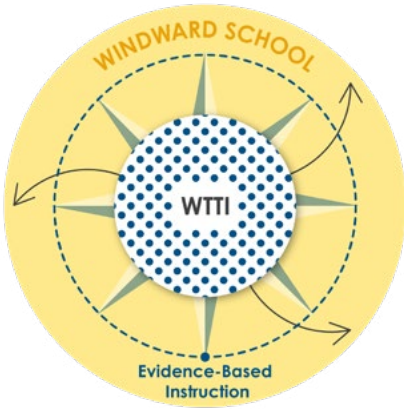


## THE WINDWARD INSTITUTE MISSION

To increase childhood literacy rates by disrupting the educational status quo to save more lives.



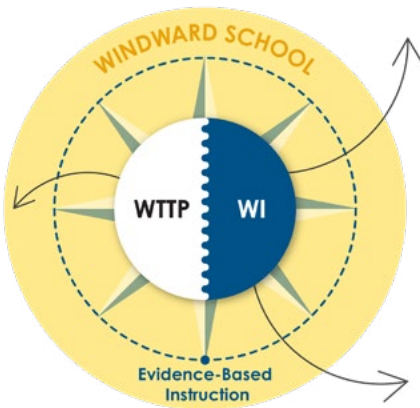
# Windward School & Institute Evolution & Growth



**1994**

## Creation of the WTTI

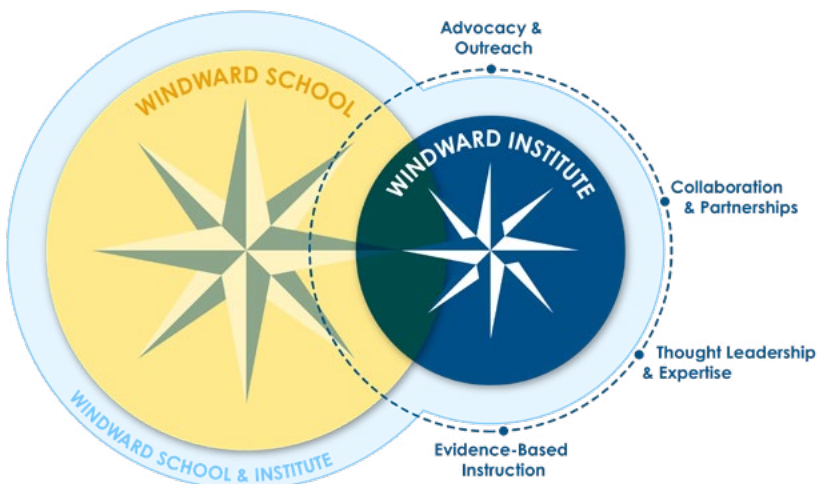
The history of The Windward Institute begins in 1994, when the school established the Windward Teacher Training Institute (WTTI) to formalize its approach to preparing teachers at the school. For over two decades, the WTTI was the cornerstone behind the school's exceptional faculty development, ensuring every teacher who stepped into a Windward classroom was well-versed in evidence-based teaching practices for students with language-based learning disabilities.



**2019**

## WTTI becomes the WTPP and the WI

In 2019, recognizing an external gap in the field of literacy and LBLD training, one that Windward was uniquely positioned to fill, the school made a strategic decision to separate the WTTI into two functions. The Windward Teacher Training Program (WTPP) would continue the work of training the school's own teachers, while a newly constituted Windward Institute (WI) would turn its focus outward, continuing to bring Windward's evidence-based teaching methods to educators beyond the school's three campuses.



