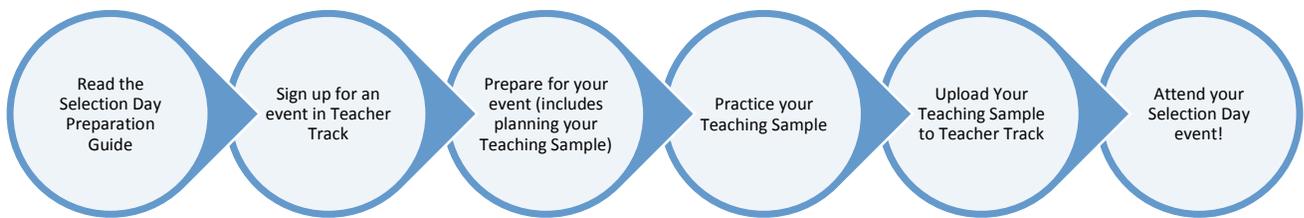


NYCTF Selection Day Preparation Guide

Congratulations on advancing to Selection Day, the final stage of the NYC Teaching Fellows application process.

To ensure you are well prepared for Selection Day, please read through this guide very carefully. This guide outlines the event in depth, including information on how to prepare and several teaching best practices that will help you be successful.

Our most successful candidates typically spend 4-5 hours preparing for their Selection Day event, including the pre-reading, planning and uploading the Teaching Sample Planning Form, and practicing their Teaching Sample.



1. Read the entire Selection Day Preparation Guide
2. Sign up for a Selection Day event in TeacherTrack
3. Prepare for your Selection Day event (includes planning your Teaching Sample)
4. Practice your Teaching Sample
5. Upload your Teaching Sample to Teacher Track
6. Attend your Selection Day event!

What to Expect During Your Event

Location:

Cobble Hill School of American Studies
347 Baltic Street
Brooklyn, NY 11201

Plan to arrive to the Selection Day site 15 minutes before the event begins. To avoid missing your event, please be mindful of travel time. Check-in will conclude at 4:30pm for weekday events and at 8:30am for Saturday events. **Latecomers will not be admitted.**

The Selection Day event will last about 3½ hours. You will be grouped with six to eight other candidates. Groups are led by NYC Department of Education employees known as Onsite Interviewers, and most Onsite Interviewers currently teach in high-need schools in NYC.

The overview of activities during the Selection Day event is below:

Length	Activity	Description
10 minutes	Group Introductions	Onsite Interviewers and candidates will introduce themselves.
50 minutes	Teaching Samples	Each candidate teaches their 5-minute Teaching Sample. There will be 1 minute of preparation time for candidates to set up between Teaching Samples.
10 minutes	Self-Reflection	Each candidate has ten minutes to answer three questions reflecting on their teaching sample.
50 minutes	Group Activity	Onsite Interviewers will lead a session in which candidates will learn and apply a new skill.
20 minutes	Teaching Sample Reteaches	Candidates will reteach a portion of their Teaching Sample, including the new skill learned in the Group Activity.
After Your Event 15-60 Minutes	Additional Content Assessments and Feedback Survey	Candidates will receive a content assessment via email within a week of completing Selection Day. The assessment will take 45 minutes and must be completed at home within one week of receiving the email. There is no need to study in advance. All candidates will be asked to take a 15-minute survey to provide feedback about their Selection Day event.

Step 1: Sign up for a Selection Day Event!

Selection Day slots for our program fill up quickly! **We encourage you to sign-up immediately or within one week of receiving your Selection Day invitation.** Here's how to sign up for an interview:

1. Go to the Events tab on [TeacherTrack](#)
2. Select a date that works with your schedule and complete the registration process
3. Receive a confirmation email for your event

If you require special accommodations (e.g. handicapped access or ASL interpretation services), please send us a message through the [Contact Form](#) on our website **at least one week in advance** of your interview event.

Canceling or Rescheduling: Due to high demand for interview events and our need to provide an opportunity to all invited candidates to attend, once you sign up for a Selection Day event, you are expected to attend that event. Except in the case of extraordinary circumstances, candidates who do not attend their Selection Day event may no longer be considered for the NYC Teaching Fellows 2018 program, as we are not able to guarantee interview availability. If you do have extraordinary circumstances, please contact us through the [Contact Form](#) on our website.

Step 2: Prepare for your Selection Day event

There are a few things that you need to do to prepare for your Selection Day event. This guide will go in-depth about the Teaching Sample Planning Form and resources you will need to consider as you create your Teaching Sample. Below is a checklist of items that you should complete in order to help you be successful.

