

THE EQUITY PROJECT (TEP) CHARTER SCHOOL
PRELIMINARY TEACHER APPLICATION

OVERVIEW:

Thank you for your interest in becoming a TEP teacher! This preliminary application is designed as a mechanism through which you provide a basic overview of your qualifications. It is the first and least time-consuming stage in TEP's four stage teacher application process.

After the receipt of preliminary applications, *highly qualified applicants* will be invited to participate in one-on-one phone discussions with TEP's Principal, designed to clearly describe TEP's redefined teacher expectations, explain the various stages of the application process, and answer any questions. The goal of these discussions is to ensure that applicants understand TEP's mission and vision and recognize the intensity of the commitment required of teachers, before proceeding through the more time-consuming stages of the application process. [For more information about TEP's 4 stage application process, see <http://www.tepcharter.org/apply.php>.]

INSTRUCTIONS:

The preliminary application consists of three components: (1) a cover letter, (2) an up-to-date resume, and (3) a Question Response Document (QRD). Each of the three components should be a separate electronic document. Each file should be named using the following format (which includes your full name and subject area):

For Cover Letter: "Joe Smith – TEP Math – Cover Letter"

For Resume: "Joe Smith – TEP Math – Resume"

For Question Response Document: "Joe Smith – TEP Math – QRD"

If you are applying for more than one subject, include both subjects in the file name (e.g. TEP Math and Science).

The Question Response Document consists of answers to all of the questions in the 3 sections below (A – Basic Information, B – Qualifications, and C – Other Relevant Data). Simply, create a new document and type responses to each question. Each response should be labeled with the appropriate letter and number (e.g. A1, A2, etc . . .); you do NOT need to precede each response with the text of the question itself. Each response should be concise. Remember that this is a preliminary application; you will have the opportunity to elaborate further if you are invited to a later stage in the application process.

Email your 3 documents in ONE email to jobs@tepcharter.org.

DEADLINES & NOTIFICATIONS:

TEP is currently accepting and reviewing applications for open positions on a rolling-basis. Applications will be reviewed in the order that they are received. If you do not receive an email acknowledgement that your preliminary application has been received within 7 days of your submission, please contact us at jobs@tepcharter.org.

Within 4 weeks of your submission, you will be notified as to whether you will be invited to continue in the application process.

Thank you in advance for taking the time to complete this preliminary application!

Please respond to the following questions in your Question Response Document.

A. BASIC INFORMATION

A1. Name

A2. Mailing Address

A3. Phone Numbers (preferably two)

A4. Email Address

A5. Current or Most Recent Teaching Position - School Name, Subject(s), Grade Level(s). Include the word “CURRENT” if you are still in this position; if not, list the last academic year you held this position (e.g. 2006-07).

A6. List the specific TEP teaching position(s) for which you are interested and qualified. For a list of open positions (including start dates), see <http://www.tepcharter.org/open-teaching-positions.php>. If you list more than one position, please rank the positions in order of your preference. For each position, list both the subject and grade level(s) that are of interest to you (e.g. *Mathematics – Grades 6 or 7*).

B. QUALIFICATIONS

You must demonstrate qualifications in 4 areas to be considered for a teaching position at TEP. For more information on these qualifications see <http://www.tepcharter.org/rigorous-qualifications.php>. At this preliminary stage in the application process, you are asked to provide a brief description of how you meet TEP’s criteria. If you are invited to the next stage in the application process, you will be asked to provide significantly more information regarding each qualification.

B1. Complete the following chart, listing all undergraduate and/or graduate institutions at which you have taken courses (as illustrated in the example chart below):

Institution Name & Level	Years attended	# of Credits Taken	Grade Point Average (GPA)	# of Courses in Subject-Area	Degree & Major (if app)
ABC College (undergrad)	1988 - 1992	105	3.21	Math – 14 courses Science – 5 courses	B.S., Math
DEF University (graduate)	1993	45	3 (A), 2 (A-), 1 (B+), 7 (B), 2 (C)	Math – 3 courses Science – 4 courses	Not Applicable

Grade Point Average: Only list the grade point average that is stated on your transcript. If no grade point average is stated, then list the number of A’s, B’s, C’s, etc. received (as shown in the second example above).

Of Courses in Subject Area: Count the number of courses taken in the subject area for which you are applying to TEP. If you are applying to TEP for more than one subject area, list each count separately (as shown in the example above). Use your own judgment to determine whether a particular course is in a specific subject area.

Degree & Major: List the degree awarded (e.g. Bachelor of Arts) and any Major or Concentration. If not applicable (e.g. you took selected courses at an institution but did not obtain a degree), write “Not Applicable.”

Note: Official transcripts are NOT required at this time, but these will be required if you are invited to continue to the second stage of the application process.

