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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...and receiving feedback on my performance was priceless.”

– Raisa Brashi, 2013 NYC Teaching Fellow
Using this Guide

The start of pre-service training (PST) is around the corner and we can’t wait to help you get ready. We know you have already been working hard to prepare for PST, including taking your certification exams, getting fingerprinted and completing your enrollment at your university. While the weeks leading up to PST are busy, completing each one of these responsibilities brings you another step closer to the classroom.

This guide provides a basic overview of your PST experience, focusing on what you will learn as a Fellow and how our training will prepare you for the classroom. It also outlines expectations for your performance and development throughout the training experience.

We recommend that you use this guide 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 guide will share everything you need to get off to a strong start in August. Additionally, you will receive more information about NYCTF performance expectations and what this will look like at your training site.

After reading this handbook, if you have any immediate questions, please email us using our Contact Form or give us a call at 718-935-4147 during our daily phone hours from 3:00 PM-5:00 PM Monday through Friday.
Introduction to Pre-Service Training

**PST Vision**

We train with a clear purpose, focusing on what matters most: developing the skills you need to help students learn and grow. Fellows who complete pre-service training will hold the most essential knowledge, skills, and mindsets necessary to create thriving classroom cultures and engage students with rich and meaningful content starting on the first day of school.

Equity in education drives us and we know your ability to deliver rigorous instruction is contingent on building meaningful relationships with your students. We prepare you to engage in practice and self-reflection to consider the identities of their students, themselves, and the implicit biases they bring to their work to ensure all Fellows maintain effective, student-centered classrooms and support all students in learning.

At NYCTF, we believe that your development is rooted in rigorous practice, feedback, and introspection. Throughout training, our PST staff 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 cultivate excellent and equitable classrooms.
Cultivating Equitable Classrooms in New York City

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, one out of every fifty of our nation’s public-school students studies in an NYC classroom.

At NYCTF, we believe that truly effective teachers will recognize, respect, and value diversity of all types among students and their 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 our training and mission as a program.

As you continue your journey into the classroom, we encourage you to reflect on the historical, cultural and political context in which you will be teaching. We also ask that you challenge any personal assumptions and respect the needs and perspectives of the communities and neighborhoods you will teach in. You should continually reflect on your own role as a member of that community as well as your practice and role as a teacher. To support you in thinking about this, we have previewed a few questions that you can expect to engage with during PST and should reflect on as you prepare to teach:

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?

While you won’t leave PST with all the answers to these questions, we look forward to digging into these conversations with you. Reflecting on these questions and continuously challenging yourself are integral to your development as a teacher.
Pre-Service Training Culture

Our PST culture is grounded in our vision for training and commitment to students in New York City. We set a high bar during PST because we know that teacher quality is the most important factor in raising student achievement and recognize that completing training requires perseverance.

With that in mind, we strive to continually embody our Core Values. Our Core Values indicate the mindsets and skills that matter most to our program because they are so essential to the teaching career. Year after year, we find that our pre-service teachers are most successful when they strive after and embody these values.

Commitment to Equity
We believe it is our responsibility to give every child an excellent education. We set incredibly high expectations for all of our students and ourselves to empower every student in every neighborhood on their path to success. We reflect on our own unconscious biases and work to understand how dynamics of power and institutional racism affect us and our students.

Constant Learning
We continuously reflect on our practice, take ownership for our own professional development and view our growth on a continuum. When we are missing knowledge or information, we seek it out. It is not only within our control, but also our responsibility, to provide a top-quality education for our students, and we will do whatever it takes toward this end.

Collaboration
We work as a team to challenge and support one another, with trust as our foundation. We appreciate that multiple perspectives generate a richer understanding of our work and how to improve it. We go to our team as a source of inspiration, positivity, and fun. We approach our peers with generosity of spirit.

Leadership
We exhibit leadership in our classrooms and schools. As teachers and mentors, we thoughtfully set goals and make strategic decisions to help us reach them. We are innovative - where there are no solutions, we create them. We operate with integrity and seek always to align our actions with our beliefs.
PST Structure and Schedule