**2026 & BEYOND**

## Growth of the WI

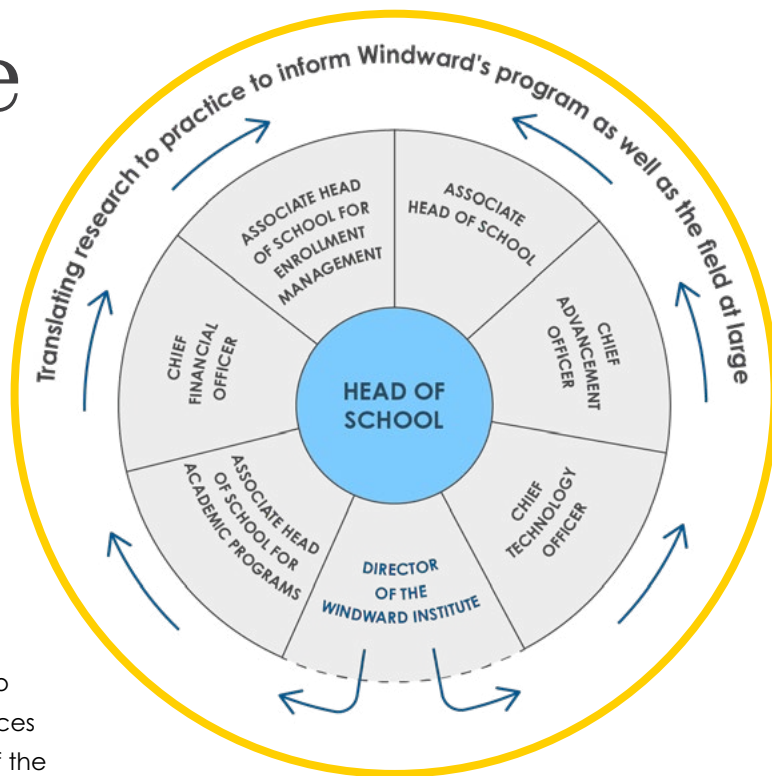
Looking ahead, the Institute will build on its established leadership in the field to further expand its influence in the fields of reading science, literacy teaching, and advancing research-based instruction for all learners. With continued attention to high-impact opportunities, thoughtful integration of emerging educational technologies, expanded advocacy efforts, and a sustained commitment to advancing evidence-based teaching practices into classrooms, the Institute will continue to challenge the educational status quo—empowering educators nationwide to improve outcomes for students both at risk of reading difficulties, and with language-based learning disabilities.



# The Executive Cabinet

The executive cabinet comprises seven senior school leaders, including the Director of the Windward Institute. All members report to the head of school and oversee the core functional areas of the academic program and school operations.

The Windward Institute is closely integrated with the school, creating a dynamic exchange between internal practice and external outreach. Two complementary leadership roles support this connection: the associate head of school for academic programs, who focuses on Windward's teachers and students and advances instructional practice within the school, and the director of the Windward Institute, who extends this work outward by partnering with external educators and students. Together, and with support from the executive cabinet, these roles are grounded in a shared commitment to research and practice, with insights flowing in both directions to promote evidence-based teaching and learning at Windward and in the broader educational community. The head of school also serves as executive director of the Institute, ensuring alignment across both entities.



## Connecting the School and Institute

**HEAD OF SCHOOL / EXECUTIVE DIRECTOR OF THE WINDWARD INSTITUTE**

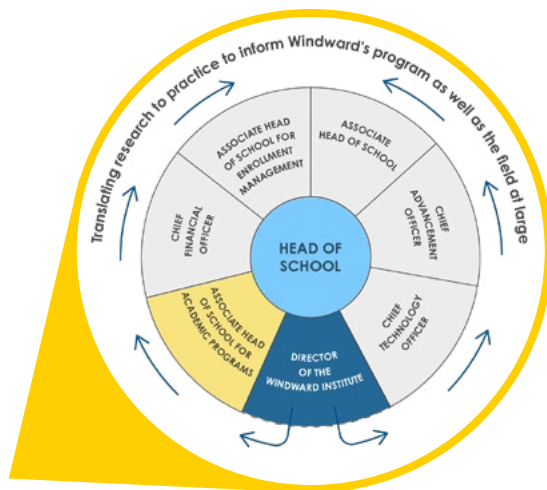
**ASSOCIATE HEAD OF SCHOOL FOR ACADEMIC PROGRAMS**

**PRIMARY CONSTITUENTS**  
Windward teachers and students



**DIRECTOR OF THE WINDWARD INSTITUTE**

**PRIMARY CONSTITUENTS**  
External teachers and students



# Serving The Windward School & Beyond

## Evidence-Based Instruction

The Institute leverages the most current research to translate science into practice in the classroom, through extensive professional learning offerings, community education, and school-based trainings. Courses for educators continuously evolve to reflect the most current research, bringing evidence-based methods to life for practical, immediate implementation.



