

NMH

Northfield Mount Hermon

Office of NMH Summer Session

2012 TEACHING INTERN PROGRAM

NORTHFIELD MOUNT HERMON SCHOOL is an independent, coeducational boarding school in western Massachusetts, just south of the Vermont and New Hampshire state lines. The school is 1.5 hours north of Hartford, Connecticut, and two hours west of Boston, Massachusetts.

NMH School enrolls more than 600 students, while NMH Summer Session is intentionally smaller, averaging about 250 students. At least half of our students are from other countries – in the summer of 2011, 24 U.S. states and 37 countries were represented. Our summer faculty comes from NMH and other secondary schools, and our summer interns come from more than 20 colleges and universities.

GOALS OF NORTHFIELD MOUNT HERMON SUMMER SESSION

Our primary goal is to join capable, motivated students with experienced, dedicated teachers and interns to enrich the educational and personal development of all. Through academic work, physical exercise, and social and cultural activities, the community discovers together the excitement and joy of learning and growing. Students may earn credit if they make arrangements with their school, although many come simply for enrichment.

NMH Summer Session has qualities that transcend individual academic pursuits. We are a warm, friendly community; we bring together students from all over the world; and we attempt, through our course offerings and the sharing of ideas among students from widely varied backgrounds, to heighten people's awareness of the global nature of the problems we face.

THE TEACHING INTERN PROGRAM

Teaching interns are fully involved in all aspects of the Summer Session experience, and the program for interns is very demanding of their time, talents, and energy. It is designed as an introduction to the teaching profession, especially in the private boarding school environment, with a combination of responsibilities that include teaching, coaching, and residential life. Interns work with the Middle School Program (approximately 65 students entering grades 7-9), College Prep Program (120 students entering grades 10-12), and English as a Second Language Program (approximately 65 students entering grades 7-12).

Responsibilities vary, depending on the abilities and interests of the interns and on NMH Summer Session needs. First and foremost, each intern assists a master teacher in the classroom. Under the direction of the master teacher, the intern helps plan the course, takes on daily teaching responsibilities, holds conferences and extra-help sessions with students, helps prepare tests and quizzes, and in general assists the master teacher with all aspects of the course. Interns are not asked merely to grade papers or deliver someone else's lectures, but rather work collaboratively with their master teacher. The emphasis placed on particular areas is worked out by the master teacher and the intern and takes into account the intern's ability, knowledge, and strengths. Major classes meet Monday through Saturday mornings – Middle School Program students take two 75-minute classes; College Prep students take one three-hour course or one 4.5-hour course (three hours six mornings plus 1.5 hours four afternoons per week); English as a Second Language classes meet for three hours.

Four afternoons each week are devoted to minor courses and organized sports. Interns are fully responsible for organizing and presenting the minors, which they teach alone or with another intern (but not under the guidance of a master teacher). Interns also coach the sports offerings, by themselves or with another intern, under the guidance of the athletic director. Therefore, candidates who have experience in athletics are especially attractive in the selection process. Particularly needed are interns certified to lifeguard.

An important part of our summer program is the area of student activities, which includes social and extracurricular events. All interns become involved to some degree, sharing supervisory responsibilities. Activities are organized both on and off campus, with the specific offerings attempting to match the interests and talents of students, interns, and master teachers.

Northfield Mount Hermon School is an Equal Opportunity Employer.

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Two interns are assigned administrative responsibilities in student activities or athletics, assisting the directors of these areas. The intern assigned to athletics does not have afternoon minor course responsibilities, and the student activities intern typically does this work either during one of the morning Middle School course times or during the afternoon minor course time. Anyone interested in either of these positions should list it on the application form in section III, Minor Course Choices.

All interns live in dormitory rooms in the midst of the students' rooms and assist in supervising the dorms under the guidance of experienced house directors. Each intern serves as an advisor to a group of approximately 6-8 students. Despite the short period of five weeks, a tremendous impact is made on most students in this non-classroom contact. To share the joys, frustrations, achievements, and failures, to counsel, and to discipline are often the richest and best-remembered experiences of the interns. The interns and house directors share duty responsibilities, with each dorm staff team typically including four or five interns.

In addition, all interns share in supervising facilities such as the gym, student center, and computer lab between dinner and study hall time most evenings or on weekends. Each intern typically has duty several times during the summer. With classes, sports, dorm coverage, and other responsibilities, interns must be willing and able to work seven days a week. It is clear that the demands on the time and talents of the interns are great. It is an experience that they typically describe as intense, hard work that challenges them in many ways – intellectually, emotionally, physically – yet is very rewarding. Interns are given one weekend off and are strongly encouraged to get away.

NMH Summer Session appoints approximately 30 interns each summer. The salary is \$3050, and room and board are provided.

