

# NYC Teaching Fellows PRE-SERVICE TRAINING HANDBOOK

Your guide to a successful summer training experience



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## Introduction

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**Pre-service training is the heart of your development experience and is designed specifically to ensure mastery of core teaching skills before you enter the classroom.**

This handbook provides you with a basic overview of your training experience, focusing on what you will learn as a Fellow and how pre-service training (PST) will prepare you for the classroom in the fall. It also outlines our expectations for Fellow performance and describes how you will be evaluated throughout the summer.

We recommend that you use this handbook to familiarize yourself with the training curriculum and the standards that we hold for all Fellows. While you can expect to receive the full curriculum at the beginning of PST, this handbook will give you the information that you need to get off to a strong start in June.

Due to the important nature of this publication, you should plan to set aside ample time to review it. Additionally, please sign up now for a mandatory [PST Orientation Webinar](#) offered in early June. This webinar will provide more insight into the PST experience and give you a chance to have your questions answered by a NYCTF staff member.

If you have any immediate questions upon reading this guide, please email us using the [Contact Form](#) or give us a call at 718-935-4147 during our daily phone hours from 3:00 PM-6:00 PM Monday through Thursday and 3:00 PM – 5:00 PM on Friday. Starting on June 20, phone hours will shift to 11:30 AM – 3:30 PM Monday through Friday to accommodate PST schedules.

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**“The most beneficial part of pre-service training was getting to be in a real middle school classroom with real students. Having authentic practice with real students and receiving feedback on my performance was priceless.”**

– Raisa Brashi, 2013 NYC Teaching Fellow

## Pre-Service Training Culture

Becoming a successful educator requires that you not only have the ability to create rigorous lessons, but that you also hold the mindsets and beliefs that will help you create inclusive classrooms for all students, continually reflect on your own practice, and persevere through challenging times. Our pre-service training is an accelerated program targeted to help you become an effective teacher who is ready to build thriving, equitable classrooms and raise student achievement beginning on the first day of school.

**With that in mind, as Fellows, we strive to continually embody our NYCTF Culture Tenets – abbreviated as “TEACH.”** These values, which you initially received in your [Onboarding Guide](#), drive our PST culture and will be referred to and reflected on throughout your training. Given that pre-service training is a rigorous and busy time, holding yourself to these values will help ensure that you’re able to get the most out of your summer teaching experience and have the greatest impact on your students.

### NYCTF Culture Tenets - TEACH

#### **T**enacious

This is not easy work and we know that without perseverance we cannot succeed. We believe in educational equity for all students and work tirelessly to achieve it through practice, reflection, and implementation. We work hard to raise student achievement and establish safe, respectful, and supportive classroom environments. Setbacks are not insurmountable obstacles, but rather opportunities for us to examine our practice and become stronger educators.

#### **E**xcited by Growth

Whether referring to our students or ourselves, we know that intelligence and talent are not fixed assets but rather traits that can grow through dedication and hard work. We relentlessly collect data on progress – both our students’ and our own – and expect to see growth from minute to minute, day to day, and week to week.

#### **A**gile

There is no room for stagnancy in education. Reflection is not just a daily part of our work, but rather a continuous process that causes us to act and react quickly and nimbly to better meet the needs of our students. We plan, we practice, we assess, we adjust, and we start the cycle again knowing that students benefit from our agility.

#### **C**entered on Students

The day-to-day of a teacher, particularly in New York City, is never simple. Yet, no matter the hurdle, we remain forever focused on students and do whatever it takes to ensure they have access to a rigorous education. We engage colleagues, parents, families, and communities to help students achieve. Our students are the center of our work and the driving force behind every decision we make.

#### **H**opeful

No matter the school or the setting, we find hope in the strengths of our students and their communities and seek to focus on the positive aspects of the individuals and situations before us. Our students deserve educators who consistently believe in their potential and are committed to turning our greatest hope – that all students, regardless of background, will be college and career ready – into a reality.

## Diversity

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At NYCTF, we believe that truly effective teachers will recognize, respect, and value diversity of all types among their students and students' families. We consider diversity as the full range of differences and similarities, both visible (like race, gender and age) and non-visible (like experiences and perspectives). We work in communities that are racially, ethnically and culturally diverse and issues of diversity and sensitivity are fundamental to everything we do — from Fellow recruitment and selection, to training and ongoing program administration.

As our TEACH values underscore, we believe in our abilities as educators and in the abilities and strengths of our students. At times during pre-service training, after a difficult day or a lesson that failed to engage a handful of students, it may be challenging to stay hopeful; yet, as Fellows, we push ourselves to be reflective, to recognize any biases or preconceived notions we may have, and to design lessons and classroom environments that will support all students. Our aim is to provide all students with the supports needed to level the playing field.

The NYC Teaching Fellows program respects and values diversity of all kinds. We make a great effort to create a culture that is based on respect for all, regardless of race, color, ethnicity, socioeconomic status, religion, gender, sexual orientation, national origin, disability, age, marital status, military status, pregnancy or parenthood, and any other personal characteristic protected by applicable law.

### **Equity and Diversity within the Pre-Service Training Curriculum**

PST was designed to prepare all Fellows to be effective with diverse student populations in high-need public schools in New York City. In the online Enrollment Course you completed this spring, you read about how issues of diversity and difference could influence your approach to working within New York City's public schools and communities. As you continue your journey into the classroom, we encourage you to come to understand the historical, cultural and political context in which you will be teaching, to challenge any personal assumptions about your schools and communities, to be sensitive to the way you are perceived, and to respect the needs and perspectives of your communities. Within this context, you should continually explore your own role as a member of that community.

To support you in this, you will participate in several sessions throughout pre-service training that are devoted to creating equitable classrooms. These sessions, which are integrated into the curriculum, will engage in topics such as building relationships with students, culturally responsive teaching, and reflecting on your own biases.

Additionally, we will encourage you to reflect often on your practice and role as a teacher and draw connections between equity and what you are learning. To get you started in thinking about these topics, we've shared some of our Guiding Equity Reflection Questions below. They include:

1. Why do I teach in New York City?
2. What does educational equity mean in New York City?

3. How do I build safe, respectful, and supportive classroom environments?
4. What does a thriving, equitable classroom centered on rigorous instruction look and sound like?
5. What is the role of teachers to ensure high expectations, and equitable outcomes for students?
6. What is my personal experience with schooling and its impact on my teaching?
7. How do I monitor my own biases to ensure an equitable, inclusive experience for all students?
8. How do I build professional, authentic, and caring relationships with students and families?
9. What is culturally responsive teaching?
10. How do I build relationships with colleagues and the school community

Equity in education drives us and our program. While you won't leave PST with all of the answers to these guiding questions, we hope that training is an opportunity for conversation and to engage in your development as an educator.



## The Foundations of Our Training Model

### Guiding Philosophy

At NYCTF, we believe that your development is rooted in rigorous practice, feedback, and self-reflection. These components serve as the foundation of our training model, preparing you to create an inclusive classroom culture, deliver rigorous content, and build strong relationships with students from day one of teaching.

Throughout training, our expert Coaches will provide constructive feedback to help you quickly grow into an effective teacher. We will set clear expectations and continually assess your progress, identifying areas of growth and working with you to address those needs. Whether you are struggling with lesson planning or striving to improve your classroom management skills, we will tailor our support and training to help you get up to speed quickly.

### Foundational Skills

Our curriculum is based on five skills known as the “PST Skills.” We prioritize these skills because our experience shows that these five skills set new teachers up for immediate success and position them to quickly master more advanced skills.