### CONNECTING RESEARCH TO PRACTICE

With more than 30 years' experience in teacher training, the Institute enhances educational outcomes by providing high-quality professional development rooted in research. We support educators across all grade levels with evidence-based strategies applicable across programs and settings.

#### WAYPOINT LEARNING

The Windward Institute's professional learning system is called Waypoint Learning and is the Institute's go-to hub for workshops and courses, whether taken virtually, live, hybrid, or asynchronously.

#### WORKSHOPS & COURSES

We offer a spectrum of professional learning opportunities—from individual workshops to multi-day courses—focused on both foundational practices and emerging topics informed by current research and field insights. Offerings include core courses as well as a menu of rotating workshops, with many new trainings introduced each year.

Formats: live in person, live virtual, hybrid sessions with both virtual and in-person participants, and self-paced learning modules.

#### SUMMER INSTITUTES

Our annual Summer Institutes bring together leading university researchers and expert practitioners to deliver immersive workshops. Designed to energize both new and veteran educators, these sessions support thoughtful preparation for the academic year ahead and are offered both virtually and in person.

#### CONSULTATION SERVICES

We collaborate with schools and districts on key areas of instructional improvement, including program evaluation, pedagogy, curriculum, and implementation planning.

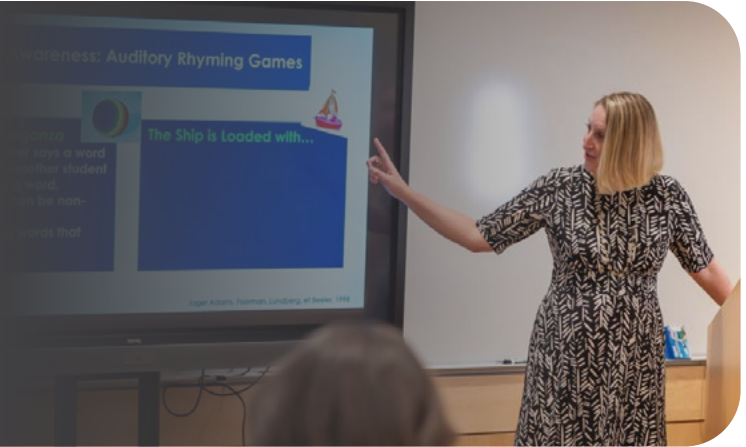
#### SCHOOL-BASED PROFESSIONAL DEVELOPMENT & COACHING

Tailored to meet each school's priorities, we provide half- and full-day workshops, multi-session learning series, and job-embedded coaching. These services promote sustained professional growth and support the practical application of research-based strategies in daily instruction.



## Advocacy & Outreach

Every child deserves to be successful in school, regardless of background and circumstances. The Institute continues to push for educational reform for students with language-based learning disabilities and all children by promoting awareness, universal screening, instructional supports, legislative action, and best practices for students with language-based learning disabilities.



### CONNECTING RESEARCH TO PRACTICE

With more than 30 years' experience in teacher training, the Institute enhances educational outcomes by providing high-quality professional development rooted in research. We support educators across all grade levels with evidence-based strategies applicable across programs and settings.

### FREE READING SCREENINGS

Central to The Windward Institute's outreach efforts is prioritizing equity, identification, and access for all young readers so that we may reach more families and children in the broader community. The Windward Institute provides free reading screenings on reading and language skills to students in grades K-3, conducted by trained teachers from The Windward School. Families will learn about their child's reading skill development, areas of need, and considerations for school and home during a private discussion with a specialist from Windward. Participants receive a free resource booklet, which includes information about dyslexia and other language-based learning disabilities, an overview of screening and evaluation, and tips and activities for building reading skills. This booklet, combined with discussion of screening findings, empowers families to understand their child's literacy development and obtain resources they can use to build skills and advocate for their child in school. All services are available in both English and Spanish. The Windward Institute Free Community Reading Screenings are made possible by The Early Literacy Endowment.

### STUDY SKILLS FOR NON-WINDWARD STUDENTS

The Institute provides select offerings for school-age students on Windward's signature study skills program.

