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How to Use the Hiring Support Guide

In our city’s highest-need neighborhoods, too many schools struggle to attract and retain the talented teachers our students deserve. Our Fellows work in low-income communities at schools with high populations of students with disabilities, English Language Learners, or students not meeting achievement benchmarks. They know that their skills and experiences can transform educational opportunities for NYC’s highest-need students. We’ve put together this guide in support of that mission and to support you as you begin your job search.

The guide will help you formulate a plan for your job search, highlight important upcoming deadlines, and contain information about other job search supports NYCTF and the NYC Department of Education provide. We encourage you to read the guide soon after receiving it in order to get an early start planning your job search and allow yourself some time before PST begins to network, work on your resume and cover letter, and reach out to NYCTF staff with any questions you have about hiring.

Remember that this is a guide, and your job search process will be highly individual. While it is important to adhere to testing and hiring deadlines, your personal experience in finding a teaching position will be unique (just like the position you ultimately choose). Every Fellow has an individual job search process—following the guidance and using the resources outlined will help to ensure you find a great school fit. We look forward to supporting you in your job search to find classrooms where you can make a difference for the students who need you the most.
As you read the overview of the contents of the guide below, please note that if you are participating in Bronx Early Hiring initiatives before the start of PST, it is especially important to focus on Sections 1 and 2 to help you prepare for networking and distributing your resume.

**Section 1: Introduction to Your Job Search (pgs. 6-12)** is designed to give you an overview of the teacher hiring landscape in NYC and introduce you to the components of your job search process. This section also includes tips and tools to help you prepare for your job search. **We recommend that you prioritize reading this section to help you build a plan for your job search.**

**Section 2: Preparing for Hiring Events (pgs. 13-19)** provides you with guidance on how to craft a great resume and make the most out of networking and hiring events. **We encourage you to update your resume and cover letter using the tips in this guide at your earliest convenience in order to network and apply for jobs as you find opportunities.**

**Section 3: Researching Schools and Contacting Principals (pgs. 20-28)** focuses on helping you identify high-need schools and communities as well as strategies for reaching out to principals and hiring representatives. **Please review this section to help you identify districts and schools that might be a good fit and in preparation for reaching out to them.**

**Section 4: Interviewing (pgs. 29-41)** is designed to help you secure, prepare for, and ace your interviews. **We advise reviewing this section now and also referring back to it later on when you are further along in the interview process so you are well prepared for school visits, formal interviews, and demonstration lessons.**

**Section 5: Accepting an Offer and Getting on Payroll (pgs. 42-47)** provides next steps for getting on payroll and finalizing your teaching position. **This section will be especially useful once you have set up interviews, so you understand next steps and can act quickly when you are offered a position.** We recommend paying particular attention to the steps outlined in the payroll process table for getting on payroll and notifying NYCTF of your hiring status.

“Organization is key! Keeping a detailed to do list is imperative during this process. Additionally, understanding the mission of NYCTF as it relates to your own educational philosophy keeps the motivation alive! I’d advise all Fellows to set a realistic and consistent work schedule during this process.”

Riyad, 2014 Fellow
Additional Hiring Supports

We will provide you with additional resources to help you secure a job, including:

- **NYC Department of Education networking events**
  - There will be a number of borough-specific and citywide networking events throughout the spring and summer.
  - Fellows searching for positions in the Bronx will also be invited to early hiring events, beginning as early as February. There will be a number of events that include schools from across the Bronx throughout the spring, as well as some smaller events in March that are hosted by single school districts. Fellows participating in Bronx early hiring will also be provided with early hiring preparation materials, including Bronx-specific webinars and workshops.

- **School tours**
  - School tours are an excellent way to connect with hiring representatives and learn more about a wide range of school communities.
  - The NYC Department of Education will host Bronx-specific school tours throughout the spring.

- **Access to the NYC Department of Education New Teacher Finder**
  - New Teacher Finder is a platform on which your resume will be made available to principals looking to hire and you can search for available positions.

- **Referrals to principals and hiring representatives via resume sharing**
  - NYCTF shares your resume with principals with vacancies in your subject area.

- **Vacancy lists that include information about available positions at high-need schools.**

- **A series of NYCTF hiring webinars and workshops**
  - These are designed to target specific job search strategies and skills including resume creation, interview best practices, and demonstration lesson planning.

**Note:** You will receive an invitation to sign-up for webinars and workshops beginning in late February. To sign up for an upcoming webinar or workshop, visit the “Events” tab in your Teacher Track account. Please note that once an event is full, it will no longer appear in your account. New dates are added regularly, and other Fellows may cancel, so check often. Bronx Cohort Fellows will have preferential access to early hiring initiatives. Because early hiring initiatives feature only Bronx schools, Bronx Cohort Fellows will be able to sign up for early hiring webinars and workshops and register for early hiring events first.
New York City’s classrooms reflect the vibrancy of one of the most diverse cities in the world. With more than 1.1 million students, 1 in 50 of our nation’s public school students study in a NYC classroom. Across our city’s highest-need neighborhoods, schools struggle to attract and retain the talented teachers that our students deserve. A great teacher in a critical subject like math, science, or special education can have a huge and lasting impact on students’ lives, helping them realize their potential and meet their goals.

Since 2000, the NYC Teaching Fellows program has provided the city’s students with thousands of talented new teachers. Today, Fellows work in 80 percent of NYC’s 1,800 public schools and represent 12 percent of the city’s active teaching force.

In alignment with the mission of our program, you will focus your job search in schools that may be hard to staff and high-need communities, particularly in the highest-need borough of the Bronx. As you begin exploring opportunities, consider where you will be best positioned and supported to build equitable, safe, and high-achieving classrooms. Fellows in nearly every subject area are most likely to accept positions in the Bronx—36% of Fellows were hired in the Bronx for the 2016-2017 school year.

In the message that included this guide, we also attached a Highlighted Schools list, which contains schools that meet NYCTF’s definition of high-need. We encourage you to begin your job search at these schools, conducting further research on schools of interest to learn more about the environment and determine a school of best fit.

**Teacher Hiring in New York City**

In New York City, teachers are hired by individual schools, not by a central office, and each school has its own approach to hiring. Many schools begin the hiring process as early as February, so it is important to start your job search early to take advantage of all opportunities to connect with principals. As you can see in the graph on the next page, a large proportion of Fellows are hired in the spring and early summer—over 325 Fellows were hired by July 15th in 2016. Fellow hiring has occurred earlier over the last few years, largely due to hiring representatives having a clearer picture of vacancies prior to the end of
Networking with principals and preparing interview materials early will ensure that you have a large pool of vacancies to search within and when positions are released, you will have researched schools of interest and are ready to interview. If you are offered a position before school budgets are released, you can solidify your commitment by signing a Hiring Commitment Form and giving the hiring representative your social security number. See Section 5 for more information about finalizing your commitment and getting placed on payroll.

Many factors impact teacher hiring timelines, and below we have shared guidance on how to understand these factors.

- **Early Hiring Initiatives:** The NYC Department of Education sponsors a number of early hiring initiatives to support the highest-need borough—the Bronx. As the greatest proportion of teacher vacancies are in the Bronx, the DOE is supporting hiring by hosting networking events and school tours, as well as providing resources to teacher candidates as early as February. Because the NYC DOE early hiring initiatives focus specifically on the Bronx, only Fellows who have expressed interest in searching for Bronx positions will be invited to participate in early hiring. Fellows in the Bronx Cohort will have preferential access to these events and resources, and non-Bronx Cohort Fellows who express interest in searching for a position in the Bronx will be invited to take advantage of early hiring initiatives as space allows.

- **Anticipated Teacher Vacancies:** Many schools are able to anticipate vacancies well before the start of the school year. Teachers may announce retirements or transfers prior to the end of the previous school year and/or rising enrollment in special education and ENL can indicate a need for more teachers in those subject areas the following year. Sometimes, schools have “carryover” vacancies, meaning there was a vacancy last semester or last year at the school that went unfilled and will need to be filled for the coming school year. Anticipated vacancies are typically posted as soon as the hiring representative is made aware of the opening, so you can start searching for these vacancies immediately.

- **Unanticipated Teacher Vacancies:** Hiring at some schools may occur later because teacher vacancies often arise later in the summer. There are several factors that lead to teacher vacancies, including teacher retirements, resignations and transfers, as well as changes in class size, enrollment, and the grade levels offered at schools. Because these events have varying timelines, some schools may share information on specific teacher vacancies late in the summer.

- **School Budgets:** While teachers are hired by individual schools, the school budgets and timeline for release are determined by the NYC Department of Education. Schools need to have their final budgets, which are usually released in June, before they can place staff on payroll for the upcoming school year.

- **Teacher Transfer Deadline (TTD):** The TTD is the date by which current teachers must notify their principal if they will be leaving their current position. In NYC, the TTD is in early August, which means that principals often have unanticipated vacancies brought to their attention just four weeks before school starts. When these late vacancies are in high-need schools, it can be even more
difficult to fill positions in time for the first day of school—which could mean that schools begin the school year unable to fully meet the diverse needs of their students. If you are conducting your job search in August, be aware of and seek out schools that have recently posted vacancies, as these positions are often challenging to fill on this timeline and are, therefore, considered high-need.

- **Changes in Student Population:** Changes in student population affect the teacher hiring timeline because student enrollment differs from year to year. Teacher vacancies in special education, bilingual education, and English as a New Language often become available throughout the summer or into the beginning of the school year due to shifts in enrollment of those populations at a particular school.

![% Fellows Hired by Week](image)

**Teacher Hiring Timelines**

We understand that the job search process requires a lot of focus and organization, and you are completing other onboarding tasks as you prepare for pre-service training. To help you prioritize and get the most out of your time before the start of pre-service training, we have outlined next steps you can take in your job search process in the timeline below.