#### PST Skills:

##### Design rigorous, outcomes driven, coherent instruction

- Lessons are aligned to the Common Core standards for the correct subject and grade level

##### Communicate academic material clearly with students

- Academic material is communicated at an appropriate level of rigor

##### Establish a culture for and engaging students in learning

- Full and purposeful student engagement occurs at all times

##### Manage student behavior

- Student behavior is positive, respectful, and productive

##### Maximize instructional time through classroom procedures, routines, and pacing

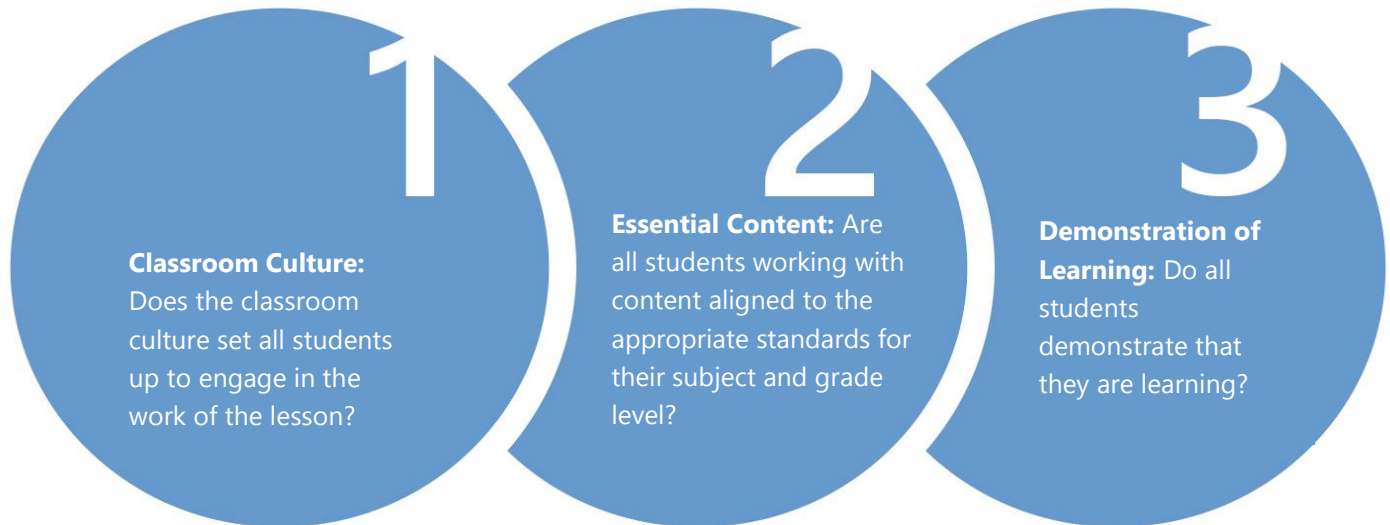
- Instructional time is never wasted



## Instructional Framework

The NYCTF Instructional Framework is our tool for teacher self-reflection, development, and assessment of the PST Skills. This Framework, outlined below, represents what we expect you to be able to achieve with students by the end of the summer. To access a full version of the Instructional Framework, click [here](#).

**The Instructional Framework consists of three components:**



**Each component is divided into three parts:**

- ✓ **Essential Question:** The core question to answer about the particular performance area. In a proficient teacher's classroom, the answer to each Essential Question is "yes."
- ✓ **Indicators:** Indicators differentiate five levels (Skillful, Proficient, Emerging, Novice, and Pre-novice) of performance in each component. Indicators are focused on student outcomes, as observed in the classroom.
- ✓ **Core Teacher Skills:** A non-exhaustive list of the teacher skills and actions that contribute to the student outcomes described in the indicator language. Found at the bottom of each component, these skills directly align to components within Charlotte Danielson's Framework for Teaching, which is the framework you will be assessed and evaluated on as a NYC public school teacher. Prioritized focus skills for PST are indicated for each component.

During PST, the NYCTF Instructional Framework is used to develop and assess teacher practice on a subset of indicators across the three areas of the Framework. You are expected to improve your mastery of techniques and reach an 'Emerging' level of performance in the subset of indicators by the conclusion of PST.



## Mastering the PST Skills

The modules and techniques that are covered during PST will support you in reaching mastery of the PST skills. As demonstrated in the diagram below, you will complete a total of four modules during PST. These modules incorporate classroom culture and instructional techniques, as discussed further on page 14.

Weeks 1 & 2

• **Module One: Setting a Vision for Effective Teaching, Equitable Classrooms, and Rigorous Common Core Instruction** (PST weeks 1 & 2) occurs before you begin summer school teaching. Module One establishes a vision for high behavioral expectations and rigorous, grade level essential content. You will start with an introduction to the culture of practice at NYCTF and the systems for evaluation and feedback in PST. Over the course of the first two weeks of PST, you will be introduced to three out of four anchor techniques and a high-level overview of rigorous Common Core instruction, lesson plan structures, and resources available for modification. You will begin to reflect on the role you play in creating equitable, safe, respectful, and supportive classroom environments in New York City.

Weeks 3 & 4

• **Module Two: Holding High Expectations for All Students** (PST weeks 3 & 4) Module Two focuses on maximizing instructional time and designing lessons that are rigorous. Upon receiving summer school teaching placements, you will be guided through a curriculum audit and summer school planning protocol. Throughout Module Two, you will practice and build on anchor techniques and practice instructional skills. Additionally, you will participate in Skill-Building Sessions on culturally responsive teaching and building relationships with students.

Weeks 5 & 6

• **Module Three: Maintaining an Effective, Student-Centered Classroom** (PST weeks 5 & 6) refines and builds on earlier management and instructional techniques. You will learn how to use instructional strategies to increase the think-ratio for students as well as continue to maintain classroom procedures without interrupting instruction. You will learn how to gather meaningful data on students and use it to inform instructional choices. This focus on Demonstration of Learning at the end of PST reinforces the key principle that what matters most is student learning. You will continue to reflect on larger issues of equity as you learn techniques to engage parents and communities.

Week 7

• **Module Four: Supporting All Students in Learning** (PST week 7) guides you on how to hold high academic expectations for *all* students. In Module Four, you will learn techniques to support students with disabilities while maintaining rigorous essential content. At the end of PST, you will reflect on equity guiding questions and skills learned to build relationships with students and families.

The modules above incorporate the 20 teaching techniques taught during PST and described in *Teach Like a Champion 2.0*, which we refer to as the “prioritized teaching techniques.” While these techniques are not the only components that teachers can use for students to make academic gains, our research indicates that mastery of these techniques is particularly predictive of classroom performance during the school year. Throughout PST, you will observe and analyze exemplary models of these instructional techniques, rehearse them with peers, receive coaching on these skills from outstanding teachers, and practice them with students in summer school classrooms.

**In particular, we will emphasize four of the highest priority techniques that have an especially strong influence in bolstering Fellow performance during the school year:**

What to  
Do

100%

Strong  
Voice

Positive  
Framing

We call these four techniques the **Anchor Techniques**, and we will practice these differently from all the others to ensure that you have a solid foundation and are able to execute these prioritized skills. In addition to the Anchor Techniques, six other techniques, known as the **Non-Anchor Techniques**, will be taught and practiced throughout PST.

*Teach Like a Champion 2.0* techniques are used by great teachers every day to help students make significant academic gains. In time, you will develop your teaching voice and make these techniques your own, but practicing and mastering these proven strategies in PST will prepare you to lead engaged and focused classrooms from day one.



### Bringing It All Together

The chart below demonstrates how two example PST Skills will be used in conjunction with TLAC techniques, and the Instructional Framework to provide you with more information about how these components fit together during PST.

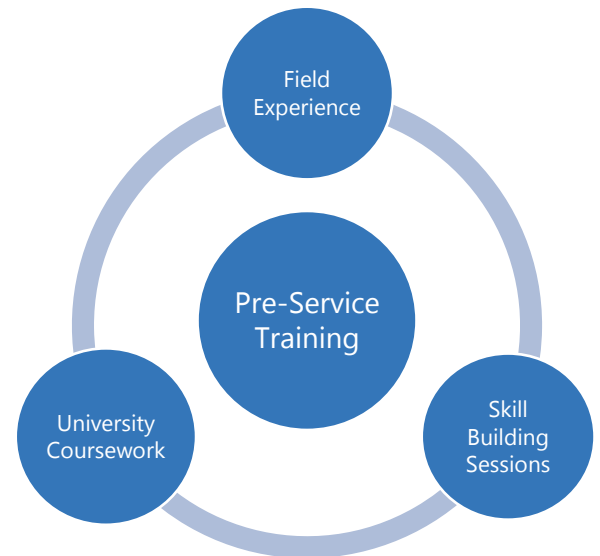
| PST Skill   | Aligned <i>Teach Like a Champion 2.0</i> techniques  | Instructional Framework - Expected student outputs and actions   |
|---|--|--|
| Establishing a culture for and engaging students in learning                              | <p><i>Cold Call</i> - Call on all students, hands raised or not; students know they are responsible for answering questions throughout the lesson; calling on students is positively framed.</p> <p><i>Everybody Writes</i> - Set your students up for rigorous engagement by giving them the opportunity to reflect on questions in writing before discussion.</p> <p><i>Control the Game</i> - Integrate reading instruction into your classroom in a way that is productive and keeps students accountable.</p> | <p><i>Classroom Culture</i>: Most students complete instructional tasks, volunteer responses, and/or ask appropriate questions.</p> <p><i>Demonstration of Learning</i>: Students have some opportunities to express learning through academic writing and/or explanations using academic language. Student responses, work, and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p> <p><i>Essential Content</i>: The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Most lesson activities students engage in are aligned to the stated or implied learning goal(s).</p> |
| Managing student behavior such that the classroom is positive, respectful, and productive | <p><i>100%</i> - Ensure that 100 percent of students are with for learning 100 percent of the time.</p> <p><i>Positive Framing</i> - Make corrections positively and consistently.</p> <p><i>Strong Voice</i> - Use economy of language; Do not talk over; Do not engage; Square up/stand still; Use quiet power.</p> <p><i>What To Do</i> - Give specific, positive commands.</p>   | <p><i>Classroom Culture</i>: Most students demonstrate a clear understanding of behavioral expectations and directions through their actions. Students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though may require some direction from the teacher.</p>  |

## Putting it into Practice: Structure and Components of Pre-Service Training

The next section of the handbook discusses each component of PST in depth and who you can expect to serve as your network of support throughout the summer, helping you understand what our training model looks like in practice during pre-service training. If you would like to review a schedule for PST, please reference pg. 19 of your [Onboarding Guide](#).