### THE WINDWARD INSTITUTE SUPPORTS A NUMBER OF ADVOCACY-RELATED INITIATIVES INCLUDING:

- Literacy Academy Collective
- Dyslexia Awareness Month
- Advocacy Award
- Governor Hochul's Dyslexia Taskforce
- Dyslexia Awareness Day/Roll up for Dyslexia



## Collaboration & Partnerships

The Institute partners with leading educational institutions to advance and share research in the field, informed by an advisory board that includes top university researchers in the fields of reading science, dyslexia and other learning disabilities, mathematics, neuroscience, and cognitive development.



### ADVISORY BOARD

The Windward Institute Advisory Board brings together leading researchers to ensure that the Institute remains at the forefront of the fields of literacy instruction and reading science, and to help the Institute translate research into high-impact, innovative practices for educators.

### OBJECTIVES

- Share and advise on research, emerging science, and the scientific merit of technology or products/ programs
- Provide guidance on program-related topics
- Support collaborations and partnerships
- Facilitate relationships with leaders in the education and scientific communities

### ADVISORY BOARD MEMBERS

- **Dave Anderson, PhD**  
The Child Mind Institute
- **Philip Capin, PhD**  
Harvard Graduate School of Education
- **Robert Carroll, JD**  
NY State Assembly
- **Fumiko Hoefft, MD, PhD**  
University of Connecticut
- **Tiffany Hogan, PhD, CCC-SLP**  
MGH Institute of Health Professionals
- **Lori Holt, PhD**  
University of Texas at Austin
- **Lakeisha Johnson, PhD**  
Florida State University
- **Devin Kearns, PhD**  
North Carolina State University
- **Nicole Landi, PhD**  
University of Connecticut
- **Amy Margolis, PhD**  
The Ohio State University
- **Tim Odegard, PhD**  
Middle Tennessee State University
- **Yaacov Petscher, PhD**  
Florida State University
- **Paul Riccomini, PhD**  
Pennsylvania State University
- **Meghan Tomb, PhD**  
Columbia University
- **Maryanne Wolf, EdD**  
University of California at Los Angeles

### PREDICTING LITERACY OUTCOMES IN SCHOOLS (PLOS)

The Windward School has a research collaboration with The University of Connecticut and Yale University, called Predicting Literacy Outcomes in Schools (PLOS). The aim of the study is to identify predictors of student growth in reading skills over time, with the ultimate goal of improving reading outcomes for all learners.



# Thought Leadership & Expertise

The Windward Institute offers a wide array of resources—from podcasts featuring renowned experts, to free educational lectures, to its educator's journal, to webinars and community lectures dedicated to literacy education.



## READ PODCAST

The Research Education ADvocacy (READ) Podcast dives into topics related to language-based learning disabilities, such as dyslexia, as well as in-depth information about educational neuroscience, teaching practices, language and literacy, and more. Guests include prominent researchers, thought leaders, and practitioners in education and child development.



## BEACON JOURNAL

The Beacon is a free, award-winning annual journal published by The Windward Institute that provides timely, comprehensive content on literacy, translational science, and thought leadership. It offers accessible, evidence-based research and practical strategies designed to support struggling readers.

## LITERACY BLOG

Each month, The Windward Institute publishes research-backed articles with strategies and knowledge to support literacy development and address language-based learning challenges.

## FREE LECTURES

The Windward Institute presents free educational lectures open to the public twice per year—once in the fall and once in the spring—that feature renowned figures in the fields of literacy, language-based learning disabilities, cognitive neuroscience, educational technology, and more.

## WEBINARS

The Windward Institute records webinars on subjects ranging from evaluating instructional materials to the role of AI in EdTech, dyslexia-focused practices, and leveraging technology for executive functioning. These sessions feature expert-led discussions and real-world classroom strategies.

Learn more about these resources [here](#).





# About Windward



<b>MISSION &amp; CORE VALUES</b>	<b>21</b>
<b>DIVERSITY, EQUITY, INCLUSION, &amp; BELONGING</b>	<b>22</b>
<b>THREE CAMPUSES</b>	<b>23</b>
<b>KEY STATISTICS</b>	<b>24</b>
<b>THE WINDWARD TEACHER TRAINING PROGRAM</b>	<b>25</b>



# The Windward School Mission

Windward is a coeducational, independent day school dedicated to providing a proven instructional program for children with language-based learning disabilities. The multisensory curriculum is designed for students of average to superior intelligence who can benefit from the unique educational experience provided. Through direct instruction in small class settings, a trained staff assists students to improve their language skills. Academic success, combined with opportunities for social and emotional growth within an intentionally diverse and inclusive setting, enables students to understand their learning differences, build confidence, and develop self-advocacy skills. Windward is committed to helping students achieve their full potential in preparation for a successful return to a mainstream educational environment. To meet these goals, the School provides ongoing training to its faculty based on the most current research and shares its expertise with the parent body, other educators, and the broader community.