DAILY SCHEDULE

Since no two days are alike, what follows can only be described as a composite, but it should give an idea of the general pattern.

7:30 AM	Up and to breakfast
8:30–11:30 AM	In class – brief class break at 9:45 to chat, compare notes with master teacher, catch your breath
11:30 AM–12:00 NOON	Conference with master teacher, correct papers
12:00 NOON–1:00 PM	Lunch
1:30–3:00 PM	College Prep minor course or afternoon session of major course / Middle School sports
3:30–5:00 PM	Middle School minor course / College Prep sports
5:00–6:30 PM	Dinner
6:30–8:00 PM	Gym / student center coverage, informal intramurals, relax, talk with students
8:00–10:00 PM	Study time in dormitory – if on duty, check attendance and maintain quiet; if not in charge, prepare for class, correct papers, help students, perhaps get off campus for a break
10:30–11:00 PM	Dorm settles down for the night

DATES FOR 2012 SUMMER SESSION

Sunday, June 24	Interns due at NMH by 3:00 PM for start of six-day (June 24-29) orientation
Saturday, June 30	NMH Summer Session registration day – students arrive
Saturday, August 4	Students depart – final staff gathering
Sunday, August 5	Teaching interns depart – campus closes down

APPLICATION DEADLINE AND PROCEDURES

The application deadline is February 1. However, job offers may be made on a rolling basis, beginning in November, as applications are received. Therefore, candidates should submit all materials as soon as possible.

An application will not be considered until all materials, including transcripts and recommendations, have been received by NMH Summer Session. The complete application consists of:

- application form
- resume
- personal statement
- official college transcripts* – minimum GPA of 3.0 (average GPA in 2011 was 3.6)
- two letters of recommendation from employers, job supervisors, or those well acquainted with the quality of applicant's academic work
- copy of lifeguard certification, if applying to coach swimming – must be either American Red Cross Lifeguard Certification & CPR/AED for Lifeguards or American Red Cross Lifeguard Certification & CPR/AED for the Professional Rescuer

(*Early applicants may be considered in the review process prior to the availability of fall 2011 grades; transcripts must include any current fall "In Progress" course titles, with fall grades to be sent as soon as available.)

Applications are invited from undergraduates who, as a minimum, will have completed their junior year by the upcoming summer, and from graduate students and recent college graduates. (International applicants, please note: NMH Summer Session cannot issue J-1 work visas.)

An applicant must have a strong academic record and the maturity and work ethic to succeed in a rigorous and demanding position. Academic background and personal experience are important in the selection of interns to work with major courses, minor courses, and other activities. Also essential is the ability to relate well to others, especially adolescents aged 12-18 and our large international population.

WHAT DO PAST TEACHING INTERNS HAVE TO SAY?

The following are from comments written by this past summer's interns and are representative of many of the impressions and opinions included in their final program evaluations. The names, schools, and NMH Summer Session courses of the 2011 interns also are included.

"It was a blast teaching with my master teacher this summer! While working with her often felt more like a co-teaching relationship than a mentor-intern relationship, I am extremely grateful for all of the responsibility she gave me and the amount of teaching I was able to do. Through my daily lesson planning, interactions with the students, and general experiences in the classroom, I developed immensely as a teacher. Teaching US History in five weeks was certainly a challenge, but one which I welcomed and thoroughly enjoyed! Weekly we divided almost every chapter, planned both independently and together, and divided our teaching time during the day. Additionally, we wrote almost all of the major assessments together. She was really wonderful about giving me full creativity in my planning and classroom activities. As a result, I was able to take risks and test my various hair-brained ideas on the students. Given that I will be in control of my own classes in less than a month (yikes!), taking control of half of the class daily was a great learning experience.

I assumed I would focus the majority of my attention on my teaching responsibilities. While I definitely worked hard to prepare for class each day, I quickly realized that living in the dorm and coaching were equally important responsibilities that greatly enhanced my overall experience at NMH. In all areas of the experience – whether I was teaching, coaching, working in the dorm, or chaperoning student activities trips – I felt both challenged and totally exhilarated. " – Jessica Kimball

"Numerous students approached me to discuss different personal problems/situations they were experiencing that they wanted guidance on, and this is something I definitely loved. I loved the 'ah-ha! lightbulb moments' in class when students really understood something, when they were REALLY interested in a topic, when they even had a life-realization (one wants to be a neuroscientist now), really motivating and inspiring students to exercise, and those fun moments in the dorm, talking with the girls and getting to hang out with them in an information and fun setting.