**Before Pre-Service Training: February Through the Start of PST**

One of the first steps you will need to take to ensure you’re ready for pre-service training and prepared for the hiring process is getting fingerprinted at the DOE—you can find instructions on how to get fingerprinted in your onboarding guide. In addition to getting fingerprinted, take advantage of the time you have before the start of pre-service training to explore different schools and learn about hiring resources.
Checklist:

☐ **Get fingerprinted** as soon as possible after receiving your pre-screening notification email. For guidance on the fingerprinting process, please refer to your onboarding guide, which outlines your next steps.

☐ **Read the Hiring Support Guide in full.**

☐ **Update your resume and cover letter,** and prepare for interviews using the resources provided in Section 2 and Section 3.

☐ **Research at least 3-5 schools** by carefully working through the guidance provided, and contact the hiring representatives about potential vacancies and scheduling visits.

☐ **Network with your colleagues in Cohort 29.** Learn about how other Fellows are researching schools and planning for their job search, and find someone to exchange resumes with for editing. Other Fellows may also have been contacted by a school they are not interested in but that you might be. Be sure to share this information with other Fellows as well!

☐ **Ensure you have professional communications.** Create a professional, updated e-mail address, voicemail greeting, and online presence that will be appropriate to use with hiring representatives.

☐ **If you are interested in searching for a position in the Bronx, take advantage of Early Hiring Events.**

   - **Attend an Early Hiring Prep Webinar.** Sign up for this webinar in the “events” tab of your Teacher Track account. It will be available to register for in late February. Make sure you’ve read at least Sections 1 and 2 of the Hiring Support Guide before you attend!

   - **Attend one of the Interview Workshops** held throughout March and April for Fellows participating in Early Hiring.

   - **Attend Early Hiring Teacher Networking Events.** You will receive more information from the Teaching Fellows program about attending these events in March and April. They are great opportunities to connect with Bronx school representatives, and often lead to interviews and job offers!

While not mandatory, in order to be fully prepared for your job search, we encourage you to take advantage of the following NYCTF resources before contacting principals. You will be sent invitations to sign up for these webinars and workshops in Teacher Track in the “events” tab and via email:

- **Early Hiring Prep Webinars:** will be available to those of you who are searching for a position in the Bronx. This webinar will be made available to Bronx Cohort Fellows first, as early hiring only includes Bronx schools. If space allows, we will then open up registration to non-Bronx Cohort Fellows interested in searching for a position in the Bronx.

- **Hiring Support Overview Webinars:** will provide an overview of your job search process, with special focus on researching schools.

- **Job Search Workshops:** will include additional support around improving your resume and cover letters and interviewing effectively.

   - For Fellows participating in Bronx early hiring, we will also provide specific interview workshops, which will focus on aspects of interviewing effectively. It is expected that you will have taken a number of steps in your job search before attending this workshop.
• **Demonstration Lesson Workshop**: are designed to help you improve your ability to prepare and give a strong demonstration lesson as part of your interviewing process.

**Tip**: Reach out to principals directly, even if they are not currently hiring. Be aware that principals’ email addresses can be somewhat difficult to find. If you cannot locate a principal’s email address online, we recommend calling or searching for the school on a search engine. Remember to always leave an updated copy of your resume behind with the principal after a school visit.

**New Teacher Finder**
You will receive more information from NYCTF about completing the NYC Department of Education New Teacher Application before the start of PST. Your information will be entered into this system and enable principals to view your resume online and contact you about opportunities at their school.

- **Note**: Once NYCTF has uploaded your basic information and marked you as a Fellow in New Teacher Finder, you will receive instructions to for how to complete the rest of your application. **Please do not complete the online New Teacher Application until you receive instructions from us to do so**, as any information you enter before we complete our upload will be deleted.

**University Assignment**
You will receive your university assignment in May. At that time, your university will share more information about boroughs and classroom settings (such as grade level) where they can support and certify you to teach.

In order to get a head start on hiring while you wait for your university assignment, please review [Section 5](#) and [this document](#) for preliminary guidelines on positions you will be able to accept, based on your subject area. Please note that if you are a Bronx Cohort Fellow, you must accept a position in a school located in the Bronx.

**During Pre-Service Training: Through End of PST**
During the summer, principals are more likely to have a better sense of their budgets for the upcoming school year and will continue to hire teachers until they are fully staffed.
Checklist:

- **Continue to research schools** by carefully working through the guidance provided, and contact the hiring representatives about potential vacancies and scheduling visits.
- **E-mail principals.** Principals prefer to be contacted via e-mail, but it can be difficult to locate a principal’s e-mail address, so contact the school directly to inquire about the best way to contact the principal. Principals receive a lot of emails (including resumes), so know there may not be an acknowledgement of receipt.
- **Respond to job opportunities.** Check the New Teacher Finder (available in June) and other websites for networking events, open houses, or job opportunities. Contact hiring representatives from posted job opportunities and register for open networking events or open houses.
- **Network with your training academy and university colleagues.** Lead teachers, hiring representatives, and administrators at your training academy site can connect you with hiring representatives at other schools. Professors and university staff may be former teachers, mentors, principals, or superintendents with strong ties with schools.
- **Attend Department of Education Teacher Networking Events.** They are great opportunities to connect with school representatives, and often lead to interviews and job offers!
- **Attend a Hiring Support Overview Webinar.** Sign up for this webinar in the ‘Events’ tab of your Teacher Track account. The webinar will become available by mid-April. Make sure you’ve read the entire Hiring Support Guide before you attend!
- **Register for workshops (After Attending the Hiring Support Overview Webinar).** Sign up for the Job Search Workshop and the Demonstration Lesson Workshop in the ‘Events’ tab of your Teacher Track account beginning in March.
- **Prepare for interviews.** Review the sample interview questions, practice discussing the NYCTF program with your friends and family, and edit your demo lesson so it is ready to present at interviews.

**Note:** Only Fellows who successfully complete pre-service training will be eligible to teach in the fall. Therefore, Fellows struggling to meet performance expectations during pre-service training may be prohibited from actively pursuing teaching positions until August in order to focus on their development as teachers. You will receive more information about performance expectations for training in the PST Handbook in June.

**After Pre-Service Training: August and September**

As you read in the Teacher Hiring in New York City section on page 7, Fellow hiring begins as early as the spring. In 2016 more than 125 Fellows secured a position prior to the start of pre-service training. That said, hiring continues throughout the summer and sometimes into the start of the school year. If you are still looking for a position during PST, you should continue to contact schools, leverage your summer training network, and attend networking events. Keep in mind that by August, and especially after the Teacher Transfer Deadline, principals with vacancies will be eager to hire teachers and may schedule interviews and make offers quickly. In order to avoid missing an opportunity, you should respond to all communications within 24 hours.
By following the steps outlined in this guide and taking advantage of the resources NYCTF provides, you will likely find a school that is a great fit where you can begin your career as a teacher making a positive impact on students. Once you are offered a position and wish to accept, refer to Payroll for next steps.

**After the Start of the School Year**

Hiring will continue for high-need subject areas into the school year, and demand for Special Education, Bilingual, and ENL teachers often remains high, as student populations have typically been evaluated and funds for additional positions have been released at that time. Principals often need to fill last-minute vacancies once school starts so be sure to stay on top of any communications from principals during this time.

**As stated on the Fellow Commitment Form you signed when you enrolled, you must secure a position by January 12th, 2018, in order to fulfill the requirements to remain in the program.**
Section 2: Preparing for Hiring Events

Objectives of Section 2

- Craft a great resume that highlights the experiences that have prepared you to become an effective educator, continually updating it throughout the summer.
- Learn how to prepare for and maximize hiring events, including networking events.

Hiring Events

As previewed in this guide’s introduction, both the NYC Department of Education and NYCTF host a number of hiring events throughout the spring and summer. These events include:

- **NYCDOE Networking Events** bring together a large number of candidates and hiring representatives from a variety of school types. Networking events are a great opportunity to build connections with hiring principals, so ensure that you have your materials ready when you attend. Events may include schools from a single school district, an entire borough, all across the city, or schools that are part of a specific group (such as Renewal Schools).

- **NYCTF sponsored and NYCDOE sponsored school tours** will provide additional opportunities for you to connect with hiring representatives and learn more about a wide range of school communities. During these formal tours, you will get to visit classrooms, learn about the missions of individual schools, and meet faculty and staff.

- **School-hosted interview days** are events during which principals and hiring representatives at individual schools set aside a day to interview and hire teacher candidates.

All of these hiring events share a common thread—hiring representatives with vacancies will be evaluating candidates for potential fit at their schools. Because of the focus on interviewing and hiring at these events, it is in your best interest to begin preparing your resume and talking points in advance of attending. In the remainder of this section, we have provided you with tools and supports to create an effective teaching resume, understand what to expect at networking events, and identify resources to prepare you to speak about your pending certification and training experience.

Create a Great Teaching Resume

Creating a resume that highlights your skills and abilities is the best way to make a lasting impression with school administrators and hiring representatives. Updating your current resume to reflect the skills and talents that will make you an effective teacher will help hiring representatives understand why you will be a good fit for their school and encourage them to contact you.

NYCTF will also share your resume with principals and hiring representatives who are hiring teachers in your subject area. Given this, it is very important for you to update your resume throughout enrollment and training using the recommendations below. **Once you have completed updating your resume,**
you will need to upload your revised version to your Teacher Track account. Keep in mind that until you do this, we will distribute the resume you submitted with your application, so it is essential that you upload a revised resume as soon as possible.

- To upload your revised resume to Teacher Track, click “Account” in the top right hand corner of your Teacher Track account. Then click on “Upload New” in the Resume section and choose your updated resume PDF file.