## VISION

# Difference is Power

A world where every child with a language-based learning disability is empowered to achieve unlimited success

## Core Values

### COMMITMENT

Windward maintains a disciplined and rigorous approach to all we do, and our every action is guided by an unparalleled commitment to a world where every child with a language-based learning disability is empowered to achieve unlimited success.

### GROWTH

We believe that everyone is capable of growing and learning. At Windward, a growth mindset is shared by all and takes many forms, from academic growth for students to professional growth for faculty and staff.

### IMPACT

Each day Windward strives to serve as many students as we can and to make a life-changing and transformational impact on every individual child in the classroom as well as within the greater learning disability population.

### COMMUNITY

Windward believes in fostering a strong, cohesive, and collaborative culture and building a diverse and inclusive community that puts our students at the center of all we do, and where everyone feels valued and a sense of belonging.



# Diversity, Equity, Inclusion, and Belonging

At The Windward School, we are committed to a world where every child with a language-based learning disability is empowered to achieve unlimited success—a vision fulfilled by disrupting the educational status quo. The Windward School deliberately builds both its curriculum and culture to foster a powerful sense of belonging through a research-based program that is authentically inclusive and a community in which everyone is seen in their full humanity.

The Windward School aspires to bring forth students who are culturally engaged critical thinkers, confident self-advocates who understand and celebrate their differences, and upstanders who identify and challenge all forms of injustice. Windward is committed to these values and expectations of its community members by embracing the importance of ongoing anti-oppression dialogue and critical conversations; by advancing educational equity in underrepresented communities, especially those historically marginalized by society; and by working to ensure that our program is accessible to all who need it.



# Three campuses



## WESTCHESTER LOWER SCHOOL

**1275 Mamaroneck Avenue,  
White Plains, NY, 10605**

The Westchester Lower School educates students in grades 1–5. Originally scheduled to open in Fall 2021, having students on campus was accelerated to enable in-person learning during the global pandemic. The campus includes over 100,000 square-feet and features classrooms, arts and music facilities, a new athletic field, and spaces for community-building activities. It also includes two auditoriums and expanded space for The Windward Institute. This new campus enables Windward to provide greater access to the School's unparalleled program. The lower school environment balances calm with exuberance, learning with fun—each in their appropriate places and often mixing together. Always, caring prevails in every interaction that the adults have with the children.



## WESTCHESTER MIDDLE SCHOOL

**40 West Red Oak Lane, White Plains, NY, 10604**

The Westchester Middle School educates students in grades 6–9. Students build warm and trusting relationships with their teachers in a structured environment where expectations are clear, and care for each student is paramount. In addition to the neatly organized classrooms, students enjoy a large gymnasium, an auditorium, a cafeteria, two art rooms, five science laboratories, a library, and playing fields for recess, intramurals, and competitive sports. We enjoy hosting visitors and showing them our building and our program. The Middle School program provides a strong instructional program in which students acquire academic proficiency, learn self-advocacy skills, and build self-confidence in an environment that nurtures each child's personal and social development.



## MANHATTAN LOWER & MIDDLE SCHOOLS

**212 East 93rd Street, New York, NY, 10128**

The Manhattan Campus educates students in grades 1–8. The campus opened in 2015 with approximately 100 students in grades three, four, five, and six. The 2016-2017 school year included the addition of second and seventh grades. Eighth grade was added in the third year, and a total of 350 children in grades one through eight were taught on the Manhattan campus by the sixth year of operation. The Manhattan campus is a 60,000-square-foot facility designed to carry on the School's tradition of providing an outstanding education to students with dyslexia and language-based learning disabilities. The academic curriculum mirrors the Windward program at the White Plains campuses. All faculty members receive the same expert instruction and training from The Windward Institute.