Have fun! Form relationships with the other interns, and don't forget to get off campus once in awhile! It's not what you teach the kids, but how you do it. You don't have to know all the answers – your attitude, energy, and the relationships you form with your students are what they will remember most. You will also probably remember your relationships with your students more than specific lesson plans. Don't be afraid to make mistakes – this is the time to try new things! Form a strong relationship with your master teacher, and don't be afraid to speak up! Be assertive! That is one of the people you will learn the most from here." – Danielle Ayers

"NMH has been, hands down, one of the best work experiences I have ever had. As an intern, I felt more supported and more valued than I have at any other organization. The message that it is not only okay, but encouraged, to be a new teacher and not to pretend otherwise, to try things in the classroom and to fail, is so valuable for me at this point in my career. I really appreciated being able to discuss with other teachers the various successes and failures that are a part of any day and to use that instant feedback in my own classroom. To be surrounded by experienced teachers who are dedicated to my success as an intern in addition to the success of the students was certainly one of the most rewarding aspects of my time here at NMH." – Julie Carson

"The best advice that I got here was that this job is a marathon, not a sprint. These words are truer than true. This is a fantastic experience that has taught me an incredible amount about being a teacher, coach and advisor to students, but it is a lot of work and it is impossible to not be emotionally invested. Due to this investment, it is important to take it slow, but put in effort to make the connections with students in your class, dorm and sport so that when things get harder later on in the summer, the connections are there and the challenges that students are having are more easily dealt with because they trust you and feel comfortable sharing with you and working with you to deal with the issue. This is true in all parts of this job, whether there is a discipline issue in the dorm, a student failing the class, or someone acting out in sports. The connection that you have to a student can make the situation so much better if he or she feels that you are supportive and on his or her side." – Emma Coffin

"I truly feel that I grew as a teacher, coach, and dorm counselor all. My experience at NMH provided me with critical professional development and formal practice. Meeting senior faculty with advice and connections to other schools also helped me consider many ways of breaking into a teaching career after university.

The greatest challenge this summer was assessing on a daily basis how I was to complete all of my tasks and responsibilities while still staying diligent, active, and available to students and peers. I feel I succeeded in this endeavor, though the summer session challenged me in a way that I never have been before." – Kevin Brown

"I had read about the diversity of the program, but I had not fully understood what that would mean in terms of the composition of the campus until the students arrived. Between the classroom, the gym and the dorm, I made so many lasting relationships in a way that has changed me more than I'm sure it has affected them.

There certainly were daily frustrations. I found the classroom teaching to be the most challenging (and frustrating at times) part of the summer experience – particularly how to strike the balance of the master teacher in terms of teaching time, planning, prep, etc. You don't want to take on too much (given the nature of the interns' packed schedule), but you want enough individual work that you are learning. It was an interesting process to figure that rhythm out." – Lucie Torrey

2011 TEACHING INTERNS

Danielle Ayers, Union College, Introduction To Psychology	Caroline Millington, Carleton College, Writing and the Outdoors
Kevin Brown, Franklin and Marshall College, Academic Writing	Julia Mix Barrington, Barnard College, English as a Second Language
Fontaine Burruss, University of San Francisco, Precalculus	Kelsey Morris, Lewis and Clark College, Literature and Composition
Kevin Carpenter, Middlebury College, Academic Writing	Kai Robinson, Amherst College, Geometry
Julie Carson, Dartmouth College, Field Biology	Spencer Russell, Amherst College, Writing
Carla Cevasco, Middlebury College, Creative Writing	John Scurfield, Hamilton College, Writing and the Outdoors
Emma Coffin, Smith College, Biology	Brita Stepe, Dartmouth College, Field Biology / Science Skills
Erik Elmquist, Savannah College of Art and Design, Studio Art	Anna Stevens, Lewis and Clark College, English as a Second Language
Rachel Gleicher, Colby College, English as a Second Language	Eli Stiefel, Vassar College, English as a Second Language
Hillary Hamp, Canisius College, Literature and Composition	Dylan Taft, Lafayette College, Pre-Algebra / Geography
Carly Helmetag, Franklin & Marshall College, English as a Second Language	Sarah-Anne Tanner, Wesleyan University, English as a Second Language
Aja Kane, Mount Holyoke College, English as a Second Language	Lucie Torrey, Middlebury College, English as a Second Language
Jessica Kimball, Middlebury College, U.S. History	Ryan Webb, Rollins College, Algebra I
Christopher Lim, Amherst College, Physics	Kirstin Williams, Western Illinois Univ, Skills in Literature / Realistic Fiction
Erica Mains, University of Massachusetts, Chemistry	Gordon Wilson Woodworth, Middlebury College, Geography
Scott Middleton, Brown University, English as a Second Language	Terrence Word, Wesleyan University, Algebra II

COURSE OFFERINGS FOR SUMMER 2012 see website for complete course descriptions

COLLEGE PREP PROGRAM MAJOR COURSES (students entering grades 10-12)