Determining the Content of Your Teaching Resume

A good way to generate a quality teaching resume is to reflect on your past experiences with the specific objective of obtaining a teaching position. As you reflect on the skills you gained from previous positions and experiences, determine which strengths feel the most applicable to a teaching career. Be sure to also highlight any previous teaching, tutoring, work with children and/or examples of leadership. Consider your experience with these questions in mind:

- Have I worked with youth? If so, what age groups? What was the capacity of my work and how many kids did I work with?
- Have I ever worked with people with special needs (either personally or professionally)?
- Have I taught, trained, tutored, managed or mentored anyone, even if informally, and did it lead to specific positive outcomes?
- What unique skills or interests do I have that could either enrich a classroom or apply to teaching, such as experience working with data?
- What kind of collaborative experiences do I have? When have I worked successfully within a team? Have I been selected for special projects, committees or task forces? If so, did it lead to any noteworthy accomplishments or changes? Were these recognized?
- What language proficiencies do I have? Even as a monolingual or non-ESL teacher, your experience working with English Language Learners or speaking another language is a skill many principals seek.
- What do I expect to learn or experience this summer through pre-service training and university coursework? How will those experiences prepare me to be effective in the classroom?

Presenting Resume Content Effectively to Principals

When writing your resume, it is important to be concise and highlight your most relevant accomplishments. Your resume should not exceed one page (unless you have extensive experience, in which case it should be a maximum of two pages).

Success Criteria for a Teaching Resume:

- Contains only pertinent and relevant information.
- Demonstrates effective and succinct writing.
- Maintains consistent and accessible formatting.
• Is proofread and error-free (make sure to have at least two people proofread your resume).

Contact Information

• Be sure that your name and contact information are bolded at the top of your resume.
• Use a professional email address and voicemail message.

Related Experience

Because it is your most current experience and directly relevant to principals, your first entry should be the NYC Teaching Fellows program. In order to best inform principals about your experience, plan on updating your resume as you receive your university assignment and participate in PST. Consider using the examples below when updating your resume at the different points in your Fellowship experience.

A description for enrolled Fellows who have not yet received a university assignment or started PST should include the following:

<table>
<thead>
<tr>
<th>RELATED EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC Teaching Fellows</td>
</tr>
<tr>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>• Accepted into a rigorous training program, focused on continuous feedback and practice-based learning.</td>
</tr>
<tr>
<td>• Will receive training specialized in serving [high-need populations].</td>
</tr>
<tr>
<td>• Will be certified for Biology, Grades 7-12.</td>
</tr>
</tbody>
</table>

When you receive your university profile and, in June, your Training Academy site assignment, update your resume to reflect this information. Be specific when describing your unique practice-based training in the classroom, and update the location to the specific borough where you are receiving training.

Define what high-need populations you will be working with that are specific to your Training Academy, such as students with disabilities, students reading below grade level, and English Language Learners.

A description for Fellows who have received their university assignment and started pre-service training should include the following:

<table>
<thead>
<tr>
<th>RELATED EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC Teaching Fellows</td>
</tr>
<tr>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>• Receiving certification for Biology, Grades 7-12, from Relay GSE.</td>
</tr>
<tr>
<td>• Participating in a rigorous training program that focuses on continuous feedback and practice-based learning.</td>
</tr>
<tr>
<td>• Receiving field training specialized in serving [high-need populations] at [School Name].</td>
</tr>
</tbody>
</table>
Finally, a description for Fellows who have completed PST should include the following:

### Related Experience

<table>
<thead>
<tr>
<th>NYC Teaching Fellows</th>
<th>June 2017 – August 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Fellow</td>
<td>Bronx, NY</td>
</tr>
<tr>
<td>• Receiving a Transitional B certification to teach Biology in Grades 7-12 from Relay GSE having completed summer pre-service training.</td>
<td></td>
</tr>
<tr>
<td>• Participated in a rigorous, Common Core-aligned training program utilizing continuous feedback and practice-based learning.</td>
<td></td>
</tr>
<tr>
<td>• Received field training specializing in serving [high-need populations] at [School Name].</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Experience

- List additional work experience in reverse chronological order and include specific accomplishments, and where applicable, measurable achievements for each position.
- Describe the skills used in previous positions that are most transferable to teaching: training and mentoring, leadership, data analysis, and experience related to your content area. Emphasize management experience--it is useful for classroom management, school leadership, and school culture building.
- Detail any community outreach you have conducted in previous positions, as that is an integral part of your role as an educator.

### Education

- List the university and degree program that you are enrolled in for the Teaching Fellows program along with your expected graduation date.
- List graduate and undergraduate institutions in reverse-chronological order followed by non-degree programs and additional coursework (such as semesters abroad or work-related certification programs).
- Include academic honors where applicable.
- Only list undergraduate college clubs or activities if you are a recent graduate and they emphasize experience with children, leadership roles, or relate to your subject area.

### Additional Tips:

- Keep your resume simple and straightforward. You should not use the first person "I" or include narratives with your experiences. Bulleted lists to demonstrate skills and achievements are the clearest and most concise way to include information about each position.
- Include any skills that relate to data analysis, training, and leadership.
- Organize your resume using clear section headings, and be consistent in your formatting.
• Have at least two people *proofread your resume*. This is a great time to network with other Fellows to give each other feedback.

• Use a font that is easy to read and clear, such as Arial, Calibri, or Segoe UI.

• Export or "print" your final resume version as a PDF file. Sending your resume as a PDF ensures that it can be read clearly on any digital platform.

• **Download this example of an effective Fellow resume.** This is an example of a strong resume, so feel free to use the formatting or examples as a model to inform your own resume.

---

**Key Takeaways:**

• Highlight the experiences that have prepared you to become an effective teacher by focusing on the leadership opportunities you have had, highlighting any special skills such as data analysis or language proficiency, and sharing experiences in which you have worked with youth and/or high-needs communities.

• Update your resume on a consistent basis throughout the summer and make sure to upload your final version to your Teacher Track account.

• Proofread your resume, save it as a PDF, and make sure your contact information is displayed prominently. This will ensure that your resume is viewed by principals as polished and professional.

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**Attend a Teacher Networking Event**

The purpose of Teacher Networking Events is to give principals, hiring representatives, and all NYCDOE teacher candidates—Fellows, traditionally certified candidates, current teachers, and other candidates in alternative certification programs—an opportunity to meet with each other in one place at one time. Fellows in past years have made valuable contacts at these events, which then led to interviews and teaching positions. Over 60% of Fellows who attended networking events in 2016 secured at least one interview at the event. **Nearly 200 Fellows that attended Teacher Networking Events last year stated that it was the most important resource in securing a teaching position!**

“I feel that networking events were absolutely the best resource in finding a position. I made many connections via the event and found my current position.”

— 2015 Fellow

**Invitations to Teacher Networking Events**

Invitations to Teacher Networking Events are limited due to the size of the event space and the subject area vacancies that principals at the event are looking to fill. Every Fellow will be invited to at least one Teacher Networking Event in the spring and/or summer, based on the capacity of the event, your subject
area, and your interest in teaching in the Bronx. You may only be invited to one networking event, so it is in your best interest to attend the first one you are invited to!

**What to expect at Teacher Networking Events**

- NYC Teaching Fellows staff will be present at Teacher Networking Events to support you and answer questions throughout the event.
- Upon arrival, you will check-in at the NYCTF table, sign in, and make a nametag.
- Make sure to register through Teacher Track ahead of time for these events. You will receive an email with your invitation and a request to RSVP in Teacher Track. Those who have not registered and received a confirmation email will not be permitted to attend.
- Hiring representatives and/or principals will be sitting at tables ready to speak with candidates about their schools and positions. The majority of events have a wide variety of grade levels, boroughs, and types of schools in attendance, with a large proportion of vacancies in the middle and high school subject areas Fellows are working towards certification in. We strategically invite Fellows in subject areas that will be well represented by schools at these events.
  - NYCTF will provide you with a tentative list of schools that have signed up for the event once you have registered in Teacher Track. While not every single school that registers ultimately attends, you can use this list as a guide to researching schools you may want to make a connection with.
- There will be a number of **Bronx-specific** networking events, at which only Bronx schools will be in attendance. Only Fellows interested in working in Bronx schools will be invited to these events. In March, some Bronx districts will hold smaller events where only one or two school districts will be represented (such as District 7 and District 9). Throughout the spring, there will be larger networking events in which schools from across the Bronx will be in attendance.

During the networking event, be sure to introduce yourself to as many hiring representatives as possible and drop off a resume, regardless of whether or not the school has a vacancy in your subject area, since additional vacancies are likely to arise later in the spring and summer. Make sure to exchange contact information with schools you are interested in in order to follow up.

Depending on the number of candidates present at networking events, there may be a wait to speak with a hiring representative. When possible, if a school you wish to speak with has a line, we encourage you to visit other schools to make the most of your time.

For events that occur during pre-service training, be cognizant of your training schedule, and know exactly when you are available for interviewing and school visits. This way, you can arrange one or more follow-up interviews or visits during the networking event. For events that occur before the start of training, try to be as flexible as possible when offering interview times. Your schedule will likely only get more full once pre-service training starts (more information regarding your pre-service training schedule will be shared with you closer to the start of training).

In the event you are offered a position at a networking event, we highly encourage you to research and visit the school before you make a commitment to work there to ensure the school is a good fit.
Preparing for Networking Events

- Revise and print copies of your resume to hand out to hiring representatives.
- Review the Interviewing section in Section 4 of this guide and prepare responses to the sample interview questions.
- Be prepared to talk about the Fellow experience, such as your Field Experience, Skill-Building Sessions, your content area, etc. with school hiring representatives who may not be familiar with the NYC Teaching Fellows program. More information about PST will be included in your Onboarding Guide and PST handbook.
- Have a clear understanding of your testing status and be able to speak to how you are working towards your Transitional B certification. If you have questions about your certification exams, be sure to consult our Testing Guide.
- Conduct research on the schools that have registered for the event and begin to identify the schools that you are most interested in learning more about.
- If you are interested in searching for a position in the Bronx and the event is occurring before the start of PST, attend an Early Hiring Prep Webinar. You can sign up for the webinar in the “Events” tab of your Teacher Track account.
- Dress in business or business casual attire.