- Pre-read for the group activity:** You will participate in a group activity that will teach you a new teaching skill. In order to get the most out of this activity, please read [this excerpt](#) about What To Do directions from the book *Teach Like a Champion*.

- **Prepare a Teaching Sample:** You will teach a five-minute lesson at your Selection Day event. Your lesson will be based on **an objective chosen from this list**, [Teaching Sample Objectives](#) (appendix). Your objective should align with the tentative subject area assignment you received when invited to Selection Day.
- **What to Expect During Your Event:** We know that candidates perform better if they know what to expect during the Selection Day. Familiarize yourself with the flow of the day (above) so that you can plan in advance and feel prepared.
- **Print Materials:** Please make sure you have enough materials for your class of 8-10 students. Near the end of the day, you will re-teach a portion of your Teaching Sample. You may need two sets of materials. **You can assume that you will have access to a white board and dry erase markers at the event.** Remember to bring a pencil or pen for yourself.

Plan your Teaching Sample

You will teach a five-minute lesson to other candidates in your group who will act as your students. Before you arrive at the interview event, you will plan a lesson using the [Teaching Sample Planning Form](#) (appendix) and copy and paste it to submit in TeacherTrack.

Before you start planning your Teaching Sample, do the following:

1. **Review an Example:** Before you start planning, please read this [example English Teaching Sample Planning Form](#) and watch [this video of the English Teaching Sample](#) in action. You can also view this [Math Teaching Sample Planning Form](#) and the [corresponding Math Teaching Sample Video](#). **The objectives you will see in these videos are NOT options for your Teaching Sample.**
2. **Choose an Objective:** As you start planning, choose an objective from the list of [Teaching Sample Objectives](#) (appendix). Please be sure to choose an objective that is for your assigned subject area and grade level. Choosing an objective outside of your assigned area may negatively impact your results, so please be sure to carefully review the chart of allowed objectives. Keep your objective in mind as you read the information below about Teaching Sample best practices.
3. **Review Resources to Plan Your Teaching Sample:** Below are a set of resources on how to create a Teaching Sample that is aligned to the objective and engages students. There are also resources on how to command a room to ensure that students are learning. Review these resources before you begin planning.

Review Our Resources and Teaching Best Practices

You should plan your Teaching Sample so that the Opening, Mini-lesson and Closing are all aligned to the objective you have chosen. To have an aligned lesson, you'll want to give careful consideration to how the parts of your lesson progress so that students are actively learning and the lesson ends with students meeting the objective you've selected.

Here are some things to remember as you plan your objective-aligned Teaching Sample:

Become an expert in the content. You will first want to spend time thinking about your objective and identifying the knowledge and skills it requires of your students. Make sure you know exactly what the objective entails and that you can accomplish the objective yourself. Through this process, identify two or three knowledge-based and/or skill-based key points **directly related to your objective** that students must know or be able to do in order to meet

the lesson objective. Remember: accuracy is essential; you never want to teach the wrong content to your students. Successful candidates typically spend 1-2 hours understanding their content and carefully preparing their lesson.

If the objective you have chosen from the list calls for the use of an informational text, be sure to include a passage from a non-fiction book, essay, speech, editorial, newspaper article, or scientific, historical, or technical writing, etc. for your students. If the objective you have chosen from the list calls for the use of a fictional text, be sure to include a passage from a play, story, poem, or novel, etc.

Think back to the [example English Teaching Sample Planning Form](#). The key points are directly related to the objective, “Identify examples of hyperbole and explain why an author uses specific hyperboles,” because the key points define what a hyperbole is, what skills students can use to determine what an author really means when they use hyperbole, and why students, as authors, would use hyperbole.

Know where you’re headed. Next, plan your Teaching Sample Closing. This is the part of your lesson where you sum up the lesson, and your students show what they have learned. Although this part of your lesson comes last when you teach it, you want to plan for it as early as possible. If you’ve already completed the objective yourself (see above) you know exactly what success looks like and what you should expect of your students. Be clear on what you expect to hear and see from your students at the end of your five-minute Teaching Sample. Let this serve as your “north star” and ensure that all other parts of your lesson will lead students directly to this outcome.

Once again, take a look at the example English Teaching Sample Planning Form. You’ll see that the closing is also aligned to the objective because the questions ask students to explain why an author uses hyperboles (use the exaggeration to make a point) and to identify examples of hyperbole (“what do I really mean if I say, ‘I feel like I’ve been walking for a thousand years!’?”).