# Key Statistics

**FOUNDING YEAR**  
1926

**960**  
students across all three  
campuses in grades 1-9

**3 CAMPUSES**  
Two in White Plains, N.Y.  
and one in Manhattan



Geographically, Windward students come from 90+ school districts from the tri-state metropolitan area, including New York City, Long Island, Westchester and Rockland counties, New Jersey, and Connecticut.

## TUITION ASSISTANCE

- Each year, Windward provides **MORE THAN \$9M** in tuition assistance.
- Around **18-20%** of Windward families receive tuition assistance annually.
- The application for tuition assistance is **100% CONFIDENTIAL** and is independent from the admissions application.
- Tuition assistance is awarded based **SOLELY ON FINANCIAL NEED** of the family, not academic performance or other merits.

**37**  
athletics  
teams across  
all three  
campuses

**98%**  
of students  
return to  
mainstream  
schools

**55**  
after-school  
clubs across  
all three  
campuses



**11,000+**  
cumulative hours of professional  
development for teachers each year

[www.thewindwardschool.org](http://www.thewindwardschool.org)



# The Windward Teacher Training Program



The Windward School has designed a teacher-training program that is comprehensive, demanding, and extremely effective in closing the knowledge gap between research and teaching practices. Professional training at Windward is an ongoing program that begins before a teacher steps into a classroom and continues as long as a teacher remains on the faculty.

The Windward Teacher Training Program (WTP) is a division of The Windward School that recruits, hires, professionally develops, mentors, monitors, and retains teachers at The Windward School. Through the WTP, The Windward School provides its teachers with a detailed and explicit background of knowledge in the structure of language. We look for candidates who possess strong language skills, a passion for working with children with learning disabilities, and the dedication necessary to becoming a teacher. A future Windward teacher must also have patience, a strong work ethic, an intellectual curiosity, and an appreciation for being part of an organization that transforms children's lives.

Teachers, even very experienced ones, begin their careers at Windward as teachers in residence (TIRs). Prior to assuming primary teaching responsibilities, they must successfully complete a one- to two-year training period. First-year TIRs are enrolled in a highly structured Teachers-in-Residence program that provides a balance between coursework and practical application.

Being a Windward teacher means that professional development is never completed. The entire teaching staff, including the most senior members of the faculty, is observed by coordinators and administrators and receives ongoing coaching and feedback on their daily classroom instruction. Windward is a learning community that supports continuous growth in comprehensive knowledge and skills for all faculty members. The making of a Windward teacher is a well-thought-out, demanding, and intensive training program. Teaching is a craft that takes an incredible amount of study, practice, and reflection to perfect. It is part of the School's mission to develop a faculty that is expert in teaching children with language-based learning disabilities. Windward students deserve nothing less.



# How to Apply

12M & Ed Tech Recruiting is acting on behalf of The Windward School to identify exceptional academic leaders to fill this extraordinary opportunity. Direct inquiries to:

[jobs@12MRecruiting.com](mailto:jobs@12MRecruiting.com)



Applications submitted by **May 22, 2026** will receive priority review.

All applications must be submitted online:

[www.12MRecruiting.com/jobs/Windward/WI](http://www.12MRecruiting.com/jobs/Windward/WI)

## AN APPLICATION REQUIRES SUBMITTING FOUR PDFS:

1. Cover letter introducing yourself to The Windward School search committee
2. CV or resume
3. A reference list of four or more individuals who could speak on your behalf if you were to progress further in this search (include each person's name, current organization, title, phone number, email, and past connection to you; we will not contact anyone on your reference list without obtaining your permission first)
4. In no more than a page, please share what excites you most about the opportunity to lead The Windward Institute as its next director and to advance its work within the LBLD space.

*The Windward School is an equal opportunity employer and makes employment decisions on the basis of merit and job performance. School policy prohibits discrimination based on race, color, creed, gender, gender identity or expression, religion, marital status, age, national origin or ancestry, physical or mental disability, medical conditions (including genetic characteristics or information), sexual orientation, or any other consideration made unlawful by federal, state, and local laws.*

[www.12MRecruiting.com](http://www.12MRecruiting.com)

RETAINED SEARCHES FOR  
MISSION-DRIVEN ORGANIZATIONS



**12M & Ed Tech**  
RECRUITING