Key Takeaways:

- Teacher Networking Events are incredible opportunities to connect with principals—many Fellows end up making the first connection to their future schools at these events! We encourage you to attend all networking events you are invited to.
- Make sure to register ahead of time on Teacher Track and come prepared with copies of your updated resume.
- Be sociable! Talk to hiring representatives at any and every school you are interested in—it may just lead to an interview or job offer, now or in the future!
Section 3: Researching Schools and Contacting Principals

Objectives of Section 3

- Internalize the mission of NYCTF and its connection to your job search.
- Learn how to identify, research, and talk about high-need schools.
- Learn how to create a cover letter that engages principals and conveys the research you conducted on their schools.

Fulfilling the NYCTF Mission & Finding the Right School

As you look for a teaching position, consider where you will be best positioned and supported to build equitable, safe, and high-achieving classrooms. In concert with our vision, you will work in a school where your skills and experiences can transform educational opportunities for the city’s highest-need students. As a program, we believe that every lesson has the power to inspire, every hour in the classroom is precious, and every student has the opportunity to achieve success.

In order to carry forward this commitment in your job search, we encourage you to reflect on the following questions as you begin seeking out opportunities:

- How does my personal experience with education influence how I view different schools and communities across New York City?
- What does educational equity in NYC look like and how can I drive towards equity through my job search?

The New York City Department of Education is the largest school district in the US, serving 1.1 million students in over 1,800 schools. At first, finding the school that is the best fit for you to teach in may seem daunting. You may not yet know what a good match looks like, so it is important to remain open to different types of schools, grade levels, and settings. As you search, also consider the community context, population, and history of the schools and neighborhoods you are researching.

“"I chose to teach in the Bronx because it is the neighborhood I grew up in. I’m able to serve my community by coming back and helping students choose the role they want to play in the world.""

Hermes, 2014 Special Education Fellow

Identifying and Researching High-Need Schools and Communities

By teaching in a high-need school, you have a chance to be a part of a community devoted to increasing equitable access to high-quality education in NYC. So what does high-need mean? According to the NYC Department of Education:
Teachers at New York City’s high-need schools help the students most in need of great teachers overcome unique learning challenges, often working in schools in low-income neighborhoods, such as central and southern Brooklyn and the Bronx, or in schools that serve large numbers of English Language Learners (ELLs) and special education students.

In other words, schools may be considered high-need when they confront a single obstacle (such as low graduation rates) or when they face a combination of circumstances (such as their geographic location and student achievement below the citywide average). This section will discuss the characteristics of high-need schools and direct you to resources to learn more about what makes a school high-need. It is designed to empower you to secure a position in a school in which you can have a lasting career and increase equitable access to high-quality education for NYC students.

**High-Need Schools**

In alignment with the NYCTF mission and the priorities of the NYCDOE, high-need schools are defined as meeting one or more of the criteria below. Schools with these characteristics have experienced difficulties filling teacher vacancies and are in need of effective educators. We encourage you to start your search in schools meeting these criteria, and note that many of the highest-need schools in NYC meet multiple criteria (such as Renewal Schools in the Bronx and Focus Schools within the DOE’s 10 Priority Districts). Schools meeting the criteria below are included in the Highlighted Schools List you received from NYCTF, linked in the message with this guide.

- **Bronx Schools**
  Many of NYC’s highest-need schools are in the Bronx, where schools across the borough struggle to attract and retain the talented teachers that students deserve. Any public school located in the Bronx that is not rated “Exceeding Target” for student achievement on the DOE School Quality Guide meets our definition of high-need (you can find how to access this guide below under “Using the Statistics Page”). You can also find this information on the Highlighted School List you received attached to the message that included guide. This rating reflects a school’s state test results, including student growth and performance, how students performed in core courses, how well students were prepared for their next level of school, and how students in higher-need groups performed. The rating is based on how the school performed against the targets published in the previous school year’s School Quality Guide and are presented on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Poor. Any school not “Exceeding Target” has room for growth in student academic achievement.
• **Renewal Schools**
Schools participating in the Department of Education’s [School Renewal Program](#) will receive intensive support from the NYCDOE over the next three years, with clear goals and accountability for rapid improvement. These schools that have evidence of consistently low student performance will be transformed into Community Schools, with increased support from and for families and community partners to reach academic achievement benchmarks set by the NYCDOE. According to the [NYC Community Schools Advisory Board](#), renewal schools enroll a higher-than-average share of students who are English Language Learners, live in temporary housing, or have disabilities. By teaching in a renewal school, you have the opportunity to become an integral part of a community committed to providing students with access to excellent education and rapidly improving student achievement. Before interviewing for positions, research the student achievement, demographics, culture, leadership, and trajectory of the school so you can better discuss with hiring representatives how you will help overcome the school’s unique challenges. Learn how the school became part of the renewal program and what supports are currently in place to help raise achievement. Teachers who are highly committed to their renewal school and community receive support and professional development.

• **Priority or Focus Schools**
These schools, designated as “Priority”, “Focus”, and on a “Local Assistance Plan”, have been identified by the NY State Education Department as needing additional support in order to meet academic achievement goals. These schools fall among the lowest performing schools in the state and are either not demonstrating necessary progress in ELA or math, or have persistently low graduation rates. Learn more about these schools by clicking [here](#) and downloading the “Priority Schools Identification Methodology”. These schools are committed to recruiting and retaining high quality teachers, and are uniquely positioned to benefit from commitment, effective educators.

• **Located in one of the NYC DOE’s 10 priority districts**
These priority districts contain schools that had a large number of vacancies this past school year and disproportionately hired teachers around or after the start of the school year. Many of the schools in these districts experience high teacher turnover each year. The 10 districts below have been identified as high-need by the NYC Department of Education using the following metrics:
  - Percent of staff that transfer out of the school each year.
  - Percent of staff newly hired at the school (staff who have been at the school less than three years).
  - Percent of staff hired August 24 or later, which is very close to the start of the school year, leaving little time for professional development and preparation for the first day of school.

They include the following districts: 5, 7, 9, 10, 11, 12, 13, 16, 19, 27.

• **District 75 Schools**
District 75, which you can learn more about [here](#), is a specialized district within New York City devoted to providing educational, vocational, and behavioral support programs to students with moderate to severe disabilities. District 75 programs are housed either in individual school buildings or within general education schools. Teachers in District 75 are part of a larger support network for students with disabilities and their families—this network works to ensure students of all abilities have access to an excellent education. In order to work in District 75, educators are required to receive additional,
specialized training for working with students with moderate to severe disabilities. The District 75 teacher pipeline is small—when a teacher retires or transfers out of the district, there may not be many qualified teachers available to fill their vacancy. **Only Fellows who are assigned to District 75 may search for positions in these schools.**

“The Bronx has traditionally struggled with recruiting and retaining high quality teachers. Students in the Bronx deserve a great, high quality education and there is a great need that became my own call to action for this community.”

Catherine, 2012 Science Fellow

**Specialized NYCDOE Districts**

**District 79 (Alternative Schools & Programs)**

District 79 is a citywide, multi-sited alternative instructional district established in 1983. District 79 believes that all students can achieve at high levels and succeed in college and careers. Guided by this belief, District 79 helps students under 21 years old who have experienced an interruption to their studies to stay on track to a high school or high school equivalency diploma, build the skills to succeed in post-secondary opportunities, and gain the social-emotional skills necessary to become confident and productive members of society. These goals are paramount for District 79’s diverse portfolio of programs for court-involved youth, student parents, and High School Equivalency students.

**Navigating the NYCDOE Website**

Before you begin to research individual schools, it is important to familiarize yourself with how the NYCDOE’s website organizes school information. On the NYCDOE website, you can find schools in neighborhoods you have identified and become familiar with those schools’ demographics and statistics. One tool you will find useful to accomplish this is called the “School Search” tool.

**DOE Search Tool:** Through the ‘School Search’ tool, you can search for schools by school name, school code, address, grade level, or borough. You can access this tool on the NYCDOE website homepage by clicking “Find a School”. If you search for schools by entering an address, your “Search Results” will be all the schools zoned for students at that address. Searching for schools by borough or grade level will produce an alphabetized list. You can then narrow your search by school size, accessibility, school type, and interest areas or organized by district.
School Websites: Clicking on an individual school’s link will take you to that school’s website or portal, where you will find specific information about the school. The sidebars will contain the school’s name, address, district, grades it serves, and links to additional mapping features, the school’s website, and the Statistics page.

Using the ‘Statistics” Page: This page provides access to a school's many reports. These reports provide insight into a school’s learning environment, mission, student and staff population demographics, strengths, year-to-year progress, and suggestions for improvement. The Statistics page is useful for pulling a particular report on an individual school, or for quick access to all of them.

Tip: Every public school in New York City is assigned a unique “District Borough Number”, commonly referred to as its “DBN”. Familiarizing yourself with how to read these codes will make your job search process easier—many hiring representatives (principals or school-based administrators) use these codes, and it will help you determine if a school is in the neighborhood and/or district for which you are searching. (Click here for a map of NYC’s school districts.)

Each code begins with the district number that the school is located in, followed by the borough code, and ends with the school number. For example, the DBN for the Millennium Art Academy is 08X312. 08 is the district in which the school is located; X is the borough code for the Bronx; and 312 is the school code.

Looking at Schools Data

To help you begin your job search, we have compiled a list of all schools in New York City that meet NYCTF’s definition of high-need. You can find the Highlighted Schools List attached to the same Teacher Track message containing this guide. This list will allow you to review the characteristics that make each school high-need and compare schools across the city based on this information.

If you are interested in conducting further research on student demographics and/or achievement data for specific schools, we have provided guidance and data definitions below. You can access reports that contain each school’s demographic and student achievement data on the Department of Education’s website in the “Citywide Results” section near the bottom of the screen.
Researching Individual Schools

After assessing particular neighborhoods and districts and gaining an understanding of what makes a school high-need, you should begin reaching out to them to express interest in interviewing for open positions.