Teaching is a two-way street! Last, plan your Mini-lesson. To ensure alignment to your objective, the activities you choose should center on the two or three key points you identified earlier when you were reflecting on your objective. Presenting information in a logical order is important when planning your Mini-lesson. Ask yourself questions like: *What do students need to learn first? Second? Third? After they learn the last key point, will they have fully mastered the objective?* You’ll want to plan for how you and your students will engage with the content. How will you introduce the key points to your class? Consider including explanations, modeling or thinking-aloud for students. You’ll also want to choose appropriate activities that lend themselves to the knowledge and skills represented in your key points. Consider student activities such as discussing, analyzing, writing, drawing, problem-solving, and asking and investigating questions. Ensure you are engaging all students by creating activities that address all four modes of learning – visual, auditory, writing, and kinesthetic. Great teachers select activities that best promote the learning that will lead students to mastering the lesson objective.

In the example English Teaching Sample Planning Form, the lesson includes activities such as reading poems with hyperboles and identifying (by underlining) and interpreting the meanings of hyperboles.

Here are some specific strategies you can use to engage every student in your lesson:

- **Checking for Understanding:** Effective teachers always know if their students are on track to master the objective. Check to make sure students understand your lesson by engaging students with questions that will prove they are on track for mastery.
- **Cold Call:** Call on students by name to answer questions, read aloud, or share ideas. For Cold Call, students do not need to raise their hand to respond to their teacher. The teacher simply calls on a student whether or not they have volunteered. [Check out Ben using Cold Call to engage his students.](#)
- **Everybody Writes:** Pose a question to the class that requires every student to write a response on paper. [Check out Maureen using this strategy to engage her entire class.](#)

- **Call and Response:** Ask a question verbally. Instead of calling on one student to answer, prompt the entire class to respond verbally at the same time. Make sure the expected answer is only one word and is something that all students can answer. [Check out Tabitha using Call and Response to review a Science lesson.](#)
- **Make Connections:** Engage and excite students by making explicit connections between the teaching sample and the real-world relevance to students' lives.

When you're the teacher, you're in command of the room! As the teacher, you're responsible for making sure your students are learning, so you'll need to take charge of the room by being confident in your body language and tone. Here are some tips that will help you be perceived as the leader of your classroom.

- **Face your Class:** Face your students during your lesson. Your students should feel like you are addressing them, not reading from your notes or spending a lot of time writing on the board.
- **Speak Concisely:** Focus your words on the most important content that you want to deliver to your students. Plan your lesson so that you can efficiently deliver content, and then practice so you remember your content without pausing to collect your thoughts.
- **Mind your Tone:** Your voice should be loud enough for all of your students to clearly hear you, but not so loud that it is startling. Keep your students captivated by varying your tone. You want to sound formal, but also warm and inviting.

Step 3: Practice Your Teaching Sample

After you've planned your lesson, practice delivering it out loud or with a "coach," just like our Teaching Fellows do! Ask a friend to coach you on the delivery of your lesson. After you deliver your lesson, your coach should give you feedback by using the Teaching Sample Practice Feedback Cheat Sheet (appendix). Your coach should tell you one thing you did well and one thing to improve for the next round of practice.

Possible examples of coach feedback from the Feedback Cheat Sheet:

- "You did a great job of sounding formal when you gave your students directions, but next time try using more than one engagement strategy because you only took volunteers to answer your question."
- "I like the way you rarely had to reference your notes because you practiced so much, but I think you should adjust the lesson activities so that your students spend more time answering questions on their worksheet instead of listening to you lecture for most of the time."
- "One thing you did really well was vary your tone because it kept me engaged as I listened to your introduction. Next time, try facing your students the whole time by having your posters prepared in advance so you don't need to turn to write on the board."

Step 4: Submit your Teaching Sample Planning Form

1. Log in to [TeacherTrack](#) using your application user name and password. Use a computer, not a tablet or phone, so you can view the form in full.
2. Navigate to the Checklist tab and look for the 'Teaching Sample Planning Form' Checklist item.
3. Select your chosen objective and tentatively assigned subject area from the drop-down menu. Please note that "SWBAT" is a common teaching acronym for "Students will be able to..."

4. Copy and paste your planning from the Teaching Sample Planning Form into your Teacher Track Checklist. Please complete all fields on your Checklist.
5. **Submit the form by 10pm on the evening before your event. Please note that you will not be able to make any changes once the form has been submitted.**
6. **If for some reason you are unable to submit your Teaching Sample Planning Form online, you MUST bring in a hard copy to selection day.**

Closing Thoughts

We are very excited to meet you! Teaching Fellows play an incredibly important role in providing students with vital instruction and guidance. Your Selection Day event is a chance for you to get a feel for what our Teaching Fellows do every day, and we hope this guide helps you put your best foot forward during your event.