### Skill-Building Sessions

During these sessions, you will develop your teaching practice through observing demonstrations of the prioritized TLAC techniques listed earlier in this guide as modeled by PST staff or videos. You will analyze how to effectively apply the techniques and then rehearse them with peers. You'll receive real-time feedback on your work and be able to put what you've learned into practice during your field experience. Additionally, you will learn to design standards aligned lessons and clearly communicate academic material with students. Skill-Building Sessions will take place at or around your university for the first two weeks and then be held at your Training Academy site.



### Field Experience

Starting the week of July 5, you will be placed at an NYCTF Training Academy. These Academies are based in New York City public schools, and you will spend time teaching alongside other Fellows and with the support of PST staff. As the lead teacher in your classroom, you will be responsible for the growth and development of your students. This teaching time is an opportunity for you to practice newly acquired skills in a real-world teaching setting and begin impacting outcomes for NYC students. Coaches will generally observe you twice per week and provide real-time feedback during coaching conversations, which you will be expected to implement immediately.

Based on your strengths and areas for growth, PST staff will work with you on specific skills and prioritized *Teach Like a Champion 2.0* techniques that you need to develop in the classroom. When you are not lead teaching at your Training Academy, you will be engaging in a variety of other targeted development activities including lesson planning, rehearsing your lessons, analyzing student work and working with your Coach. These sessions will take place in small groups with your peers and are designed specifically to help you improve your instructional practice.

## University Coursework

In addition to the primary training components listed above, you will begin your master's degree coursework during summer training. For additional information about your university schedule and coursework, please consult your University Profile or contact your University Coordinator.

## Pre-Service Training Staff

At your Training Academy, you will work with a PST staff team of outstanding current and former teachers, many of whom have been Fellows themselves. Our staff bring their experience and expertise in leading students to high levels of academic performance and are committed to rapidly developing you to start the school year off strong.

### Training Academy Directors

- Support and develop the Coaches and Lead Instructors who are working with Fellows throughout the summer.
- Work with Cooperating Teachers and School Leaders to ensure that Field Experience has maximum value, and resolve any related issues that may arise.
- Responsible for the development of all Fellows at a Training Academy to ensure that each Fellow is ready to impact student achievement from day one in the classroom.
- Support Fellow development by evaluating classroom practice and providing additional feedback.

### Coaches

- Support and observe Fellows while providing constructive feedback on your teaching practice.
- Provide Fellows with real-time techniques to implement in your classroom and lead coaching sessions to support development in key areas.
- Evaluate Fellow performance on the NYCTF Instructional Framework.

### Lead Instructors

- Plan and facilitate Skill-Building Sessions.
- Instruct Fellows in techniques and give Fellows feedback as they practice the techniques.

## School Staff

### School Leaders

- Site administrator for the school where your Field Experience is located.
- Provide overall leadership in instruction and manage all aspects of the school operations, faculty and students.

### Cooperating Teachers

- New York City public school teachers.
- Provide you an opportunity to share their summer school classrooms.

## University Staff

### University Coordinators

- Act as the liaison between you and your university.
- Can answer or seek information on your behalf related to university coursework, certification, and finances.

## Skill-Building Sessions: In Depth

During Skill-Building Sessions you will learn and practice teaching techniques each day, receiving continuous feedback from your Lead Instructor, Coaches, and peers. Your sessions will be organized using the following structure:

- ✓ **Introduce:** Your Lead Instructor will investigate prior knowledge of the technique and set a goal for the session.
- ✓ **Model and Describe:** You will watch expert video clips of the technique or have Lead Instructors/Coaches model the technique; you and your peers will analyze the technique afterward.
- ✓ **Practice:** You will work to internalize the techniques through practice and receive feedback from your Lead Instructor, Coaches and your peers. This is the crux of Skill-Building Sessions.
- ✓ **Plan:** You will plan how you will implement the technique the very next day in your summer school classroom.

## Curriculum

Daily Skill-Building Sessions will follow a set scope and sequence focused on instruction, culture, and equity. Below, we've outlined what you can expect to learn during each focus area, or "strand," as they are referred to in our curriculum.

**Instructional Strand:** Instructional Skill-Building Sessions focus on three of the PST Skills:

- (1) Designing rigorous, outcomes-driven, coherent instruction
- (2) Communicating academic material clearly with students
- (3) Establishing a culture for and engaging students in learning

Your instructional preparation focuses on core instructional techniques and strategies to increase rigor and promote student thinking as well as determining what essential content looks like for the grade level band and subject area you will teach in the fall.

A set of Skill-Building Sessions will focus on instructional techniques that create strong culture and management while purposefully building opportunities for your students to do the thinking in the lesson. These techniques can be applied and practiced across content-areas; for example, all Fellows will attend Skill-Building Sessions such as *Everybody Writes* and *Turn and Talk* where they will practice implementing concrete techniques that increase participation and rigor in all subject areas.

Another set of Skill-Building Sessions will focus on essential content and enable you to build a framework for high quality Common Core instruction by analyzing exemplars (models, videos, and written lessons) and practicing from those exemplars, before modifying your own lessons. Each content area will focus on a narrow set of content-specific instructional techniques to increase student achievement. Online sessions the week of August 8 will build upon the skills developed in these sessions, and more information about how to access these sessions will be shared later in PST.

**Culture Strand:** Culture Skill-Building Sessions focus on two of the PST Skills:

- (1) Managing student behavior
- (2) Maximizing instructional time

Culture Skill-Building Sessions focus on *Teach Like a Champion 2.0* techniques that are aligned to foundational teaching skills. These sessions build towards mastery of the four Anchor Techniques as well as several other strategies to ensure that the classroom culture allows maximum time to be dedicated to instruction.

**Equity Strand:** As mentioned earlier in this guide, five of your Skill-Building Sessions over the summer will be devoted to creating equitable classrooms. During these sessions, you will engage in topics such as building relationships with students, culturally responsive teaching, and reflecting on your own biases.



### Making the Most of Skill-Building Sessions

Like an athlete practicing specific techniques in his or her sport, your success in mastering prioritized techniques requires your active participation and implementation of feedback. When you watch the techniques being demonstrated, pay attention to what correct implementation looks like and the nuanced details of the technique. This ensures you can implement the techniques with your own students in an effective way and maximize the benefit of using these techniques in your next lesson.

We expect you to embrace the practice in Skill-Building Sessions by giving it your best every time you practice a technique. Our most successful Fellows eagerly accept feedback from Lead Instructors, Coaches and peers, and apply the feedback to improve their teaching the very next time they practice with their peers or teach in their classroom. It is therefore essential that you also give your peers honest feedback to help them improve. Finally, when planning, think critically about how you can take what you've just learned to accelerate student learning in your Field Experience classroom the next day.



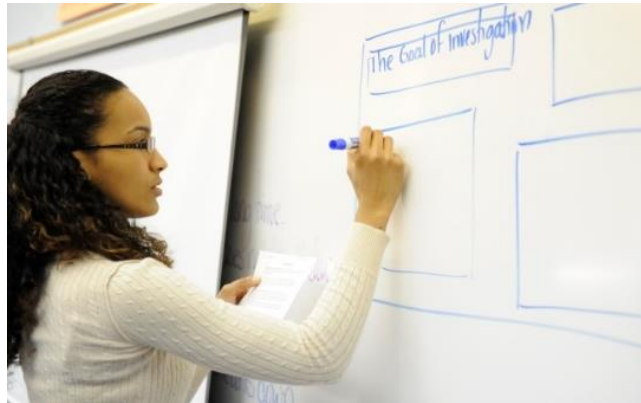
## Field Experience: In Depth

Starting July 5, you will begin your placement at a Training Academy site. During this time, you will participate in Field Experience, where you will practice and hone your skills as a teacher and have the chance to lead a class of students to academic success.