There are three reports that Fellows typically find useful when researching schools—all can be found on a school’s Statistics page, described in the Navigating the NYCDOE Website section. Each school has a page on the NYCDOE’s website where their reports are aggregated. However, if you know there is a specific report you are looking for, it may be easiest to begin here, where you can search by school and by report.

- **School Quality Snapshot**: This brief report provides an overview of much of the information provided in the longer “School Quality Guide” report. Clear and designed for accessibility, it is a great place to begin familiarizing yourself with a potential school. On the second page of the report, you will see enrollment numbers, student demographics, percentage of ELLs, attendance rates, and a brief paragraph about the school.

- **NYC School Survey**: These reports provide a view of a school’s learning environment based on surveys of parents, teachers, and middle and high school students, helping you understand school satisfaction.

- **School Quality Guide**: This is the full report from which the “School Quality Snapshot” pulls its information. Demographics and long-form answers are provided to give a clearer understanding of a particular school. Use this report after you have viewed the “Snapshot” and “School Survey” and want to continue to learn more about a particular school.

Talking About High-Need Schools

While it is important that you understand the challenges facing the schools at which you are interviewing, it is also crucial that you speak to principals and hiring representatives with sensitivity. A school representative may view your labeling of their school as high-need negatively. **We encourage you to speak about how you will raise student achievement and improve school culture, referencing the research you have done, rather than directly calling a school high-need.**

Write an Effective Cover Letter

After you have found and researched schools that you are interested in, the next step is contacting the school. When contacting the school, your cover letter should be the body of the email to the principal,
with your resume attached. You should always include a cover letter with your resume when you are applying for teaching positions. A good cover letter is important because it expands upon the information in your resume and allows the principal or hiring representative to get a better understanding of you as a candidate. Additionally, it gives you the opportunity to demonstrate your research on the school and how you will be a good fit.

General Guidelines for a Cover Letter

• Be concise yet formal in your language; your cover letter should not exceed one half of a page, or about three short paragraphs. Every sentence in your cover letter should be succinct, focused, and relevant. Consider this an opportunity to make a great first impression!

• Connect one or two experiences to the school environment and needs, highlight measurable achievements, and provide specific reasons why you would like to teach at this specific school.

• Close your cover letter by proposing concrete next steps. (See the Conclusion section for examples.)

• When e-mailing your cover letter and resume to a hiring representative, your cover letter should be in the body of the e-mail. Begin the e-mail with “Dear Principal [Last name].” Principals’ names are usually available on the “School Portal” page, by clicking “Website” on its School Search results.

• Attach your resume as a PDF to this e-mail and write “Please find my resume attached.”

Success Criteria for a Teaching Cover Letter:

• Clearly tailored to a specific school.
• Contains only pertinent & relevant information.
• Demonstrates effective and succinct writing.
• Is proofread and error-free (have at least two people proofread your cover letter).

The Three Paragraph Cover Letter

1. Introduction:

• Introduce yourself, being specific about your certification area (subject and grades) and your interest in the position.
• Identify yourself as a Teaching Fellow and include a sentence about how you are completing a rigorous, practice-based training program.
• Express interest in the specific position to which you are applying. If you are not applying to a vacancy, express interest in the subject area and grades you are searching for a position in.

2. Body Paragraph:

• Rather than summarize your resume, emphasize your strengths with examples of achievements that are relevant to the position. Include measurable achievements whenever possible, such as increased customer satisfaction by 10% or made employee training more efficient and effective.
• Show you have done your research by discussing the unique characteristics that led to your interest in this school, including the mission. Highlight the qualities and qualifications that make
you a strong candidate to work specifically at this school, in this position. Make sure you are able to connect your skills or experiences to at least one characteristic of the school that you are excited about. For example, if the school has a literature focus and you were an English major, write about your enthusiasm and aptitude for integrating literature into every lesson.

- Articulate the positive impact you will have on the school community.

3. Conclusion:

Your third and final paragraph is your opportunity to propose concrete next steps for the interview process. Some follow-up steps include:

- Visiting the school.
- Offering to teach a sample lesson.
- Scheduling a phone or in-person interview.

Principals typically have demanding schedules. In order to be efficient when scheduling an interview, we recommend, providing them with 2-3 windows of time in the upcoming week in which you are available in your communications. Be sure to also thank the principal for their time in your email as a best practice.

For Fellows outside of NYC: You may wish to schedule a phone interview as a means of preliminary contact or to touch base regarding a possible visit if you will be in NYC before training begins. If you will be in the NYC area prior to the start of training, you may wish to request specific times and dates for a visit or interview (e.g., “I will be in New York May 24th to May 29th, and hope I can arrange a visit to Grey Middle School. I will follow up in mid-May to see if you are available during that time”).

Sample Cover Letter:

Take a few minutes to download and review this sample cover letter. Pay careful attention to the details regarding the individual’s work, and what was learned during school research. Additionally, notice how the letter details how this teacher will contribute to the school. If you are excited to work at a particular school, your cover letter is your opportunity to capture that enthusiasm!

Contacting Schools

After conducting your school research, the next step is to reach out to the hiring representative. Work through the steps below, skipping those that do not apply to you or are not useful to your situation.

1. Check the New Teacher Finder and school’s website to see if the school has posted any vacancy information.
   - Conduct your due diligence to see if the principal has posted any teacher vacancies, and apply directly if so. Additionally, make sure to use the vacancy information to tailor your cover letter for the position.

2. Send the school a tailored cover letter and your most recent updated resume, attached as a PDF.
• By sending only PDFs, you can feel confident that the principal will be able to open your cover letter on any device or OS.
• Even if you are unable to reach anyone in the main office, address and send your cover letter to the school’s principal. Be sure to include a follow up step such as, “I will reach out to you again later this month for details regarding your school’s hiring timeline.”
• Remember to track what schools you have reached out to, as some schools you contact may not follow up with you right away.

3. While every school has their own hiring timeline, make sure to follow up with a school’s main office after submitting your resume and cover letter. In your email, reference the time of day (morning, afternoon, evening) and date when you sent your materials, and offer to resend them, if necessary. Request specific information regarding when the school will be making hiring decisions. If two weeks pass without a response from a school, it is appropriate to follow up with another resume and cover letter—if you know the school is currently engaged in hiring, one full week is acceptable.

Key Takeaways:
• Tailor each cover letter you write to the specific school to which you are applying.
• Focus on the skills and qualifications you have, rather than those you lack, that will make you a great teacher.
• Rather than repeating your resume, use your cover letter to detail how your past experiences have prepared you to become an integral member of the school and community environment.
Section 4: Interviewing

**Objectives of Section 4**

- Understand the success traits principals look for in effective teachers.
- Learn how to discuss the NYCTF program and summer training experience.
- Learn techniques that will help you prepare for and ace your interviews and demonstration lessons.

One important thing to remember is that, as a Fellow, you bring a broad range of experiences and skills to the teaching profession. In addition to drawing on your prior experiences, it will be important that you familiarize yourself with the work you will be taking on as a teacher, and be able to speak to your commitment to develop in a new career.

**Interacting with Principals and Hiring Representatives**

You will have opportunities to interact with principals at your Field Experience site, networking events, school tours, and school-based interview events.

Once you are in contact with hiring representatives, you may be asked to:

- Visit a school
- Participate in a phone interview
- Interview with a school administrator
- Interview in front of a panel of teachers
- Give a demonstration lesson

Your interviewers may represent a variety of school staff, including:

- Principals and Assistant Principals
- Personnel Directors
- Hiring Committees composed of teachers, students, and other school staff
- Other district or school administrators

**Impressions Matter**

Impressions are important. At all times, consider how you are presenting yourself and ensure you are maintaining professionalism. Additionally, remember that you are a representative of NYCTF and conducting yourself in a professional manner reflects positively on the perceptions schools have of the program.

**Familiarizing Yourself with the Language of Teaching**

Like most professions, education is full of terminology, acronyms, and abbreviations. Concepts like "classroom management system" or "differentiated instruction" may be new to you. Principals and hiring representatives will expect you to be comfortable with these terms, so be sure to familiarize yourself with terminology commonly used in the profession. You can expect to learn more about pedagogical concepts while studying for the Educating All Students teacher certification exam and reading *Teach Like a Champion 2.0*. Here are some other great resources:
• The NYCDOE maintains a glossary of terminology related to both class types/settings and special education.

• The website for the Council of Disability Rights provides a glossary of terms specific to special education. Prospective special education teachers in particular should be deeply familiar with these terms when interviewing.

• Education Week will help you stay current on issues, policy, and news related to education. This weekly magazine publishes information about hot topics in education and teaching.

• EngageNY is dedicated to providing educators in New York State with real-time, professional learning tools and resources to support them in reaching the State’s vision for a college and career ready education for all students. It is also the official web site for current materials and resources related to the Regents Reform Agenda. The agenda includes the implementation of the New York State P-12 Common Core Learning Standards (CCLS).

Understanding What Principals Are Looking For

Principals typically evaluate teacher candidates based on a set of specific characteristics or traits. It is helpful to keep these in mind when preparing for your interview.

• **Teacher Presence:** We have listed this first due to importance. Principals want to see your ability to command a room and lead your classroom from day one. You may not be asked to teach during your first interview, but they will still want to see that you are confident, poised, and comfortable.

• **Critical Thinking:** As a teacher, you will need to be able to break down complex ideas into small steps. You will also need to be able to generate logical solutions to problems and adapt quickly to new situations.

• **High Expectations:** Principals want to see that you hold high expectations for student learning and growth and that you will work tirelessly to ensure that each and every student meets your high standards. Be familiar with your subject area’s Common Core standards for each grade level, and how you will incorporate that into the expectations you hold for your students.

• **Receptive to Feedback:** Teaching is a continual learning process. Successful teachers are eager to receive and incorporate feedback on an ongoing basis throughout their careers. The NYC Teaching Fellows program is unique in how it specifically utilizes the process of giving feedback and developing a teacher’s ability to quickly use it to improve their practice.