B2. If you are invited to the second stage of the application process, you will be asked to submit an original piece of writing on any topic related to your subject. Maximum length: 2500 words. If necessary, you may submit an excerpt from a longer work. This piece of writing should NOT be about teaching your subject; it should be about any topic in the subject itself. For example, if you are a music teacher, a piece analyzing the work of a specific composer would be appropriate, but a piece about teaching composition would not be appropriate. [If you are applying for more than one subject, you must submit a separate piece for EACH subject. If you are applying for a Special Education position, you may submit a piece on *any* one of the 7 subject-areas taught at TEP.] **Please provide the title and a one paragraph description of the piece that you plan to submit if you are invited to the second stage of the process. If you are applying for more than one subject, provide the titles and descriptions of the pieces you will submit for the various subjects.**

B3. If you are invited to the second stage of the application process, you will be asked to submit an original piece of writing on a specific pedagogical issue that relates directly to teaching your subject-area and about which there are at least two opposing viewpoints. In this piece, you will be asked to summarize the issue and the viewpoints and describe your own position on the matter using examples from your own teaching experience. In contrast to B2, this piece SHOULD relate to the pedagogy of teaching your subject. Maximum length: 2500 words. If necessary, you may submit an excerpt from a longer work. [If you are applying for more than one subject, you must submit a separate piece for EACH subject.] **Please provide the title and a one paragraph description of the piece that you plan to submit if you are invited to the second stage of the process. If you are applying for more than one subject, provide the titles and descriptions of the pieces you will submit for the various subjects.**

B4 & B5. If you are invited to the second stage of the application process, you will be asked to submit TWO of the following three items as tangible *evidence of student learning* in your classroom.

- i) An **unedited video clip** (maximum 15 minutes) of you teaching in either a classroom setting (preferred), a small-group setting, or a one-on-one setting. It is preferred that the students be 5th, 6th, 7th, or 8th graders, though this is not a strict requirement. The video may contain only ONE continuous, unedited clip (i.e. do not splice together multiple clips from different points in the lesson). The clip does NOT need to show an entire lesson; a brief lesson segment is perfectly acceptable. The video may be in any format. (An online link to the video is the preferred method of delivery but any format and delivery method – e.g. a DVD - is acceptable.) The video should be accompanied by a **written narrative** that analyzes and reflects upon the teaching and learning that occurs in the lesson. There is no minimum or maximum length for the narrative.
- ii) A **portfolio of student work** that demonstrates the progress of at least TWO specific students that you have taught. The portfolio must contain a minimum of two work products for each student (for a minimum of 4 work products) completed at different points in time during the period when each student was in your class. The portfolio must be accompanied by a **written narrative** that analyzes

and reflects upon the progress that each student demonstrates. There is no minimum or maximum length for the narrative.

- iii) **Assessment data** for at least one entire class of students that you have taught. The assessments may be standardized national, state, or city assessments or your own self-created assessments. The assessment data can be provided in any form that you choose (official documents with students' last names crossed-out, or documents that you create to summarize student assessment performance). The data you provide should ideally show progress over time; as such, it is recommended (though not required) that you provide data for at least two assessments taken at different points in time. The assessment data must be accompanied by a copy of the assessments themselves. If a specific assessment is unavailable, provide a copy of a similar assessment. The assessment data must also be accompanied by a **written narrative** that provides background on the assessments, explains how the assessments measure student performance, and analyzes the results of your class. There is no minimum or maximum length for the narrative.

For questions B4 & B5, identify the two items (from the three above) that you plan to submit if you are invited to the second stage of the application process.

B6. If you are invited to the second stage of the application process, you will be asked to submit ONE additional piece of tangible evidence that demonstrates student learning. This request is deliberately open-ended as TEP aims to see how you understand *evidence* of student learning and to evaluate your creativity and persuasiveness in presenting this evidence. There is no "right" or "wrong" piece of additional evidence. This piece of evidence may take any form, and does *not* need to be an electronic document. (You are permitted, but certainly not required, to submit the one item – from the list of three items above – that you did NOT select for B4 and B5.) **Please provide a 1 paragraph description of the additional piece of evidence that you plan to submit if you are invited to the second stage of the application process.**

B7. In 3 to 4 sentences, please succinctly summarize your beliefs about, and approach to, teaching. If you are invited to the second stage of the application process, you will be asked to elaborate in an essay describing your pedagogical beliefs and approach.

B8. In 3 to 4 sentences, please describe one original curricular tool that you have personally developed that demonstrates that you possesses strong curriculum development skills. This tool can be of any form – written materials, a unique instructional methodology, a technological innovation, etc. Do NOT submit this tool at this time; simply describe it. If you are invited to the second stage of the application process, you will be asked to submit this curricular tool.

C. OTHER RELEVANT DATA

C1. Do you speak Spanish? TEP does NOT require Spanish proficiency for teachers; however, proficiency in Spanish is advantageous, given that a large percentage of TEP's parents are Spanish speakers. Describe your level of Spanish proficiency by selecting one of the following four categories: (1) Non-existent/Minimal Spanish, (2) Basic Conversational Spanish, (3) Advanced Level Spanish (4) Complete Spanish Fluency.

C2. Do you have Teacher Certification? As a New York State Charter School, no more than 5 TEP teachers may be uncertified. If you have teacher certification, please provide (a) the State from which you received your certification, (b) the year you were certified (c) the subject(s) of your certification and (d) the grade levels(s) of your certification. If you are not yet fully certified, please provide a brief description of (a) whether and when you anticipate receiving certification (b) the State from which you are applying for certification (c) the subject(s) for which you are seeking certification, (d) the grade level(s) for which you are seeking certification, and (e) an outline and timeline of the components you will need to complete in order to be certified.

C3. If you are invited to the fourth and final stage of the application process, you will take part in the audition phase during which TEP's Principal will observe you teaching. This will occur either in your current classroom or in a classroom at TEP; this typically takes place over an entire day. **Please (a) list the months during which it would be most convenient/feasible for TEP's Principal to observe you teaching and (b) whether you currently have your own classroom.**

C4. How did you first hear about TEP's teaching opportunities? Please be as specific as possible.

C5. [Optional] If there is any other information that you feel is relevant to your candidacy and that has not been included elsewhere in the preliminary application, please provide this information.