

New Teachers Collaborative Job Description

A post-Baccalaureate apprenticeship. Grounded in teacher collaboration and reflective practice, NTC is an approved MA ESE Initial licensure program. From the first day, teacher candidates work alongside experienced teachers to develop instructional practice by engaging in relevant experiences with real students. Teachers candidates hold strong college backgrounds in math, science, arts and humanities, English, Spanish, physical education and life experience. Teacher candidates enter NTC from undergraduate preparation or as career changers.

On-going coaching and support. Through excellent program faculty, experienced colleagues, consistent feedback, and close mentoring, teacher candidates and their supervising practitioners engage actively in continual professional development. The year-long apprenticeship starts at the end of the July, with a two-week seminar. Throughout the school year, teacher candidates attend one full-day seminar per month, and two Tuesday evening seminars per month (4-7:30PM).

A year-long pathway to a successful teaching career. This is an intensive 11 months, where teacher candidates learn how to teach by teaching. While, their specific roles vary depending on the school placement, in all schools, teacher candidates are listed as the teacher of record and work fulltime (8AM-4:15PM) to support students in the classroom, serve as advisor and crew staff, and tend to additional school duties. In most schools, NTC teachers work alongside an experienced teacher who also serves as the supervising practitioner. Often, NTC candidates are invited to join their school's faculty upon successful completion of the program.

Financial and education incentives and requirements. NTC teacher candidates earn 15 graduate level credits towards a Master of Education through NTC's partnership with Fitchburg State University. NTC candidates are compensated by the host school site a living stipend (\$20,000) and essential benefits including health care. NTC provides the teacher candidate books and materials.

Application

To be considered for admission and matriculation into NTC, a potential candidate must apply online at <https://www.theparkerschool.org/ntc/ntc-application/>

The application requires the following documents:

- ✓ **Application Form** (Online submission)
- ✓ **Current resume** (Online submission)
- ✓ **Two letters of reference**, at least one of which must be from someone who can speak to candidate's academic and/or professional qualifications. Reference letters may be emailed to ntc@theparkerschool.org. All emailed reference letter must come directly from the individual who wrote the reference letter and must include job title, address and phone number.
- ✓ **Submit all undergraduate and graduate transcripts** earned at accredited United States college or university, or an equivalent degree from a nationally accredited institution outside the United States. The Program Director will use submitted transcripts for a transcript review to note Subject Matter Knowledge

competencies. Candidates who do not possess a cumulative grade point average (GPA) of 3.0 in subject area must pass MTEL subject area tests prior to acceptance.

- ✓ **Statement of interest.** Candidates must respond to the following questions in writing. Submission are limited to 1500 words. (Online submission)

How has your own learning affected your thinking about teaching?

How does NTC's "learn by doing" induction model relate to your understanding of yourself as a learner?

What experiences have you had with adolescents?

- ✓ Massachusetts Tests for Educator Licensure (MTEs) Communication and Literacy and Subject Area test prior to beginning of the program.
- ✓ Candidates must pass a state-mandated background check once they are placed in the program. (CORI & fingerprinting)

Application Process

Application Entry:

Interested applicants are encouraged to attend one of two Open Houses Session to learn more about the New Teachers Collaborative. These Open House Sessions are held on Tuesday, January 28 from 7:00-8:30 p.m. and Friday, Jan. 31st from 8-10 a.m. at the Francis W. Parker Charter Essential School in Devens, MA. The morning Open House allows interested candidates to observe NTC teachers in their classrooms. The evening Open House provides candidates the opportunity to observe an NTC seminar and ask current NTC teachers questions. Candidates who cannot attend an Open House may request an informational conversation over the phone or Skype with the NTC Program Director by emailing NTC@theparkerschool.org.

Each year the number of NTC positions available is dependent on how many schools participate, as well as how many positions are available at each school. The length of the application process is entirely dependent on the contract and hiring timelines of multiple schools. NTC works to ensure that each teacher is placed with an experienced mentor. Candidates are encouraged to consider placement at all school sites, as limited interest in a school site decreases one's overall chance of placement.

Applicants may apply anytime throughout the year. Most applications are received between January and April and processed between February and May. Admissions are rolling. All applications are reviewed by NTC Program Director and Content Lead Teachers and qualified candidates move on to the screening process.

Initial Screening Process

Upon documents review, all viable candidates participate in a phone conversation with the NTC Program Director. This screening conversation is typically 45-60 minutes in duration. Applicants will be asked a series of questions and are strongly encouraged to ask questions about NTC at this time. Notes from screening interviews are shared with Content Lead Teacher and School Leaders. Once school leaders select viable candidates, the NTC Program Director may contact the candidate's references. The NTC Program Director works to communicate regularly with candidates about their position in the process. Candidates are encouraged to inquire about their process by emailing ntc@theparkerschool.org.

Site Placement Process

School leaders then invite candidates for school visits and on-site interview. The timing of the on-site interviews is dependent on the school site and typically lasts between 2-4 hours in length. Candidates are encouraged to dress professionally and comfortably as they will be observing classes and meeting with school leaders, teachers and students. Candidates will observe several classes in the content area and then engage in a team interview with anywhere from 3-8 teachers. Candidates are encouraged to arrive to school sites with curiosity, a readiness to observe progressive classroom practices, and interest in learning from many teachers whom have experienced the NTC Program first-hand as NTC interns and mentors.

Final Placement Process

Accepted candidates will receive a contract from NTC and the host school site following the interview process. Candidates who are not accepted may request feedback as to the status or their candidacy by contact the NTC Program Director at ntc@theparkerschool.org.

New Teachers Collaborative is a program of the Francis W. Parker Charter Essential School.

The Francis W. Parker Charter Essential School, recognizing the right of an individual to work and to advance on the basis of merit, ability, and potential without regard to race, color, gender, religion, age, national origin, sexual orientation, gender identity, gender expression, or disability, resolves to take Affirmative Action measures to ensure equal opportunity in the areas of hiring, promotion, demotion or transfer, recruitment, layoff or termination, rate of compensation, in-service or apprenticeship training programs, and all terms and conditions of employment.

Non-discrimination and equal opportunity are the policies of the Francis W. Parker Charter Essential School in all of its programs and activities. To that end, all School employees shall rigorously take affirmative steps to ensure equal opportunity in their interactions with the public. Each department, in discharging its statutory responsibilities, shall consider the likely effects which its decisions, programs, and activities shall have in meeting the goals of equality or opportunity.