• **Student Engagement:** You should feel comfortable actively engaging with students and plan to provide opportunities for them to interact with you. Specifically, your principals will want to know that you intend to provide students with the opportunity to do most of the thinking in your classroom, engage deeply with material you are presenting, and demonstrate their learning throughout your lesson.

• **Classroom Culture:** You should be able to speak to how you will work to build a safe, respectful, and equitable classroom culture focused on student learning.

• **Collaborative Leadership:** Effective teachers are also skilled at working with diverse groups of people. You will regularly be required to work with other members of school staff in order to meet the needs of your students.
• Flexibility: There is no typical day of teaching and principals want to see that you are able to adapt well to an unpredictable and fast-changing environment.

"Avoid sweeping generalizations about teaching, learning, and schools. Be specific to what you know about the school where you’re interviewing." “Be mindful of your language, avoiding absolutes or using terms such as ‘these children’ or ‘neighborhoods like this.’ Basically to be neutral in your statements while demonstrating your commitment and desire to teach.”

A principal’s advice to Teaching Fellows

Differentiating Yourself from Other Candidates

• Keep in mind the priorities and values of the hiring representatives you meet with. From their point of view, consider the question: what makes you a good fit for the school, and why are you the best candidate for this position?

• Think about your unique personal history and professional experience in terms of holding others accountable, managing stressful situations, and how your personal strengths play directly to the skills you’ll need in the classroom. Always use examples that show how you take ownership of a situation and how you were essential to solving a problem.

Managing Your Online Image

Most hiring representatives conduct an online search of candidates before they interview, so make sure your online representation is professional.

• Create an e-mail signature for all your outgoing e-mails that includes “NYC Teaching Fellow”, with your subject area and grade levels.

• Take time to Google yourself and review all online personal material on any social media site. Ensure that all public facing materials are professional and fitting for working in a public education setting.

• Create a positive online presence by joining education groups on LinkedIn, like the NYC Teaching Fellows and the NYC Department of Education.

Preparing for Your Interview

Before any interview, you should brainstorm responses to potential interview questions and consider what you want the hiring representative to know about you as a new teacher. Be able to speak not only to your skills and experiences, but also to how they will improve your practice. For example, consider this question: How will you be able to translate your past successes into student achievement gains?

• Conduct research on the school’s achievement data, history, mission, and community context so you are able to discuss why you want to become part of the school community.

• Ensure you are able to speak succinctly about how, as a NYC Teaching Fellow, you are working towards your Transitional B certification and how to explain your certification testing status. Be
upfront about your testing status, and when you will be retaking and receiving scores for any exams you did not pass the first time.

- Highlight any experiences relevant to working in a school setting, such as any experience working with children, leadership, and entrepreneurship.
- Include any information that may relate to extra-curricular activities, such as sports, drama, arts, technology, etc.

**Discussing the NYC Teaching Fellows (NYCTF) Program**

Teaching Fellows work in over 80 percent of the 1,800 NYC public schools. It is likely that your interviewer will have some knowledge of our program. In the event that a hiring representative is not familiar with the NYC Teaching Fellows program, below are some common questions and talking points.

**What is the NYC Teaching Fellows program?**

- NYCTF is an alternative certification program preparing a critical mass of exceptional teachers committed to a better future for the NYC students who need them most. That includes teaching subject areas with historic shortages such as math and science, teaching English Language Learners and students with special needs, and teaching in low-income communities in NYC.
- NYC Teaching Fellows is one of the country's largest and most selective alternative routes to teacher certification.
- More than 9,000 Fellows are currently teaching in New York City public schools and over 640 Fellows have become principals and administrators.

**Why should a hiring representative hire an alternative certification teacher?**

- **Share your life experience.** Explain how your experiences have taught you important lessons that have shaped who you are professionally. Provide specific examples, and demonstrate how those experiences are transferable to skills you will employ in the classroom.
- **Show your dedication.** You are committed to becoming the best teacher by evolving and growing professionally each year, while working in a school that will benefit from your dedication.

**How is the Teaching Fellows program different from Teach for America?**

- Both NYCTF and Teach for America are highly competitive alternative teacher certification programs.
- While you may not be able to speak in detail about Teach for America, NYCTF’s mission is to prepare a critical mass of exceptional teachers committed to a future for the NYC students who need them most. Unlike Teach for America, there is no term obligation; the intention of the Fellowship is to help non-certified professionals transition into a long-term career in teaching.

**How to Discuss the NYC Teaching Fellow Training Experience**

The goal of pre-service training is to ensure that every student taught by a NYC Teaching Fellow will have an effective teacher who is ready to build thriving, equitable classrooms and raise student achievement from the first day of school. Our training sets a high bar because we know that teacher quality is the most
important factor in raising student achievement. Only Fellows with clear potential to be successful new teachers will earn the privilege of entering the classroom at the end of pre-service training. By holding a high bar and helping you meet it, we ensure that the students of New York City get the great teachers they need and deserve.

- **Classroom Teaching:** During PST you will teach at a Training Academy hosted by a NYC summer school. You will develop your skills through a culture of practice, feedback, and self-reflection. You learn research-based best practices for designing and implementing lesson plans, and practice classroom management techniques daily with students. Practice is the key to continuous improvement—our training centers around this concept, giving you the opportunity to learn new skills and practice them in NYC classrooms the very next day.

- **Training in and for High-Need NYC School Communities:** NYCTF training is focused on preparing Fellows to excel in high-need teaching environments. You are trained and coached by teachers with proven track records of raising student achievement in high-need schools and constantly practice the skills and techniques essential for success in high-need schools. You will internalize that any techniques to lead classroom culture and deliver rigorous instruction must be paired with meaningful relationships with students, families, and school communities.
  
  - The schools in which you will train serve high-need student populations during the summer—including students who are behind academically, students from low-income communities, and students who are English Language Learners.
  
  - All Fellows, regardless of subject area, participate in a 10-hour special education course and enter the classroom with an understanding of how to support students with disabilities.

- **Student-Focused Common Core Aligned Curriculum:** The summer curriculum trains Fellows to keep students front and center every day and to constantly reflect on student learning. You learn the Common Core standards and how to break them down for students.

- **Expert Coaching and Intensive Practice:** Throughout pre-service training, Fellows work one-on-one with skilled coaches, receiving feedback daily to improve their instruction. Fellows are excited to receive written and verbal feedback on their classroom practice and lesson plans and know how to incorporate it to quickly improve. Fellows are expected to improve rapidly during summer training and will continue to work to improve once they start teaching full-time.

- **Individualized Support:** The Teaching Fellows program sets clear expectations and continually assesses a Fellow’s progress, identifying areas of growth and customizing support to address those needs. Whether a Fellow is struggling with lesson planning or striving to improve classroom management skills, support and training is tailored to help Fellows improve quickly.
• **Demonstrate Your Commitment:** Pre-service training is both rigorous and challenging. And success in it prepares you to bring success to your students. Highlight experiences where you have faced difficulty, and discuss how you sought resources and mentors to meet those challenges to emphasize your commitment to continuous improvement.

**Before the Interview**

- **Practice.** Practice answering possible interview questions before each interview with another teacher or Fellow. This will improve your ability to genuinely communicate your skills and beliefs.
- **Research the school and neighborhood.** Consider the school's mission and history, and the demographics of the student population. See the [Neighborhood Profiles document](#) as a guide for researching neighborhoods.
- **Prepare insightful questions.** See the “Interview Questions You May Want to Ask” section in the Sample Interview Questions resource. Practice answering these questions with a specific school in mind that you have conducted research on.
- **Dress professionally and bring updated copies of your resume.**
- **Prepare a demonstration lesson whether or not the hiring representative has asked you to do so.** For more information on presenting a demonstration lesson, review the section of the Guide on [creating a demonstration lesson](#).

Because principals are incredibly busy, it is unacceptable to cancel an interview with less than 48 hours’ notice. Doing so reflects poorly on the Fellows program and can jeopardize the program’s relationship with that school. In the event that you need to reschedule an interview, reach out as soon as possible and be sure to offer at least two times in the future when you will be available to reschedule. Do not miss the interview without emailing and/or calling the school to cancel or reschedule in advance.

**During Your Interview**

- **Be open and flexible.** Schools can get very hectic during a school day. You may find that even though you confirmed your appointment, your interviewer cannot see you at the scheduled time, and/or has not alerted anyone to the fact that you are coming.
- **Be a great listener.** Make sure you answer all questions as specifically as possible.
- **Pay attention to your body language.** [Check out these tips from Business Insider.](#)
- **Remain calm and focused.** Working at a school, in any capacity, means always having to expect the unexpected. Take the time to observe how the office works and review your demonstration

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**Resource: Sample Interview Questions**

While you cannot predict what you will be asked during an interview, reviewing the sample questions (and sample answers) we’ve prepared for you, will help you have a strong sense of what an effective answer to an interview question sounds like. Successful answers to any question are unique, detailed, and applicable to what is being asked. Download the questions [here](#) and take time to review them.
lesson. Once your interviewer is ready, be prepared but also be flexible and adaptable to any interview scenario.

- **Don’t be afraid to ask** if you do not understand the terminology. Principals hire new teachers with the understanding that they will need mentoring and coaching, so you should demonstrate the knowledge you have and the willingness to learn what you do not yet know.

**After the Interview**

Once you have completed your interview, it is important that you send a customized thank you note via email 1-2 days after the interview. Thank you notes show the hiring representative or principal that you respect their time and are a useful way to remind hiring representatives of your key strengths and interest areas.

Make sure you are presenting yourself as a **polished professional** throughout the networking and interview process. Principals have reported that they expect professional Fellows to:

- Treat every interaction with a school representative as an interview.
- Respond to all emails from hiring representatives within 24 hours.
- Give themselves ample time to travel to school visits/interviews, and arrive a few minutes early.
- Provide ample notice (at least 48 hours) and alternative dates when interviews need to be rescheduled.
- Speak respectfully about the communities and schools they are researching.
- Dress professionally for networking events, school visits, and interviews.