### All Fellows will engage in the following activities during Field Experience:

- ✓ Lead Teaching Time
- ✓ Coaching
- ✓ Field Development Time

Starting the very first week, you will take on full instructional and management responsibilities in your classroom. You will plan lessons, deliver content, and help your students learn under the guidance and support of your Coach, Cooperating Teacher, and co-Fellows.



You should strategically use Field Experience to implement the feedback your Coach provides to continually improve performance, not just week to week, but class period to class period. You should also work to ensure that your improvement is consistent by developing skills that you can apply not only to the lesson at hand, but to all future lessons you deliver.

We believe that the opportunity to practice in an actual classroom during PST is the best path to preparing you for success as a teacher as it allows you to develop fluency in the pedagogical skills that you will learn during PST. Fellows who actively participate and are excited by growth are able to make the most of their Field Experience and find it especially valuable to their development as a new teacher.

All Fellows will work with their Coaches and Cooperating Teachers to determine the schedule for Lead Teaching and Field Development Time. Your schedule will provide you with opportunities for real-world practice, with integrated opportunities for data analysis, reflection, and targeted practice.

### Lead Teaching Time

During this time, you will be the lead teacher in your Cooperating Teacher's classroom and responsible for the academic success of your students. You will have an opportunity to implement what you have learned in Skill-Building Sessions and coaching conversations, and you will be observed and provided with real-time active coaching on a frequent basis. You will also de-brief your lesson and receive feedback from your Coach after your lesson to support your growth as a teacher.

You will be expected to submit a lesson plan for every lesson and will receive ongoing feedback on planning. You will need to print out copies of your lesson plans to maintain in an observation binder in your classroom. Your Coach or any observer to your classroom will refer to your lesson plans when visiting so be sure to keep these plans up to date.

## Coaching

You will spend a portion of your time during Field Experience engaging in real-time feedback, ongoing active coaching sessions and conversations with your Coach. Your Coach plays a critical role in your development and is therefore involved with every component of your PST experience, as listed below:

- ✓ They attend Skill-Building Sessions to give you feedback on your demonstration of techniques.
- ✓ They observe you during Field Experience and give you immediate feedback to improve.
- ✓ They evaluate your performance using the NYCTF Instructional Framework and provide you with ratings that determine your overall score (details below).
- ✓ Along with Lead Instructors, they lead Responsive Coaching Sessions for you and other Fellows to improve in targeted development areas.
- ✓ They hold your peer collaborative group accountable for maximizing the use of your Field Development Time.

To make the most of this relationship during the summer, take advantage of every opportunity to learn from your Coach and act quickly on his or her suggestions for improvement.

### Weekly Coaching Cycles

Working with a Coach is one of the most powerful opportunities you'll have to develop your effectiveness as a beginning teacher. Your Coach will lead weekly coaching cycles with you to promote rapid, continuous improvement.

**1.** At the start of each week, you will be observed teaching. Based on your performance and your individual needs, your Coach will provide active mid-lesson coaching, such as modeling a technique in the classroom or recommending use of a particular skill. It's simply an opportunity for you to experience what it is like to get feedback in real-time and act to improve your teaching right in the middle of a lesson.

**2.** This classroom observation will be followed by a coaching conversation where you'll discuss your performance in the lesson, receive additional feedback, and chart a path for measurable improvement that same week. Coaching conversations are a time to:

- Discuss your performance using the Instructional Framework.
- Build your skills through on-the-spot practice.
- Determine next steps (e.g., additional in-lesson interventions, practice sessions targeting specific *Teach Like a Champion 2.0* techniques) needed to improve your performance.

**3.** Over the next few days, you and your Coach will execute the planned next steps. These may include additional active coaching in your classroom, further coaching conversations, Field Development Time or Responsive Coaching Sessions.



4. Each week, a PST Coach will conduct a formal observation and assess your performance on the NYCTF Instructional Framework. You will also receive feedback on your implementation of the Anchor Techniques in your classroom. Beginning the second week of Field Experience, ratings on the NYCTF Instructional Framework will be evaluative and will contribute to your overall score. Anchor Techniques will be formally assessed in the final week of Field Experience.

5. You will meet again with your Coach to discuss your progress and development areas, and to create a plan to achieve additional measurable growth in the upcoming week.

Although your actual coaching activities may look different from those of other Fellows because they are targeted to your individual needs, all Fellows will participate in this same five-part cycle with their Coaches until Week 7 of PST. At that point, you will be observed and evaluated by both your Coach as well as an additional staff member as part of your overall evaluation.

### **Coach Schedules and Communication**

Your Coach will share his or her schedule for the week with you, and let you know when he or she expects to observe you in your Field Experience classroom. We ask that you are flexible given the busy schedule for the summer for both you and your Coaches. Your Coach will also share his or her email address with you and set expectations regarding how you will use email to communicate along with anticipated response timelines.

### **Field Development Time**

We have intentionally built in time to your schedule to allow you to prepare for each lesson you deliver in your summer school classroom. You will work with your Coach to determine how to best use your Field Development Time in order to help you to improve in your prioritized development areas. For example, you may use this time to rehearse lessons, refine an existing lesson plan, collaborate with peers, or attend Responsive Coaching Sessions. Below, you will find the components that make up Field Development Time.

### **Peer Collaborative Groups**

One component of Field Development Time will be the opportunity to work with a group of peers who teach the same group of students in different subject areas or teach the same content to various classes. In either case, you will share a Cooperating Teacher, and together you will collaborate with your Cooperating Teacher to plan effectively for the class you are teaching.

As a group, you will be responsible for the achievement of the students in your Cooperating Teacher's classroom and will meet regularly to use each other as resources to develop lesson plans, work with students, and improve your mastery of techniques and performance on the Instructional Framework. Given your shared classroom, peer collaborative members are ideal partners for Field Development Time options such as technique practice or targeted peer observations.

**Lesson Planning**

As you know from the enrollment course, effective lessons that maximize time to promote student learning come about through strategic planning. Our ability to maximize our time with students results from standards-based unit plans and assessments and objective-driven lesson plans. Throughout Field Experience, you will create standards-based lesson plans to ensure that you are raising student achievement through data-driven instruction, engagement of students in rigorous work, and assessment.

You will work with your Coach to plan daily lessons that are aligned to high academic standards and the needs of the students you are assigned to teach. You and your Coach will spend time during the first week of Field Experience getting to know the curricular materials, as well as establishing the level of customization and planning you will need to undertake during the summer.

To ensure that skills acquired in your sessions are translating to Field Experience classrooms, you must submit lesson plans for every lesson you are scheduled to teach. You will receive feedback on selected lessons from your Coach.

**Additional Field Development Time Activities**

The table below includes a brief overview of additional Field Development Time activities. Your Coach may opt to add or adjust these activities, but selecting from this list independently will help you ensure that you're actively engaged in development, even when you're not the lead teacher.

| Field Development Options           | Description  |
|-------------------------------------|--|
| <b>Peer Technique Practice</b>      | If you need additional support to internalize <i>Teach Like a Champion 2.0</i> techniques, you will benefit from peer practice. Your Coach will help you identify targeted techniques to practice with colleagues, or you may choose to practice the <i>Teach Like a Champion</i> Anchor Techniques because they require more work to internalize.       |
| <b>Data Analysis and Reflection</b> | You will collect student achievement data through assessments. You may engage in data analysis and reflection after lead teaching to assess your effectiveness so that you can make adjustments before your next teaching block.   |
| <b>Collaborative Planning</b>       | You may collaborate on lesson plans with colleagues to ensure rigorous instruction for students. You are strongly encouraged to participate in collaborative planning experiences following rounds of lesson plan feedback. That way, you can incorporate changes and ensure that your lessons best support students' needs.                             |
| <b>Targeted Peer Observation</b>    | Your Coach can help you identify peers to observe and set specific objectives for observations. This will ensure that peer observations are purposeful and aligned to your development needs. For example, you might be struggling to convey academic content and could observe a peer who will be executing a strong example of <i>Name the Steps</i> . |

|                         |  |
|-------------------------|--|
|                         | You would take notes on that portion of the lesson and submit some brief reflections on how to apply what you observed in your own upcoming lessons. |
| <b>Lesson Rehearsal</b> | You will practice delivering key pieces of prepared lessons either independently or in peer groups.  |

The deliverables that you create during Field Development Time, whether lesson plans, reflections, or observations, can serve as the start to your own collection of teaching resources. You should plan to save them in a central location that will be easy for you to share with potential hiring principals (in addition to PST staff where requested) if necessary. These may also be useful once you start teaching in the fall. You should make the most of this time to prepare for your next class at training and use this as an opportunity to prepare for the school year.

