

Overview

New Teachers Collaborative is a teacher licensure program where teacher candidates learn to teach by working and learning in small, progressive schools in Massachusetts. These current schools include Francis W. Parker Charter Essential School in Devens, MA, Christa McAuliffe School in Framingham, MA, and Innovation Academy Charter School in Tyngsborough, MA.

NTC supports professionals in starting their middle or secondary school teaching careers by working and learning in schools designed to foster the habits and skills of critical thinking, collaborative inquiry, and reflection, where students are known well.

Our program offers:

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. Teacher 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 beginning of August, with an eight-day 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. In 2022-2023, accepted candidates of underrepresented racial and ethnic groups will receive a signing bonus and additional financial compensation if placed at Parker; this is a one-year grant funded opportunity.

Frequently Asked Questions

1. What is seminar?

NTC Seminar provides us with the opportunity – a luxury, really – to be students of teaching and learning together. Through seminar, we develop into a genuine community of adult learners, and practice and acquire the habits and disposition of collaboration and reflective practice. In seminar, we discuss readings, study the history and philosophy of education and school reform, take up conversations of equity and what it means to teach for social justice, come to understand learning styles and learning disabilities, learn how to have conversations with students that make a difference, design units and lesson plans, learn how to craft essential questions, and practice instructional strategies and teaching “moves” in order to give and receive feedback on our practice. Oh, yeah – sometimes we even have a little fun!

2. When is seminar? Who attends seminar?

NTC Seminar meets for eight full days in the summer, August 1-11, 2022 from 8:30AM-3:30PM, one Wednesday a month from 8:30AM-4:00 PM, and two Tuesday afternoons a month from 4-7:30PM during the academic year. There are typically 8-12 teacher interns each year who come to teaching from life and professional experiences. Ruth Whalen Crockett, the program director, teaches all classes and experienced guest instructors join this seminar throughout the year.

3. On top of teaching full-time, is there a separate workload for NTC?

Yes. You will always have home learning assignments. Assignments in the summer and fall mostly include observations, lesson plans, reading and reflection writing. During the spring semester, teacher interns work to create unit designs, differentiate assignments, create a professional portfolio, and present a final exhibition. All assignments directly relate to growing as a teacher. We recommend that one set aside 30-60 minutes daily to complete NTC work. Most work will be submitted using Microsoft OneNote. You will be provided a computer to use throughout the duration of the program. All texts are also provided by the program.

4. Beyond earning a license, how else do I advance my teaching career?

NTC supports teacher candidates in not only securing their Initial license, but in advancing towards a Professional license. Through our partnership with Fitchburg State University, all seminars are eligible for graduate credit. All registration occurs online during the first week of each semester. The university will require you to complete a course registration form and provide a check or credit card number for payment at the time of registration. Each course costs \$295.00. These courses are:

- EDUC 7186E: NTC: "Foundations in Teaching and Learning" – 3 cr. Summer
- EDUC 7083E: NTC: "Developing Effective Teacher Practice" – 3 cr. Fall
- EDUC 7084E: NTC: "Teaching Practicum" – 3 cr. Full Year (register in the fall)
- EDUC 7117E: NTC: "Curriculum, Instruction, and Assessment" – 3 cr. Spring
- EDUC 7096E: FSU "Sheltered English Immersion" – 3 cr. Spring

You do not need to contact Fitchburg State to ask details about registration as previously stated in your contract. You will learn more information about registration as well as applying to the master's program at FSU in the fall. NTC interns are not eligible to receive federal student aid as you are not considered a full-time student per the FAFSA requirements.

Please note: If you are thinking about applying to the master's program at FSU, the university will accept a maximum of 12 credits when you matriculate. This means that you should have no difficulty transferring all NTC credits to FSU if you apply before April 2022. The FSU application process is independent of NTC.

5. When am I expected at my school site?

You are expected to attend every day for the same amount of time full-time teachers attend. This most frequently means you arrive a half-hour before school starts and stay anywhere from a half hour to one hour after school is dismissed. It is important that you are certain of these times and they are outlined clearly in the school contract. NTC teachers are released from classroom duties when they have seminar and when away observing teachers in other schools. Consistent attendance is incredibly important, as students and colleagues need you in the classroom.

6. Who will mentor me? How often will I meet with my mentor?

You will be mentored by an experienced colleague who co-teaches with you or plans in your same content area. You will see your mentor daily and meet at least 30-60 minutes a week with your mentor to discuss your instructional practice and explore areas of strength and improvement.

7. Who will observe me? How often will I be observed?

You will be observed weekly by your mentor and monthly by the program director, Ruth Whalen Crockett. Sometimes this will be a 10-minute observation, sometimes it will be longer. You will have 4-5 formal

observations during the year. These will be written up and discussed with you in detail and serve as evidence of the Candidate Assessment Portfolio (CAP) for the commonwealth of Massachusetts.

8. Will there be opportunities to observe teachers in our school and others?

Yes, in fact, NTC requires 45 total hours of classroom observation during the first semester. We believe that close observation of excellent teaching will support your learning and instructional development.

The MA Department of Elementary and Secondary Education (ESE) also requires pre-service teachers to complete 25 hours of observation in schools and classrooms with English Language Learners and Academic Language Learners. Many English Language Learners participate in summer school. The only criteria for this type of observation is that there are students classified as English Language Learners in the class. The classroom teacher can confirm this designation. Candidates are assigned three short reflection essays upon completion of the Sheltered English Instruction (SEI) observation hours.

NTC teacher candidates may schedule up to 5 observation days away from school to fulfill 35 of the 45 hours. Candidates will be provided a list of schools to visit and are responsible for setting up visits, attending visits, logging observation hours and thanking the host teacher after the visit.

9. How do I apply to NTC?

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

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. Paper references may be delivered to Parker in a sealed envelop.
- ✓ **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. Accepted candidates are provided support materials, MTEL prep courses, and in some cases tutors to assist in passing MTEL exams.
- ✓ Candidates must pass a state-mandated background check once they are placed in the program. (CORI & fingerprinting)

10. What is the NTC application process?

Interested applicants are encouraged to attend one of two Open House Sessions to learn more about the New Teachers Collaborative. Candidates who cannot attend an Open House may [request an informational conversation](#) over the phone.

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.

11. After I submit my NTC application, what comes next?

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 Teachers 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.

After the screening process, school leaders then invite candidates for school visits and an 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 an interest in learning from many students and teachers whom have experienced the NTC Program first-hand as students, NTC interns and mentors.

12. How do I know if I am accepted into the NTC program?

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.

13. Who can answer other questions I have about NTC?

You may always contact Ruth Whalen Crockett at rwhalen@theparkerschool.org, [schedule a meeting with her](#) or leave her a message at 978-772-2885.

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.