Please keep in mind that you are representing the NYCTF program—interactions with principals are great opportunities to cultivate positive perceptions of Fellows! Even if principals or hiring representatives do not follow up in a timely manner, use a formal tone, or show up early for interviews, you still should.

If you decide you would no longer like to interview at a school:

- Be sincere and open about your declination with the hiring representative: “Thank you so much for the opportunity to work at Grey Middle School. I have enjoyed learning about your school’s mission and values throughout the interview process, but I will not be accepting the 7th grade Earth Science Teacher position.”
- Explain why you are not accepting the position: “Unfortunately my master’s degree granting university will not support Fellows accepting positions in Queens” or “I feel as though it is best for my professional growth as a first year teacher to be in a school with a larger English Language Learner population” or “I have been offered a position at another school and intend to accept.”
• Thank the hiring representative for their time and consideration: “I have enjoyed speaking with you and greatly appreciate your offer. I hope to be able to support the mission of Grey Middle School in other ways. Thank you for the consideration.”

Key Takeaways:

• Interviews for teaching positions will likely be conducted differently than any interview you have been to—take the time to understand and prepare for multiple scenarios.
• Get to know the school and hiring representative(s). It will help you feel more comfortable when you visit and shows your commitment to the school!
• Understand how to discuss your certification and training experience with principals.

Tips and Best Practices: Demonstration Lessons

As part of the interview process, a hiring representative will likely ask you to conduct a demonstration lesson. A demonstration lesson is a mock lesson that you teach to another teacher’s class or to a group of administrators (who will act as students, just like at Selection Day). Always come to an interview prepared with a demo lesson, even if you have not been asked to conduct one. If the interview goes well, a principal may ask you to conduct a demo lesson on the spot.

The purpose of a demonstration lesson is for the hiring representative to see how well prepared you are to teach a lesson, how you present yourself, and how you engage students. Principals will look for a lot of the same things that your In-Person Interviewers were looking for during your NYCTF interview – your ability to break a complex topic down into a series of learnable steps, your poise and comfort in front of a group, how well you check for student understanding, and how well you adjust when students don’t understand. In addition, they will look for your ability to manage a classroom.

“The NYCTF lesson planning template was also useful. I think most interviewers were impressed to see how well I planned my lesson. The school that hired me was VERY impressed.”

2015 Fellow

Before You Create Your Lesson

Be sure to clarify what you are being asked to do and what the principal or hiring representative’s expectations are for your lesson. Before your interview, you may want to ask the questions below.

Having the answers to these questions will help you gain insight into the class and allow you to build your lesson around what the students are already learning. It will also give you a sense of what the students are expected to know.
Logistics

- Where should I report for the demonstration lesson, and who should I ask for?
- What grade level will I be teaching?
- How many students will be in the class?
- How much time will I have?
- Is there anything I should know about the class as I prepare my lesson? (What percent are achieving at/above/below grade level? What percentage are English Language Learners or have special learning needs?)

Content

- Is there a specific objective you would like me to teach or a particular Common Core standard you would like me to align my lesson to? If not, what are the students currently learning so I can tailor my lesson to the current lesson?
- What curricula have the teachers been using this year?
- What have students learned in the last week on this subject?

Resources

- What materials or technology are available in the classroom?
  - You should prepare to teach a demonstration lesson that does not require technology such as a smartboard or projector.

Consider What Principals Are Looking For

Principals typically look for four skills or characteristics when assessing demonstration lessons. It is helpful to keep these in mind when preparing for your demonstration lesson.

- **Teacher Presence:** Principals will look to see that you exhibit the ease, poise, and self-assurance to be in command of a classroom of students.

- **Clarity of Communications:** Principals expect to see that your expectations and communications are clear and concise during lesson delivery. Be sure to face the class, speak concisely, and maintain a positive tone.

- **Opportunities for Students to Engage:** During your demonstration lesson, principals want to see that you provide ample opportunities for students to participate. Don’t lecture for five minutes straight – give students an opportunity to answer questions, engage deeply with meaningful content, and share their opinions. Principals will be looking for how you interact with students, so make sure to include opportunities to interact positively with students during the lesson.

- **Reflection and Data Collection:** Principals will want to know how you will assess if your students learned what you were teaching. They will ask you to reflect on how your lesson went based on what the assessment demonstrates that your students learned. Be prepared to explain your choices and assumptions driving the lesson, as well as what you would do differently if asked to teach the lesson again. It is important to have a rationale behind what you do.
Create a Demonstration Lesson

Start With an Objective: What should the students know by the end of the lesson?

While you will learn a more advanced and detailed method for lesson planning during pre-service training, when planning for a demonstration lesson this spring you should start by making sure that you have determined a clear, measurable learning goal. A good objective tells us what students will know or be able to do at the end of their lesson. You should begin your objective with, “Students will be able to...” and continue on to describe what students will accomplish by the end of the lesson. Effective objectives should meet the 4 M’s:

- **Manageable**: The objective can be taught in a single lesson.
- **Measurable**: The success of the objective can be measured, ideally at the end of the lesson, to ensure that students understand what is taught.
- **Made First**: The objective is designed before the activities of the lesson, not to justify them.
- **Most Important**: The objective focuses on what’s most important for students to learn.

Consider These Examples of Strong Objectives

We have seen Fellows teach strong demonstration lessons with the following objectives. You may want to review them to familiarize yourself with what a strong objective might look like. In addition to the list below, take a look at the lesson objectives listed in your Selection Day prep guide for strong objectives. Some Fellows use the feedback their interviewers provided them at Selection Day to improve their teaching sample and transform it into a demonstration lesson.

- **Special Education / Bilingual Special Education / Bilingual Education / English as a New Language**: Students will be able to classify triangles as equilateral, isosceles or scalene based on their angles.

- **English**: Students will be able to determine if the author’s purpose of a text is to inform, persuade, or entertain the reader.
  - When teaching an English, social studies, or literacy demonstration lesson, it is important to pay attention to the text you choose to use in the lesson. Make sure it is grade-level and reading level appropriate for students in the grade you are teaching. If you are unsure of a grade-appropriate text, you may find examples in the various units and lessons from EngageNY.

- **Math**: Students will be able to plot pairs of integers on a coordinate plane.

- **Science**: Students will be able to draw and describe the structure of an atom using key phrases related to atomic structure.
**Align Your Lesson to the Objective**

To have an aligned lesson, you’ll want to consider 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. When conducting an English, literacy, or social studies lesson, be sure to include a grade-level appropriate text.

To start, become an expert in the content. Identify the knowledge and skills the objective 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 essential skills or concepts **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.

**Assess Student Learning**

Next, plan the end of the lesson. Here, you want to answer the question, “How will your students show they have learned the objective?” Although this part of your lesson comes last when you teach it, you want to plan for it as early as possible.

At the end of the lesson, you should use an assessment such as an **exit ticket** (a mini-test with three to five questions), worksheet, or board activity that allows you to check that every student is able to perform the objective. Effective exit tickets are quick, simple, and objective-focused, and yield usable data about student understanding.

For example, if your objective is, “Students will be able to add fractions with different denominators,” at the end of the lesson you could pass out an exit ticket that asks students to add four fractions. You would then collect that exit ticket at the end of class and check them to see if students are able to add fractions.

**Select a Delivery Method That Best Fits Your Objective**

Lastly, plan your lesson and student practice. Think about the following questions:

- How will you break down your objective into bite-size knowledge and skills that will be accessible to all students?
- What practice-based experiences will you build into your lesson to ensure students learn not just the basic knowledge and skills, but also how those skills work and why the knowledge is important?

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. 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, and questions to ensure students think deeply about and understand your objective. 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, problem-solving, and asking and investigating questions. When choosing activities, be sure to avoid the common pitfall of choosing what’s fun over what’s meaningful—make sure to select activities that best promote the learning that will lead to students mastering the lesson objective.

For example, if teaching the objective, “Students will be able to add fractions with like denominators” you might teach the steps for adding fractions on the board and then have students practice on a worksheet. Alternatively, you might foster students understanding by conducting a discovery based learning activity. For example, you may have students cut several circles into pieces, and then count those pieces to gain an understanding of how to combine numerators and denominators when adding fractions.

**During Your Lesson**

- Remain composed and confident.
- Speak clearly and remember to project your voice so all students can hear you.
- It is often helpful to get a sense of what students already know about a topic you are introducing. Asking for a show of hands in response to a few questions is an easy way to engage students and check for prior knowledge (e.g., Raise your hand if you have heard of __. What does __ mean or do?).
- Follow the lesson plan that you have prepared, but try to be flexible and remember that you may need to make adjustments.
- Check for understanding throughout the lesson, not just at the end. Use checks throughout the lesson, such as thumbs up/thumbs down, circulating to ensure students are completing worksheets, and cold calling on students to answer questions.

**Apply Classroom Management Strategies**

- Have the students create nametags for themselves so that you can call on them by name.
- At the start of class, take 2–3 minutes to introduce yourself and your behavioral expectations for students during the class period. Focus on 2–3 clear rules that you expect students to follow during the period. For example, you may want to tell the students “raise your hand to ask a question.”
- If the school has school-wide rules, you may want to use this opportunity to reinforce those rules.
- **What to Do:** Give clear and simple directions for behavior whenever students transition from one task to another. Use the “What to Do” directions that you learned how to create during Selection Day (refer to page 417 of Teach Like a Champion 2.0 for more information).
- **Circulate:** Use physical proximity to help keep students on track—always circulate around the classroom during group and/or individual activities (refer to page 183 of Teach Like a Champion 2.0 for more information).
- **Positive Framing:** Tell the students when (and/or what) they are doing well. Point out the good behavior and practices that are going on in the classroom, and appropriately deal with off-task behavior (refer to page 426 of Teach Like a Champion 2.0 for more information).
- **Cold Call:** Keep students focused by randomly calling on students who are not participating (refer
to page 249 of Teach Like a Champion 2.0 for more information).