**Ongoing Support and Development**

The Fellow experience does not end with the end of PST. Being a Fellow, means taking full advantage of every opportunity to learn and grow throughout your career as a teacher. We will continue to support a small group of our Fellows during the 2016 – 2017 school year through partnerships with a number of schools. Fellows will be selected for participation in school year coaching based on factors that may include, but are not limited to, the school in which he/or she works. Additionally, virtual coaching may also be available for a small group of Fellows during the 2016 – 2017 school year. If you or your school is selected for support during the school year, participation is mandatory. All Fellows will receive a Field Consultant from their universities and all first year teachers in New York City will be assigned a school year mentor.

“If you want to make our society better, it starts in the classroom.  
You can do something about it.”

– Travis Brown, 2004 NYC Teaching Fellow

## Expectations for Performance During Pre-Service Training

### Overview

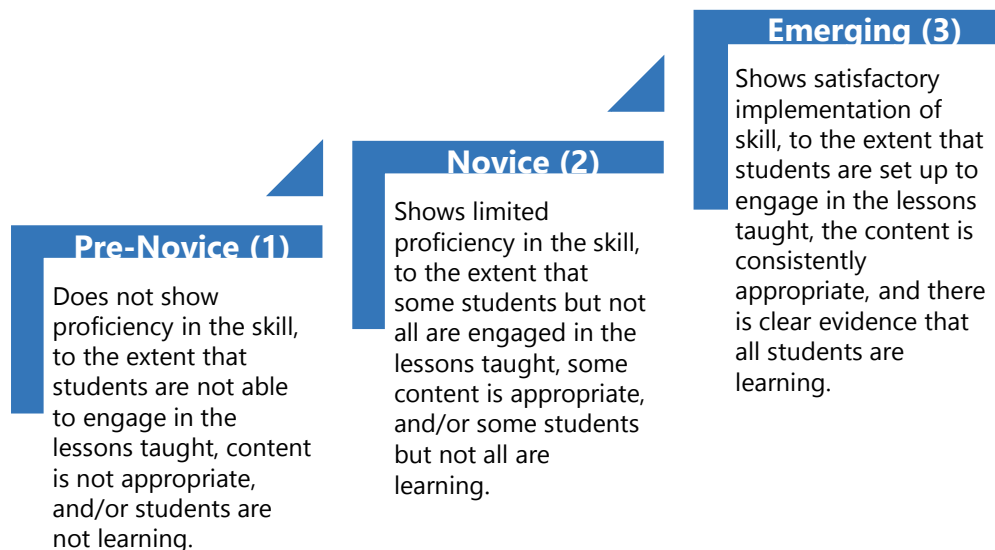
PST is your first step in becoming a great teacher, and we are committed to ensuring that all Fellows can raise student achievement in high-need schools from day one. We hold high expectations for candidates during our rigorous application and selection process, and your qualifications gave us initial information about your likelihood of teaching effectively. But it's not enough to hold high standards for teacher selection; we have to ensure that Fellows are successful in the classroom.

Your performance during PST gives us the information we need to support your growth, and further informs us about your readiness to raise student achievement in the fall. We have a responsibility to track your performance and use those data to ensure you are ready to start teaching.

### Performance Expectations and Measures

Throughout PST, you will have a variety of opportunities to demonstrate your potential to be successful in the classroom. The performance expectations include multiple performance measures including Classroom Observations, Anchor Techniques, and Non-Anchor Techniques. Each measure was chosen because in past years it has directly correlated to classroom performance, and because it assesses an area that is critical to your development as a teacher. You will receive ongoing support as our goal for PST is for you to grow in each of these areas and, as a result, achieve success with NYC students.

**Across all measures of performance, there are three ratings to describe your performance level – Pre-Novice (1), Novice (2), and Emerging (3).** Each measure has specific criteria that describe performance at these levels and the descriptions below speak to the general criteria of these performance levels:





**Classroom Observations**

During your lead teaching time, you will be assessed on your performance as detailed in the NYCTF Instructional Framework, and receive targeted support and feedback from your Coach in order to help you grow and develop as a teacher.

Assessment focuses primarily on student outputs and actions - observing how your execution of what you are learning during PST translates into student outcomes in your Field Experience classroom. We take this approach because the real measure of whether you are on track to become a great teacher is whether 1) you are becoming effective at establishing a positive classroom culture and 2) you are helping students to learn.

As displayed in the table below, the components of the classroom observation are weighted differently based on the amount of time we spend on them during PST and what we expect you to be able to accomplish this summer:

| Component                 | Weight |
|---------------------------|--------|
| Classroom Culture         | 50%    |
| Essential Content         | 25%    |
| Demonstration of Learning | 25%    |

Through the weekly coaching cycles detailed on page 17, you will receive feedback from your Coach that will help you to understand your progress to date and the next steps that will put you on a path to meet performance expectations by the end of PST. There will be four formal evaluations on the NYCTF Instructional Framework. Two of those observations will be conducted by your Coach, and the other two will be conducted by another Coach at your Training Academy. These four evaluations will be averaged together to assess your performance.

**Anchor Techniques**

Our research indicates that performance in the four Anchor Techniques (100%, What to Do, Strong Voice, Positive Framing) is particularly predictive of Fellows’ performance during the school year. That is why we have prioritized these techniques for practice and assessment during PST.

During each week of Field Experience, your Coach will track your progress on the Anchor Techniques and provide feedback to help you improve your execution of these skills. Application of the Anchor Techniques will also be rated on the same three point scale - Pre-Novice, Novice and Emerging. Each Anchor Technique will be assessed during your lead teaching time. You will receive a summative rating on your performance in each of the Anchor Techniques, at the end of PST.

### Non-Anchor Techniques

In addition to the four Anchor techniques, there are six Non-Anchor techniques focused on instructional strategies that will support you in becoming an effective teacher. Each technique has a positive correlation with Fellows' early school-year performance and will be evaluated by staff during Skill-Building Sessions where you will demonstrate the techniques by teaching part of a lesson while the other Fellows act as "students." Your application of the Non-Anchor Techniques will also be assessed according to the Pre-Novice, Novice, Emerging scale.

The six non-anchor techniques assessed during PST are listed below:

Non Anchor Techniques:

- *Strong Start*
- *Cold Call*
- *Stretch It*
- *Control the Game*
- *Everybody Writes*
- *Engineer Efficiency*



**Essential Professional Traits**

Great teachers are also consummate professionals, and you must exhibit professional attitudes and behaviors to be successful in our program and as a teacher. We call these behaviors “Essential Professional Traits.” These traits dovetail with what we outlined earlier in our TEACH values and build specifically on two values – Excited by Growth and Agility. During PST, it is crucial that you work towards developing these mindsets as these are the mindsets of successful teachers. Failure to consistently demonstrate these traits will jeopardize your standing with, and may result in removal from, the program. These traits are further detailed below:

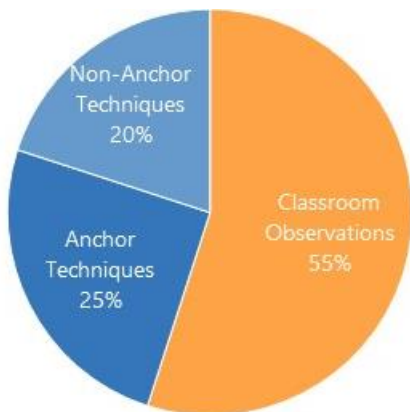
|                                |   |
|--------------------------------|---|
| <b>High Expectations</b>       | You believe that you can become an excellent teacher and lead high-need students to high levels of academic achievement, including students with disabilities and those below grade level.                                      |
| <b>Application of Feedback</b> | You seek and incorporate feedback to rapidly improve.   |
| <b>Critical Thinking</b>       | You make sound judgments and generate multiple solutions to challenges.   |
| <b>Professionalism</b>         | You are reliable in meeting commitments and deadlines, complying with program and NYC Department of Education policies, showing professional oral and written communication skills, and interacting professionally with others. |

## Understanding your Performance

At the end of PST, ratings from classroom observations, Anchor and Non-Anchor Techniques will be combined to provide a picture of your readiness to enter the classroom as a full time teacher. We call this your overall score.