Academic Writing	American Society and Culture	* Algebra I
Creative Writing	* U.S. History	* Algebra II
* Literature and Composition	* Biology	* Geometry
* Introduction to Psychology	* Chemistry	* Precalculus
* Economics	* Physics	* Calculus

Because these () courses require additional half-afternoon sessions, interns working with them will assist with either a College Prep sport or Middle School Program minor course for the second half of the afternoon.*

MIDDLE SCHOOL PROGRAM MAJOR COURSES (students entering grades 7-9)

Writing	Pre-Algebra	Beginning French
Skills in Literature	Geography	Beginning Spanish
Realistic Fiction	Field Biology	Studio Art
Writing and the Outdoors	Science Skills	

ENGLISH AS A SECOND LANGUAGE PROGRAM (students entering grades 7-12)

Minor Courses

The afternoon minor courses are intended as a change of pace from the morning major classes and are an opportunity for students to pursue special interests. Some are academic, while others are more "hands-on." Most of the minors are led by the teaching interns. Students in the English as a Second Language Program who are entering grades 10-12 take College Prep Program minor courses and sports; ESL students entering grades 7-9 take Middle School Program minors and sports.

COLLEGE PREP PROGRAM MINOR COURSES

Community Service	Drawing and Painting	Public Speaking
Current Events	English as a Second Language	Sports History
Digital Media	Environmental Studies	Summer Session Singers
Drama	Journalism	

MIDDLE SCHOOL PROGRAM MINOR COURSES

Current Events	Drama	Games
Digital Media	Drawing and Painting	Sports History

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TEACHING INTERN APPLICATION FORM

(Please Print)

I. PERSONAL INFORMATION

Name _____
first middle last

Secondary school attended & graduation year _____

College or university _____ College class of (year) _____

Major _____ Degree received/expected _____

Minor, if any _____

II. MAJOR COURSE CHOICES

List titles of all courses in which you wish to work, in order of preference (*refer to attached list and website*).

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

III. MINOR COURSE CHOICES

List, in order of preference, the minor courses (*see attached list and website*) you feel competent to lead, whether you prefer College Prep (entering grades 10-12) or Middle School (entering grades 7-9) level, or if you are interested in assisting either the Director of Athletics or the Director of Student Activities, in place of a minor course.

Minor Course Title	College Prep	Middle School
1. _____	[]	[]
2. _____	[]	[]
3. _____	[]	[]
4. _____	[]	[]
5. _____	[]	[]

IV. SPORTS CHOICES

Indicate sports you feel competent to coach, in order of preference, from this list: Badminton, Basketball, Dance, Hiking, Lacrosse, Mountain Biking, Running, Soccer, Swimming (required: current Red Cross Lifeguard Certification & CPR/AED for Lifeguards or for the Professional Rescuer), Tennis, Ultimate Frisbee, Volleyball, Weight Training & Fitness.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



APPLICANT'S NAME _____

V. CONTACT INFORMATION

College or current address _____ Cell phone (_____) _____
_____ Other phone (_____) _____

E-mail address _____

Home address _____ Home phone (_____) _____

VI. RESUME

Please attach an up-to-date resume.

VII. PERSONAL STATEMENT

On a separate sheet, please explain in detail your reasons for wishing to join NMH Summer Session as a teaching intern. Be sure to mention coursework and experience you have had that you feel would be of particular value to you if you are selected to teach or assist in your course choices, as well as your experience/qualifications for leading your sports choices. Also describe your college or secondary school residential experience – have you lived in dorms or off campus, and why?

VIII. REFERENCES AND TRANSCRIPTS

NMH Summer Session's Teaching Intern Program is a demanding, intense experience requiring hard work and a strong commitment to a team-oriented approach. References should give their impressions of you as a prospective teacher and leader.

If your college placement office has on file teacher comments and transcripts of your college work, please have that material sent to us. If not, have two letters of reference sent to us from employers, job supervisors, or those well acquainted with the quality of your academic work.

Arrange with your college registrar to send us an official transcript. GRADUATE STUDENTS: Please arrange for undergraduate and graduate school transcripts to be sent.

IX. SENDING APPLICATION MATERIALS TO NMH SUMMER SESSION

Application materials, including references, may be sent:

by mail: NMH Summer Session
One Lamplighter Way
Mount Hermon, Massachusetts 01354

by e-mail: summer_school@nmhschool.org

by fax: 413-498-3112

If e-mailed or faxed, hard copies do not need to be mailed.

Northfield Mount Hermon School is an Equal Opportunity Employer.

Northfield Mount Hermon School observes all federal and state laws and regulations related to discrimination in employment.

The laws of Massachusetts require that all application forms for employment state:

“If asked about prior arrests or convictions, an applicant whose arrest or conviction records have been sealed by the state may answer ‘no record.’”

“It is unlawful in Massachusetts to require or administer a lie detector test as a condition of employment.”