- **Nonverbal Intervention:** Use non-verbal cues to redirect students if they lose focus: pointing to a book or notes, direct eye-contact, using your hand to gesture lowering their sound level (refer to page 397 of Teach Like a Champion 2.0 for more information).

**Don’t Forget!**

- **Carefully review any lesson you prepare** so that you are familiar with the content and sequence.
- **Make the lesson your own** by using your own language and ideas.
- **Time yourself.** You may want to invest in a stopwatch to be able to keep track of the various parts of your lesson, including how long you give students to complete a task.
- **Practice in front of a few people;** even if they are not teachers, they could provide good feedback about choice of language, engagement, flow, speed, etc.
- **Anticipate situations** that might occur (e.g., you end up with less time than you thought you would have or the lesson goes much faster than you anticipated).
- **Plan for Materials:** What materials will you need to support your instruction? What materials, if any, do you need to prepare for students in advance that will help them understand and engage in the lesson? You should plan on making any necessary copies ahead of time.

**After Your Lesson**

Just as you received and implemented feedback during NYCTF Selection Day, a principal or hiring representative may give you feedback and ask you to re-teach a portion of your demonstration lesson. Be prepared to incorporate their feedback.

**Key Takeaways:**

- Not all interviews will have a demonstration lesson component, but you may be asked to give one on the spot during your interview, so it is important to have one prepared.
- Consider the grade level, subject area, and classroom environment in which you will be teaching this lesson. Make sure your objective is clear and aligned to the content you are delivering.
- Selection Day was great preparation for giving demonstration lessons—apply the feedback you received at your in-person interview to create a strong lesson.
- Practice, practice, practice!
Section 5: Payroll

Objectives of Section 5

- Understand the guidelines for accepting teaching positions in NYC and by subject area.
- Clearly outline next steps for accepting a position and getting placed on a school’s payroll.
- Have an overview of the typical Fellow job search timeline.

Once you have accepted an offer there are a few additional steps to finalize your hiring. Before you accept a position, make sure you have confirmed you are eligible to take the position by reviewing the guidelines for your subject area and university. Before you interview with a school, please review the steps below so you are prepared to complete the hiring process and get placed on payroll if you are extended an offer you would like to accept. If you have any questions, please do not hesitate to contact NYCTF at the phone number listed at the end of this guide.

Accepting a Position

The position must be full-time.

As a Fellow, you must obtain a full-time teaching position in which you are the teacher-of-record. Fellows are not eligible to accept substitute or leave replacement positions, as teachers in these positions are not considered the teacher-of-record for that class.

The position must be in the subject area and grade range in which you are being certified to teach.

Your certification information can be found in the subject area guide you received upon enrollment in the program. Once you secure a position, you will be issued a license in your subject area.

The position must be supported by your university.

Positions that are not usually supported by your university:

- Outside of your certification area (subject and grade level)
- Staten Island (some other borough restrictions may apply, depending on the location of your university)
- District 75 (unless you have been placed in a D75-track program)
- District 79 not within DOE public schools (such as hospital settings)
- Positions not within your grade range (1-6, 5-9, or 7-12)
- Bilingual settings (unless you are a bilingual education/special education bilingual Fellow)
- Alternative learning center positions usually require special consideration and approval by your university
Please see the position guidelines by subject area in this document. More information about the boroughs, grades, and districts that your university supports will be available once you receive your university assignment in May. After May, please refer to your university profile for guidelines.

**The position must be at a NYCDOE public school (not a charter or private school).**

If you are unclear about whether the school from which you have received a job offer is a charter school, please clarify with the school principal or contact the NYCTF office.

**Making a Commitment**

The next stage of securing a teaching position is the “offer,” which represents an agreement between you and a school-based hiring representative (typically the principal/assistant principal) that you will begin as a full-time teacher in the Fall in a specific position. Verbal acceptance of an offer may be taken as an official commitment to the school. For this reason, when offered a position, please be professional, thoughtful, and direct as to whether you are formally accepting or whether you will make a final decision in a specified number of hours or days. Once you have made a commitment, you must honor it. **You may not make a commitment to more than one school.**

Before making a commitment to a hiring representative, be upfront regarding your testing status, and make sure they are aware of which exams you have taken and passed before extending an offer. Please note that positions secured before or during pre-service training are conditional. In order to finalize employment with the NYCDOE, you must successfully meet all program expectations for both pre-service training and for earning your certification.

**Note:** If you are unable to accept a position due to subject area, university, or other eligibility constraints, be upfront with the hiring representative and explain the situation. Be professional and sincere about why you cannot fulfill their vacancy. For example, “I believe in the mission of your school and enjoyed getting to know your dedicated, passionate staff. While I am appreciative for the offer to teach 8th grade Biology, I am not able to accept. My master’s degree granting university, which recommends me for my Transitional B Certificate, does not permit students to take teaching positions in Queens, as I would not be able to make it to my university coursework on time. I thank you sincerely for the offer, and I hope to be able to support your school in the future.”

**Finalizing Your Offer**

**Give the hiring representative your social security number.**

Because you are new to the NYCDOE, you have not yet been given a “file number”. Until you are finalized on payroll, school hiring representatives will nominate you for their vacancy using your social security number (SSN). If the payroll secretary or hiring representative is unsure how to proceed with your SSN, they may contact their HR Director for assistance. Keep in mind, giving your SSN to a school’s hiring representative represents a binding commitment to the school for the entirety of your first year of teaching.
As noted on page 7, school budgets are usually released in June. If you would like to accept an offer and budgets are not yet out, sign the Hiring Commitment Form (details below) with your principal. To complete the hiring process, your school will need to finalize you on their budget. Once budgets have been released, NYCTF will send you a message as a reminder to follow up with your principal. As soon as you receive this message, reach out to your hiring representative immediately to request to be put on payroll within 5 days. This ensures that you are being nominated for an existing vacancy that is approved on the school’s budget and that the position has been filled (by you).

You will know when this process is complete because you will receive a welcome email from the Department of Education.

**Notifying NYCTF**

After accepting an offer from a school hiring representative, complete the Hiring Commitment Form, found in your checklist in Teacher Track. Fill it out with your school’s principal or hiring representative, and re-upload the form to your Checklist.

When uploading a signed Hiring Commitment Form, you will also have to enter information about your position using the dropdown menu in your Checklist. Please ensure that the information you enter is accurate and matches the information on your Hiring Commitment Form. A staff member will then verify your responses and mark this item as Complete. Please ensure that your date of hire reflects the date you accepted your offer, not your start date.
# The Payroll Process Step-by-Step: Before Budgets are Released (before June)

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<th>Step</th>
<th>Suggested Timeline</th>
<th>Purpose</th>
<th>Contact</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>School hiring representative offers you a position.</td>
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<td>School</td>
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<tr>
<td><strong>2</strong></td>
<td>Respond with a timeline for accepting or declining the offer. During this time, confirm that your university can support you in this position. If you have not yet been assigned a university, follow the guidelines here and reach out to NYCTF to confirm that you may accept this position.</td>
<td>Within 24 hours of being made an offer</td>
<td>Schools often have more than one eligible candidate. If you delay making a decision, the school could move forward with another candidate.</td>
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<td><strong>3</strong></td>
<td>If you decline the offer, continue with the job search process.</td>
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<td><strong>4</strong></td>
<td>If you accept the offer, schedule a time to meet with the hiring representative to sign a Hiring Commitment Form.</td>
<td>Within 24 hours of being made an offer</td>
<td>The Hiring Commitment Form helps us track your hiring process.</td>
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<td>Keep a signed copy of the Hiring Commitment Form for your records.</td>
<td>At Hiring Commitment Form signing</td>
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<td><strong>6</strong></td>
<td>Speak with your hiring representative/payroll secretary about a plan for following up after budgets have been released. Once they have been released, you’ll need to be placed on payroll within 5 days.</td>
<td>At Hiring Commitment Form signing</td>
<td>This process must be initiated by your hiring representative and/or payroll secretary so it is important that you stay in the loop during the process.</td>
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<tr>
<td><strong>7</strong></td>
<td>Upload your signed Hiring Commitment Form to your Teacher Track Checklist and enter information about your position and school using the dropdown options in this Checklist item.</td>
<td>Within 48 – 72 hours of accepting offer</td>
<td>This will help us track your Cohort’s successes and challenges so that we can improve the hiring support we offer.</td>
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# The Payroll Process Step-by-Step: After Budgets are Released (June or later)

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<td>This process must be initiated by your hiring representative and/or payroll secretary, and it is important that you are placed on payroll as soon as possible.</td>
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<td>Speak with your hiring representative/payroll secretary about being officially added to payroll. Provide them with your SSN, as they will need it to initiate the process to have you placed on payroll.</td>
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<td><strong>8</strong></td>
<td>After you are placed on payroll by your hiring representative.</td>
<td>This will include any next steps you need to take in order for the DOE to finalize you in their payroll and staffing systems.</td>
<td>School District</td>
</tr>
<tr>
<td>Receive an email from the NYCDOE notifying you that you have been nominated for a position. This message will include info about paperwork you’ll need to complete in order to be finalized on payroll. You also need to visit the DOE HR Connect Walk-In Center in Brooklyn to complete the nomination process and apply for your school ID.</td>
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We recognize there is a lot to do in the weeks ahead related to your hiring process and we hope this guide facilitates your next steps and supports you in finding a strong school fit. Be sure to revisit the checklist on page 8 if you’d like guidance on where you can begin. We are so excited to work with you and help you develop the skills and experiences that can transform educational opportunities for the city’s highest-need students.

If you have any questions about your job search process, please feel free to reach out to us through the contact form or by phone during phone hours (718) 935-4147 from 3:00 – 6:00 pm, Mondays – Thursdays and 3:00 – 5:00 pm on Fridays).