The weighting of each measure within our performance expectations communicates our values as well as where you will receive the most training and support. These weightings emphasize your performance with students in your classroom, while considering all aspects of a teacher’s performance during training.

Your overall score is determined as shown in the pie chart below. As you can see, your classroom observation ratings make up 55% of your overall score, Anchor Techniques make up 25% of your overall score, and Non-Anchor Techniques make up 20% of your overall score. During the PST Orientation Webinar, we will walk you through a sample Fellow to describe how your overall score will be calculated.



**55% x** Average of Classroom Observation Ratings



**25% x** Average of Anchor Technique Ratings



**20% x** Average of Non-Anchor Technique Ratings

You will be observed in your classroom four times by Coaches at your Training Academy, starting in Week 5 of PST.

Based on your overall performance, you will earn a rating in each Anchor Technique during Week 7 of PST

These techniques will be assessed by a Coach or Lead Instructor during special Skill-Building Sessions twice during PST.

**Overall Score (1.0 – 3.0)**

It is important that you fully understand the multiple measures approach, including the various measures that present opportunities for you to demonstrate your proficiency and the points in time during PST when you will be evaluated. This will help you to focus on and prioritize what matters most for both your development and your students’ learning. However, you won’t be expected to determine your own overall score. If you have questions about your score, your Coach, Lead Instructor, and Training Academy Director will be available throughout PST to provide clarity and support.

To help you understand your current performance, here is an example of how an overall score would be determined for a Fellow named Tyler:

|  |
|--|
| <p><b>Field Experience Weeks 1 and 2 (Weeks 3 and 4 of PST) (July 5– July 15)</b></p> <ul style="list-style-type: none"> <li>• Observation Rating – <i>Diagnositc week, no rating</i></li> <li>• Non-anchor Technique Ratings 2.0– <i>Strong Start-2, Engineer Effeciency-2</i></li> </ul>   |
| <p><b>Observation Rating Diagnostic – N/A</b></p> <p>Tyler begins Field Experience on July 5, with a classroom of middle school students who were participating in an English Language Arts class. During his first two weeks of teaching, he is observed by his Coach on several occasions, including two formal observations (one each week). Following those formal observations, Tyler and his Coach discuss his current level of performance according to the NYCTF Instructional Framework, and next steps to support his growth the following week.</p> |
| <p><b>Non-Anchor Technique Ratings -2.0</b></p> <p>During the first three weeks of PST, Tyler has the opportunity to practice and receive feedback on his application of <i>Strong Voice</i> and <i>Engineer Efficiency</i> from his Coach and other Fellows. On July 15, Tyler has a technique assessment in a Skill-Building Session where he executed <i>Strong Start</i> and <i>Engineer Efficiency</i>. He is evaluated by his Lead Instructor and earns a rating of Novice (2) in each.</p>  |
| <p><b>Field Experience Week 3 (Week 5 of PST)( July 18 – July 22)</b></p> <ul style="list-style-type: none"> <li>• Observation Rating 1-2.0</li> </ul>   |
| <p><b>Observation Rating 1: 2.0</b></p> <p>During the week of July 18, Tyler continues to be observed by his Coach and receives real-time feedback on his growth and performance. This is the first week that his formal observation is evaluative, and he earns:</p> <ul style="list-style-type: none"> <li>• Classroom Culture (50%): Pre-Novice (1)</li> <li>• Essential Content (25%): Emerging (3)</li> <li>• Demonstration of Learning (25%): Emerging (3)</li> </ul>  |
| <p><b>Field Experience Week 4 (July 25 – July 29)</b></p> <ul style="list-style-type: none"> <li>• Observation Rating 2-2.0</li> <li>• Non-Anchor Technique Ratings 2.0– <i>Control the Game-2, Cold Call-1, Stretch It-3, Everybody Writes-2</i></li> </ul>   |
| <p><b>Observation Rating 2- 2.0</b></p> <p>During the week of July 25, Tyler made some growth and continued to receive feedback from his Coach. During his formal observation, he earns the same ratings as the week before, and during his debrief he practices a number of concrete strategies to improve his performance in Classroom Culture.</p>  |
| <p><b>Anchor Technique Ratings 2- 2.0</b></p> <p>During Field Experience the week of July 25, Tyler’s Coach shares some feedback of his performance thus far on the Anchor Techniques during their coaching observation.</p>   |
| <p><b>Non-Anchor Technique Ratings- 2.0</b></p> <p>During the week of July 25, Tyler has his second technique assessment in a Skill-Building Session. This time he is evaluated by a different Coach at his Training Academy and earns a rating of Emerging (3) in <i>Stretch It</i>, a rating of Pre-Novice (1) in <i>Cold Call</i>, a rating of Novice (2) in <i>Control the Game</i>, and a rating of Novice (2) in <i>Everybody Writes</i>.</p>  |

**Field Experience Week 5 (Week 7 of PST) ( August 1 – August 5)**

- Observation Ratings 3 and 4- 2.5; 3.0
- Summative Anchor Technique Ratings- 2.5

**Observation Ratings 3 and 4- 2.5; 3.0**

The week of August 1 is the final week of evaluative formal observations for Fellows, and all Fellows receive two formal observations during that time. During his first observation, Tyler demonstrates progress in Classroom Culture, and his observation rating increased to a 2.5.

- Classroom Culture (50%): Emerging (3)
- Essential Content (25%): Pre-Novice (1)
- Demonstration of Learning (25%): Emerging (3)

Tyler’s main focus for improvement moving forward was in Essential Content, and he worked with his Coach to determine concrete next steps in order to continue to grow in that component. In his final observation rating, Tyler earned an Emerging (3) rating in every component, and earned an observation rating of 3.0.

- Classroom Culture (50%): Emerging (3)
- Essential Content (25%): Emerging (3)
- Demonstration of Learning (25%): Emerging (3)

**Anchor Technique Ratings Final -2.5**

In Week 5, Tyler demonstrated significant growth and his performance after receiving informal feedback. He reached emerging in two out of the four techniques for his summative anchor technique rating

- *What to Do*: 3
- *Strong Voice*: 2
- *100%*: 2
- *Positive Framing*: 3



**Total Observation Ratings (55%)- 1.21**

- Average of all Observation Ratings: 2.2
- We multiply the average of all observation ratings by 55%:  $0.55 \times 2.2 = 1.21$

**Total Anchor Technique Ratings (25%) - 0.625**

- Average of all Anchor Techniques Ratings: 2.5
- We multiply the average of all anchor technique ratings by 25%:  $0.25 \times 2.5 = 0.625$

**Total Non-Anchor Technique Ratings (20%) - 0.40**

- Average of all Non-Anchor Technique Ratings: 2
- We multiply the average of all Non-Anchor Technique ratings by 20%:  $0.20 \times 2 = 0.40$

**Overall Score:  $1.21 + 0.625 + 0.40 = 2.235$**

## Performance Improvement Plan

After the first two weeks of Field Experience during PST, you may participate in a Performance Improvement Plan (PIP) for teaching development if we find that you need additional support in order to meet performance expectations. The purpose of a PIP is to outline your specific areas for growth and the corresponding strategies and supports that will help you improve in those areas. As a part of your PIP, you and your Coach will work together to create a road map for the next steps you will take to work toward becoming an effective teacher, and the steps your Coach will take to help you get there. In line with our TEACH values, participating in a PIP is a chance to reflect on your practice, focus on your growth, and take the necessary steps to do what it takes to become an effective teacher for your students.

While participating in a PIP, you will be 100% focused on developing as a teacher in your Field Experience classroom. During this time, you will refrain from searching for a teaching position so that your sole focus is on your growth and development. This means that your information will be made available to principals and you will be eligible to participate in teacher networking events AFTER you have successfully met the requirements of your PIP. As we outlined in the [Hiring Support Guide](#), the majority of hiring happens at the end of summer, so if you ultimately meet performance expectations, you will have time to pursue jobs and network with school administrators in August.

