New Teacher Development Boston Public Schools
Apple with "NTD" and Boston Public Schools logo

**Part-time New Teacher Developer**

**Program Overview and Job Description**

**About the New Teacher Development Program:**

The mission of the Boston Public Schools (BPS) New Teacher Development Program is to accelerate the academic success of BPS students through rigorous instructional mentoring to novice teachers. The program seeks to ensure optimal achievement for all of the district’s students by developing and retaining highly effective educators.

Since the program’s inception in 2006, New Teacher Developers have played and continue to serve in a key role as skilled, experienced teacher leaders who work intensively with first-year teachers on classroom management, curricular planning, building in-depth understanding and implementation of Common Core State Standards, differentiation of instructional strategies, and analyzing student work and data in order to inform instruction.  To facilitate the growth of novice teachers through attainment of permanent status, New Teacher Developers also provide critical orientation supports and facilitate the development of the teachers’ professional goals and action steps in alignment with the Massachusetts Teaching Standards and BPS Educator Development and Feedback System (EDFS).

**Part-time New Teacher Developer Responsibilities:**

New Teacher Developers (NTDs) are a cadre of skilled, experienced teacher leaders engaged in individual mentoring with beginning teachers. They conference, model, co-teach, observe, and provide support in all the areas that are challenging for beginning teachers during their first year of teaching.  They support school-level induction activities for new teachers including classroom-based coaching and demonstration lessons, and help to coordinate new teacher orientation.  NTDs use tools and documentation developed by BPS and are expected to participate in professional development provided throughout the year to develop their mentoring and leadership skills and knowledge.

The following is an overview of the overall responsibilities of the Part-time New Teacher Developer:

**Direct Mentoring and Induction Support:**

* Provide 100 hours (average of 2.5 hours/week) of critical induction support for one Novice Teacher (or 5 hours/week for two first-year teachers) within my current school. This includes both time for direct mentoring and professional development.
* **Direct mentoring time** should be used for 1-on-1 meetings, classroom observations, reflection of practice, lesson-planning, looking at student work, co-teaching, modeling lessons, etc.
* **Professional development time** may consist of 10 2-hour sessions outside of the school day, with 30 minutes of travel time (for a total of 25 hours) over the course of the year. The specifics of these training sessions are currently being discussed by BPS and the Boston Teachers Union.
* Establish and maintain a trusting, confidential, non-evaluative, and professional relationship with each beginning teacher.
* Provide weekly, on-site support to each beginning teacher using a variety of support and assessment strategies focused on the beginning teacher’s needs.  Such support and strategies include, but are not limited to:
  + Helping teachers with classroom set-up and planning in preparation for the first days of school.
  + Facilitating the orientation and induction of beginning teachers into the Boston Public Schools system (including support with navigating payroll, health insurance, online curricular materials, professional development registration, etc.).
  + Regularly conferring with beginning teachers and assisting teachers to plan for, reflect on, and analyze their practice and reviewing student work to inform instruction and enhance student achievement.
  + Helping to plan, participate in, and facilitate exemplary teacher observations for beginning teachers.
  + Modeling, as appropriate, innovative teaching methodologies through techniques such as team teaching, demonstrations and simulations.
  + Assisting beginning teachers to identify instructional resources, additional support and appropriate professional development in the school community as well as the district.
  + Supporting beginning teachers with strategies to engage and communicate effectively with parents, guardians, and other caretakers.
  + Helping beginning teachers to develop and periodically reflect on professional teaching goals using the Massachusetts Teaching Standards and the BPS Educator Development and Feedback System (EDFS).
* Maintain and submit documentation of work with each new teacher. This may include, but is not limited to:
  + Interaction logs detailing mentor support
  + Videos of mentor support
  + Portfolio demonstrating use of BPS Tools and other resources as evidence of mentor support
* Coordinate with other teacher training/professional development programs and initiatives to support beginning teachers as appropriate.
* Promote the development of a professional learning community among new teachers.

**Collaboration with School and Program Administrators:**

* Communicate regularly with principals/headmasters and NTD Program administrators.
* Partner, in a non-administrative capacity, with school administrators and other school staff members to enhance support for beginning teachers.

**Professional Development and Leadership:**

* Participate in professional development focused on building the New Teacher Developer’s mentoring and leadership skills and knowledge.   While the training schedule is currently being finalized, it may include 10 2-hour sessions after school (with 30 minutes for travel time).
* Actively contribute to the support of overall program goals by building personal leadership capacity and assuming leadership responsibilities.

**Required Qualifications:**

* Valid Massachusetts professional teaching license
* K-12 teaching experience
* Demonstrated commitment to diversity, ensuring all students access to the highest quality instruction, and closing the achievement gap
* Mastery of pedagogical and subject matter skills
* Strong interpersonal skills
* Strong communication skills, including use of BPS e-mail system and digital resources
* Ability to work effectively, foster collaboration and enhance growth in a team
* Demonstrated expertise in designing and implementing standards-based instruction
* Demonstrated commitment to professional growth and learning
* Experience in relating to adult learners
* Strong facilitation and presentation skills
* Experience leading professional development or creating other learning opportunities for teachers
* Willingness to help new teachers identify their progress against standards for teaching proficiency, by engaging in non-evaluative conversations about their practice, using evidence of classroom practice and student learning
* Willingness to accommodate the scheduling needs of new teachers

**Reports to:** Senior Program Manager of New Teacher Development

**Selection Process & Screening Criteria:**

Part-time New Teacher Developers will be identified among the school’s current full-time teaching staff.  Part-time NTDs will be hired by each school’s Personnel Subcommittee. Principals will work with the Personnel Subcommittee to assign each Part-time New Teacher Developer no more than two novice teachers. In order to ensure high quality mentoring, it is highly desirable that the ratio be kept at 1:1.

**Compensation:**

  A Part-time NTD assigned to work with one beginning teacher will earn a 5% stipend for mentoring plus participation in the district’s required monthly professional learning sessions. A Part-time NTD may work with up to two mentees. (10 % stipend) Absence at required professional development as well as failure to submit mentor documentation will incur a partial withholding of stipend. Otherwise, the stipend will be guaranteed for the entire school year, contingent upon the NTD’s successful completion of their responsibilities. Compensation will be retirement worthy.

*As an affirmative action/equal opportunity employer we actively seek applications from candidates of color, women, and candidates committed to our focus on children.*