Appendix

The following appendix documents are the same ones referenced throughout this document.

Teaching Sample Objectives

Directions:

1. Locate your assigned subject area on the left hand column.
2. Locate the list of objectives associated with that subject area on the right hand side.
3. **Choose one objective related to your assigned subject area.** *English as a New Language candidates may pick from any of the objectives in this list.*

Subject area assignments that may choose from these objectives	Objectives Please choose only one objective from the list below – you may choose from within any of the math, science, or English objectives as long as they correspond with your subject area.
Special Education - Secondary District 75 Special Education Grades 7-12 English as a New Language	<p><i>7-12 English/Social Studies Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to explain and use parallel structure. <p><i>7-12 Math Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to understand the concept of area and determine the area of a circle through the formula $A=\pi r^2$. 2. Students will be able to multiply two binomials. 3. Students will be able to plot pairs of integers on a coordinate plane. <p><i>7-12 Science Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to identify producers, consumers, and decomposers in a food web and put them in sequence according to the flow of energy. 2. Students will be able to draw and describe the structure of an atom using key phrases related to atomic structure. 3. Students will be able to classify rocks as sedimentary, igneous, or metamorphic based on their properties.
Special Education - Elementary District 75 Special Education Grades 1-6 English as a New Language	<p><i>1-6 English/Social Studies Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to identify and apply the five stages of plot (exposition, rising action, climax, falling action, resolution) in a fictional text. 2. Students will be able to identify if the author’s purpose of a text is to inform, persuade, or entertain the reader. 3. Students will be able to use cardinal directions (North, South, East, West) to find locations on simple maps. <p><i>1-6 Math Objectives</i></p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate an understanding of 2-dimensional shapes by identifying angles (e.g. right, acute, obtuse, straight, and reflex).

- | | |
|--|---|
| | <ol style="list-style-type: none">2. Students will be able to understand the concept of area and determine the area of a triangle through the formula $A=1/2bh$. |
|--|---|

1-6 Science Objectives

1. Students will be able to identify everyday objects/substances as solid, liquid, or gas (e.g. air, water).
2. Students will be able to identify differences between plant and animal cells.
3. Students will be able to distinguish between revolution and rotation.

Teaching Sample Planning Form

Use this form to plan your 5-minute Teaching Sample. Here, you can see that planning requires thinking about what teachers and students are doing simultaneously. Review the [English](#) and [Math](#) examples to better understand how to balance teacher and student actions. Pick a grade that you think most likely matches the grade level of the lesson, from within the range provided. **When you are done, copy and paste each section of this form into TeacherTrack for final submission. Since the format looks different in TeacherTrack, be sure to do the thinking and planning for your lesson here.**

NYC TEACHING FELLOWS

Subject Area:

Grade Range:

Objective:

Key Points

List 2-3 key points or skills that students should be able to know or do by the end of your 5-minute mini-lesson:

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Plan Your Lesson

What materials will you need to prepare ahead of time?

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	What you are doing	What students are doing
30 sec. – 1 min.	Opening – Introduce the objective and the purpose of your lesson.	How will students learn the objective?

<p>3 – 4 minutes</p>	<p>Mini-lesson – Explain your key points or skills to students and then have them practice with the information.</p>	<p>How will students practice the key points or skills that they’ve learned?</p>
<p>30 sec. – 1 min.</p>	<p>Closing – Sum up your lesson and check if students have mastered the objective.</p>	<p>What will students do to show that they’ve mastered the objective?</p>

Teaching Sample Practice Feedback Cheat Sheet

Look and listen for...	Areas for feedback Give one positive comment (+) “I like the way you...” and one suggestion to improve (Δ) “Next time try...”
Teacher Presence	<ul style="list-style-type: none"> ▪ Body language faces class during the lesson ▪ Voice is loud enough to hear ▪ Tone is varied to captivate students ▪ Teacher is formal, but not cold, when speaking to the class
Student Engagement	<ul style="list-style-type: none"> ▪ All students participate in the lesson ▪ A variety of engagement strategies are used
Use of Time	<ul style="list-style-type: none"> ▪ Lesson is complete at the five-minute mark ▪ Majority of lesson time is spent on important tasks ▪ Adequate time is allowed for students to engage in lesson material
Clear Instruction	<ul style="list-style-type: none"> ▪ Content is taught in an order that makes sense to students ▪ Teacher gradually allows students to independently master the objective ▪ Activities chosen for the lesson lead students to master the objective
Preparation	<ul style="list-style-type: none"> ▪ Materials are prepared in advance ▪ Students have all materials necessary to learn the content ▪ Teacher rarely refers to notes