We know that Fellows will learn and grow at a different pace – some Fellows may start off having already experienced some success and will work to refine their skills in order to reach mastery; others will struggle at first, but with practice and feedback will make rapid improvement during the weeks of PST. As a result, not all Fellows will participate in a Performance Improvement Plan. However, if you don't participate in a PIP yourself, you will likely know many people who do. During the summer, we typically see about a quarter of our Fellows receive this type of support. Most Fellows who receive the support of a PIP move on to meet expectations through dedicated work with NYCTF staff. Regardless of where you start, you must meet performance expectations by the end of the PST to be eligible to start teaching in the fall.

### What this looks like:

Jane has been working hard throughout the summer but hasn't been able to demonstrate proficiency in classroom culture or demonstration of learning as outlined in the Instructional Framework. After an observation, Jane's Coach walks her through some specific and actionable feedback on her lesson. Jane takes advantage of the discussion and names some areas where she could use more support during the remainder of PST. Her Coach discusses her Performance Improvement Plan, and she agrees to stop her job search while she is on her PIP so that she can put her full attention into improving her practice. Jane works closely with her Coach over the next two weeks, asking for additional feedback and utilizing her Skill-Building Sessions as an opportunity to practice and develop further. In her next observation, Jane demonstrates huge growth in her execution of Anchor Techniques and puts into practice much of the feedback she received in her last observation. Afterwards, her Coach talks to her about her growth and reflects that she has met the expectations of her PIP. Jane continues to reflect on the feedback provided by her Coach and re-enters the hiring pool. A week later, she attends a networking event and by mid-August, she has a job offer.



## End of Training Outcomes

Our performance expectations and overall score help us to determine a picture of your readiness to become a teacher who can raise student achievement. We expect that the overwhelming majority of Fellows who apply feedback, internalize and demonstrate our TEACH values, and work toward honing the prioritized teaching skills will meet performance expectations at PST. We consider our assessment process carefully and want to ensure you are ready to enter the classroom in the fall. At the conclusion of PST, NYCTF staff will determine an outcome for each Fellow based on their overall score.

|  |  |
|--|--|
| <p><b>Meets Performance Expectations for Pre-Service Training</b></p> <p><i>Overall score of 2.2 or above</i></p>          | <p>If your overall score is between 2.2 and 3.0, you have demonstrated the necessary progress and growth to show your readiness to raise student achievement, and there is clear evidence that students are learning in your classroom. Therefore, you have met performance expectations for pre-service training. Fellows who earn an overall score in this range will be eligible to become a teacher as a NYC Teaching Fellow, provided they are otherwise in good standing with the program. As a Fellow, we expect that you will continue to take full advantage of every opportunity to learn and grow throughout your first year in the classroom and beyond.</p>   |
| <p><b>Does Not Meet Performance Expectations for Pre-Service Training</b></p> <p><i>Overall score of 2.19 or below</i></p> | <p>If your overall score is between 1.9 and 2.19, you are not yet consistently proficient in the skills necessary to ensure student learning, and therefore have not met performance expectations at pre-service training. NYCTF staff will consider additional evidence, such as your growth and your ability to apply feedback, to determine if you will be eligible to become a teacher as a NYC Teaching Fellow. Some Fellows scoring in this range will be eligible to remain a Fellow.</p> <p>If your overall score is 1.89 or below, you have not demonstrated satisfactory growth, and therefore have not met performance expectations for pre-service training. Fellows scoring 1.89 or below will be withdrawn from the program.</p> |

## Standard Policies

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All Fellows must uphold the NYC Teaching Fellows' Essential Professional Traits (detailed on page 25), which serve as a common standard for the NYC Teaching Fellows community in its efforts to work together towards educational excellence and equity.

The PST policies outlined below are also a key part of how we look at Fellow conduct during the summer. If you violate any of these policies during or after PST, you may be subject to disciplinary action, up to and including dismissal from the program.

### **Daily and Prompt Attendance at All Components of Pre-Service Training**

We expect that you will hold high expectations for yourself as an educator by being present each day for your students, your co-Fellows, your Cooperating Teacher, and your Lead Instructor. We have a short time together to ensure that you are as prepared as possible to enter a classroom in the fall and raise student achievement. You are required to attend and participate fully in PST, including arriving on time and staying for the entirety of all training components. Every minute counts and your attendance and engagement in sessions will ensure that you are maximizing this opportunity to become an effective teacher in a high-need school. You are also responsible for the growth and success of the students you teach in your Field Experience classroom and they will be relying on you throughout the summer.

In the event of an emergency, you are expected to notify your Cooperating Teacher, Coach, and the NYCTF Front Office in advance of any absence or lateness. You may be required to provide documentation explaining your absence; the NYCTF Front Office will reach out to you via email if this is necessary.

**PLEASE NOTE: Should you exceed two emergency absences during PST, you will be withdrawn from the Fellowship and will not be eligible to reapply or be reinstated at any point in the future.**

- If you are late twice for any reason, it will count as one of your emergency absences.
- Tardiness of 20 minutes or more to any PST event or function without notification to program staff will count as an absence.

In all cases of absence, it is your responsibility to meet with your Coach and Lead Instructor to determine how missed training activities will be completed (if possible).

If you expect that religious or health circumstances will cause you to be absent more than twice during the summer, please reach out to the **NYCTF office through our [Contact Form](#) by Friday, June 17, 2016.**

### **Interviews during Pre-Service Training Hours**

During PST, your central focus will be on developing the skills necessary to become an effective new teacher. You are expected to participate fully in Field Experience, Skill-Building Sessions and Responsive

Coaching Sessions. Any job interviews scheduled during the summer should be done so carefully to minimize the impact on your development as a Fellow.

### Scheduling Interviews

You should prioritize scheduling job interviews outside of PST hours. In the event that you are unable to schedule an interview outside of these hours, you may miss one day per week from Field Experience (approximately 8 AM to 12 PM depending on your Training Academy) to interview for prospective positions. You may not miss any time in Skill-Building Sessions, afternoon sessions with your Lead Instructor, or university coursework to interview.

If you must miss Field Experience time, you must:

- Ensure that you are not scheduled to be observed during that time
- Seek approval from your Coach at least 24 hours ahead of time
- Inform both your Cooperating Teacher and co-Fellows in advance (if approval is granted)
- Return from your interview for the start Skill-Building Sessions (approximately 12 PM, depending on your Training Academy)

As a Fellow, you are representing the entire program when you are interviewing and meeting with Principals; therefore, you are expected to act professionally, follow-through with all interviews you schedule, and positively exemplify the program.

### Professional Dress during Pre-Service Training

All Fellows are expected to dress professionally when attending all components of PST. This expectation extends from the Welcoming Event into your classroom this fall, and includes Field Experience, university coursework, and Skill-Building Sessions. Professional dress usually consists of a button-down or short-sleeve collared shirt and slacks for men and a skirt or slacks and blouse or a dress for women. Ties and suits are also acceptable. Jeans, shorts, t-shirts, tank tops, halter tops, revealing clothes and flip-flops are not acceptable.

### Appropriate Use of Blogging and Social Networks

NYCTF takes no position on a Fellow's decision to start or maintain a blog or participate in social networking. Fellows must not spend any PST time or use any PST equipment to blog, including video postings, to post on someone else's blog, to work on a personal website, or to participate in social networking. If a Fellow chooses to post to a personal website, blog or social networking site during his or her personal time and on a personal computer, he or she must adhere to the following guidelines:

- A Fellow typically should not identify himself or herself as a New York City Teaching Fellow because that could create the misperception that the individual is speaking on behalf of NYCTF. If any individual identifies himself or herself as a New York City Teaching Fellow, he or she must make it clear to the readers that the views expressed are the individual's alone and that they do not necessarily reflect the views of NYCTF, other NYC Teaching Fellows, and/or New York City public schools.

- Fellows should not disclose confidential information or any other information regarding NYCTF, New York City public schools, or its employees or students that is confidential, proprietary or private.
- Fellows must uphold NYCTF's Essential Professional Traits, including being professional and respectful in all interactions. Fellows must not post any statements that harass or disparage others, any material containing ethnic or racial stereotypes, epithets or slurs, any material containing pornography, profanity, violent or sexually explicit images, or any other content that offensively addresses an individual's race, color, national origin, religion, age, sex, disability or any other characteristic protected by law.
- Fellows must not share private student or coworker information or photographs on social networks.
- Fellows should not become online "friends" with students via Fellow's personal sites.
- Fellows are encouraged to maintain the privacy of blogs or other internet posts by using privacy settings (for example, so that a principal, parent or student cannot find a Fellow's personal blog by conducting an internet search).
- Fellows are encouraged to be mindful of the content of status updates, photos or other posts, even if the content is posted "privately."
- Fellows with blogs or websites must remember that they are accountable and responsible for the contents and statements on them, even during non-work hours and when using a personal computer.

## Teach Like a Champion 2.0 Terms of Use

As a participant in the New York City Teaching Fellows, you must strictly adhere to the following Terms of Use for all *Teach Like a Champion 2.0* and Uncommon Schools materials.

NYCTF is a program run by The New Teacher Project, Inc. ("TNTP") and is covered under a contract between Uncommon and TNTP, dated November 1, 2014 (the "Uncommon Contract") which stipulates how the Training Materials that feature certain Uncommon intellectual property (the "Licensed Materials") can and cannot be used by our "Permitted Users." You are a "Permitted User" under the Uncommon Contract and are hereby notified of and bound by its terms, which are summarized below in these "Terms of Use".

### **"Permitted Users" are:**

- NYCTF Employees-NYCTF's part-time or full-time professional staff who will run or implement NYCTF Programs.
- NYCTF Trained Teachers- Teachers who participate in NYCTF programs such as Teaching Fellows, NYCTF Academy or other NYCTF-led programs.
- NYCTF Trained Coaches- Coaches employed by other organizations outside NYCTF who attend a training and whose job is to provide ongoing observation and feedback to teachers.
- Participating Principals- Principals who attend one or more NYCTF programs that his or her NYCTF trained teacher or coach is attending for observation purposes only.
- NYCTF Clients- Current or prospective clients for the limited purpose of demonstrating how the content is used in NYCTF training programs.

**NYCTF may use the Licensed Materials to:**

1. Conduct NYCTF Programs: NYCTF may provide training, based in whole or in part on the Licensed Materials, to Permitted Users;
2. Make materials available: NYCTF may make copies of the Licensed Materials necessary to provide copies to NYCTF Permitted Users for the purposes of training and post digital copies of the Licensed Materials on the internal network or intranet of NYCTF, provided that such network contains access controls restricting access to only Permitted Users.
3. Publish Reports: NYCTF can generate or publish reports that can reference the name(s) of teaching techniques included in the licensed materials.

**Under no circumstances shall NYCTF:**

1. Train externally: NYCTF may not use the Licensed Materials or any part thereof to provide training to any individual or entity other than Permitted Users.
2. Distribute Externally: NYCTF may not distribute the Licensed Materials or any part thereof to any individual or entity other than Permitted User.
3. Obscure Critical Information: NYCTF may not remove or intentionally obscure any copyright, trademark or confidentiality notice from any copy of the Licensed Materials.
4. Claim rights to materials: NYCTF may not assert or represent to any third party or NYCTF Employees that it has any ownership rights in, or the right to sell, transfer, assign, rent, lease or sub-license the Licensed Materials.
5. Train the Trainer: NYCTF may not, under any circumstances, train other persons including Permitted Users to lead the sessions that they are engaging in with teachers. Permitted Users may not use materials for anything other than his or her own professional development and training purposes.

## Pre-Service Training Operations

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### Field Experience Observations

Field Experience is an opportunity to impact student achievement in New York City and to learn and grow as an educator. In this spirit, your summer school classroom will be open for observation and we hope you are excited by the opportunity to share and develop your practice. You should expect to be observed at any time throughout the day. Possible observers include Coaches, PST staff, other Fellows, NYCTF program staff, summer school staff, principals and administrators.

While not all observers are there to assess your performance, you should expect to get constructive feedback. This feedback is an essential aspect of preparing to become an effective teacher as well as a key underpinning of our TEACH values. Program observers may consult the NYCTF Instructional Framework when they come to watch you teach, and provide you with written or oral feedback. Other observers may leave their observation notes for you to review after your lesson. Use this feedback as another tool when reflecting on and modifying your instruction.

There is no need to stop or alter your lesson when observers arrive. In fact, it is best to continue with your lesson and keep the focus of the class on instruction. During your first lesson, you might discuss with your students how to behave when a visitor enters the room so when an observer arrives, it won't be a distraction.

### Use of Video in Field Experience

Your Coach may ask you to videotape your teaching to use during Coaching sessions or Responsive Coaching Sessions and will work with you to ensure the appropriate technology is available. You may also decide to videotape yourself so you can identify what's going well and what can improve in your classroom. Since video from Field Experience will include the students in your classroom, these videos may not be shared externally and will be reviewed only by you and your Coach.

For additional guidance about video sharing, please speak with your Coach or Training Academy Director.

### Photocopying and Printing

You are responsible for producing professional written work on computers. All assignments (including lesson plans) must be word-processed. We will likely not have computer access or photocopying at PST but New York City public libraries offer free computer access and FedEx Office and other print shop locations offer computer usage for a fee. Ensuring you have printed materials for your lessons can at times require tenacity and flexibility but Fellows have demonstrated resourcefulness and persistence in meeting these expectations year after year.

## Student Curriculum Textbooks

The best source for information about student textbooks will be your Cooperating Teacher. Some might have extra copies of textbooks for you to use during the summer. In your permanent teaching position, your building administrator will be the best resource for information on available and recommended textbooks. Your Coach may share access to curriculum materials through MyPortal as well.



## Lunch

As you may already know, or will soon learn, the day-to-day of a teacher is never simple and you will find yourself wondering where all the time goes! Yet, no matter the hurdle, we remain forever focused on students and do whatever it takes to ensure they achieve at high levels. We do, however, want you to look after yourself and therefore recommend that you pack and carry lunch with you, as options at or around your school may be limited. You may not have access to a fridge or microwave so it is usually a good idea to bring something that does not have to be heated.

## Communications

### Announcements

At the beginning of each Skill-Building Session, Lead Instructors may communicate necessary announcements, including information on PST policies, responses to Fellow feedback, and hiring support updates. Once a week these announcements will come from the Training Academy Director at your site. We will continue to send you messages through your Message Center in Teacher Track so please continue to check that frequently. Programmatic updates and resources pertaining to your job search, testing and certification will be made available through your MyPortal account under the 2016 NYCTF Resources tab. More details regarding what to look out for will be shared with you at the start of training.

### Suggestions and Feedback for Pre-Service Training

Through the duration of PST, if you have any suggestions, feedback or concerns related to any of the PST or program components, we encourage you to communicate these thoughts with us. You are welcome to voice suggestions and concerns via the [Contact Form](#) on our website. We will also be sending you short surveys before, during and after PST to ask for your feedback on your university program, elements of PST and other aspects of the NYCTF program. We encourage you to be candid in your responses as we will use the information you provide to consistently improve your current and future training experiences.

### Contact Information

Since NYCTF will be contacting you in regards to many issues and updates, it is important that you have a working email account and check your Teacher Track message center on a regular basis. If you move,



change phone numbers, change email addresses, or have any reason to believe that we may not have your correct information, please be sure to update your Teacher Track account with new information.

We encourage you to use the following list of resources to identify an appropriate avenue for support for your questions. General questions about training can be answered by your Coach, Lead Instructor, or Training Academy Director. If you have concerns specifically regarding your university or certification, please reach out to your professors or University Coordinator. If you have additional programmatic questions, please reach out to the staff at NYCTF by calling 718-935-4147 during our phone hours or by submitting your inquiry through the [Contact Form](#). Please note, starting June 20, our phone hours will change to 11:30 AM to 3:30 PM Monday through Friday.

| For questions about...   | Speak first to...  |
|--|--|
| PST stipends<br>Summer school placements<br>Hiring Support<br>General Questions - New York City Teaching Fellows Program               | NYCTF Staff members at 718-935-4147 during phone hours or via the <a href="#">Contact Form</a><br><br>Phone hours are 3:00-6:00 PM Monday through Thursday and 3:00 – 5:00 PM on Friday. Starting on June 20, Phone Hours will shift to 11:30 – 3:30 PM every day to accommodate PST schedules |
| Benefits   | HR Connect Health Benefits at 718-935-2802   |
| Salary and Salary Differentials  | NYCDOE Salary office at 718-935-2642   |
| Office of Personnel Investigation (OPI)  | Office of Personnel Investigation (OPI) at 718-935-2750  |
| Certification<br>TEACH<br>University coursework,<br>If your university can support a teaching position you've been offered at a school | Your University Coordinator – contact information can be found on your University Profile  |

## Next Steps

- ✓ Sign up for a PST Orientation Webinar on your Teacher Track Events tab
- ✓ Jot down key takeaways as well as any questions
- ✓ Review the performance expectations during PST to ensure that you understand how you will be evaluated during the summer
- ✓ Mark important dates on your calendar and put together a list of things you need to complete before PST begins