Our 12-week fall training begins on August 27 and continues through December 15. Your training this fall will consist of three main components: Field Experience, Skill Building Sessions, and university coursework. The graphic below describes each component and illustrates how you will engage with each one during your PST daily schedule. Additional information about these components can be found on page 9. More logistical information and your specific schedule will be shared with you when you receive your Teaching Academy assignment.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Experience</strong></td>
<td>Field Experience consists of the time at your Teaching Academy site. With the support of PST staff, you will lead-teach and engage in development activities to help you grow into an effective teacher.</td>
<td>Monday – Friday 7:30 AM – 3:00 PM</td>
<td>Teaching Academy*</td>
</tr>
<tr>
<td></td>
<td>*You will receive your assignment in late August and will begin reporting to your Teaching Academy site on September 4th.</td>
<td></td>
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</table>
| **Skill Building Sessions**| At these sessions, you will develop your teaching practice through observing teaching demonstrations, practicing teaching techniques, and designing standards-aligned lessons.                                        | August 27th 8:30pm – 4:30pm  
August 28th – 31st 9:00 am – 4:00pm  
September 5th – December 15th  
**Brooklyn College & City College**  
Wednesdays & Thursdays 4:30pm – 6:30pm  
**Pace University**  
Tuesdays & Wednesdays 5:00pm – 7:00pm | Skill Building intensive will take place at St. Francis College for full days from August 27 – 31. Beginning the week of September 3rd, Skill Building Sessions take place at an assigned location. |
| **University Coursework**  | During this time, you will begin your master’s degree coursework at your assigned university with other Fellows teaching in your subject area.                                                                  | Time varies by university      | University coursework will take place at your assigned university. You will receive more information about coursework in your university profile. |
PST Support Staff

At your Teaching Academy, you will work with a team of outstanding current and former teachers. Our staff are experienced in building strong classroom cultures and leading students to high levels of academic performance and will use this knowledge to help you develop over the course of PST. Below, we have included more information about these specific roles and how you will engage with different staff members this fall:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Lead Coach (LC)</strong></td>
<td>• Classroom teachers at the school (Teaching Academy) site</td>
</tr>
<tr>
<td></td>
<td>• Work with Collaborative Coaches and School Leaders to ensure you are</td>
</tr>
<tr>
<td></td>
<td>getting the most of Field Experience, and resolve any related issues that</td>
</tr>
<tr>
<td></td>
<td>may arise</td>
</tr>
<tr>
<td></td>
<td>• Support and develop the Coaches who are working with you throughout the</td>
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<tr>
<td></td>
<td>program</td>
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<td></td>
<td>• Responsible for ensuring that all Fellows receive the support they need to</td>
</tr>
<tr>
<td></td>
<td>develop</td>
</tr>
<tr>
<td></td>
<td>• Support your development by evaluating classroom practice and providing</td>
</tr>
<tr>
<td></td>
<td>additional feedback</td>
</tr>
<tr>
<td><strong>Collaborative Coach (CC)</strong></td>
<td>• Classroom teachers at the school (Teaching Academy) site</td>
</tr>
<tr>
<td></td>
<td>• Support and observe you, and provide constructive feedback on your</td>
</tr>
<tr>
<td></td>
<td>teaching planning and practice</td>
</tr>
<tr>
<td></td>
<td>• Provide modeling and support with high-leverage teaching techniques you learn</td>
</tr>
<tr>
<td></td>
<td>about in SBS and implement in your classroom</td>
</tr>
<tr>
<td><strong>Lead Instructors (LI)</strong></td>
<td>• Plan and facilitate your Skill Building Sessions</td>
</tr>
<tr>
<td></td>
<td>• Provide instruction and feedback on classroom techniques during Skill Building Sessions</td>
</tr>
<tr>
<td><strong>School Leaders</strong></td>
<td>• Administrators in the school (Teaching Academy) where your Field Experience is located</td>
</tr>
<tr>
<td></td>
<td>• Provide overall leadership in instruction at the school level and management of school operations, faculty and students</td>
</tr>
</tbody>
</table>
Putting it into Practice: Components of Pre-Service Training

Below, you will find a detailed overview of the key components of PST.

**Field Experience**

Field Experience consists of the time spent at your Teaching Academy site. You will begin Field Experience on September 4th. Under the guidance of your Collaborative Coach, you will experience a gradual increase in teaching responsibility. You will receive direct, personalized coaching, comprised of short feedback loops and deliberate practice sessions from your Collaborative Coach. You will gain essential skills related to classroom management, lesson and unit planning, engaging students in instruction, and creating data-driven instruction.

**Lead Teaching Time**

Your lead teaching responsibilities will increase over time, using our gradual release model, from mimicking a part of the lesson to gradually planning for full days, full weeks, and a full unit of study. 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 debrief your lesson and receive feedback from your Collaborative Coach after your lesson to support your growth as a teacher. This teaching time is an opportunity for you to practice newly acquired skills in the classroom and begin to have an impact on academic outcomes for NYC students. You should use lead teaching time to implement the feedback from your Collaborative Coach to continually improve your performance, not just week to week, but class period to class period.

You will be expected to submit a lesson plan for every lesson you teach and will receive ongoing feedback from your Collaborative Coach on planning. You will need to print out copies of your lesson plans to maintain in an observation binder in your classroom. PST Staff observers will refer to your lesson plans when visiting your classroom, so be sure to keep these plans up to date and available to them.

**Coaching**

Engaging in coaching is an integral part of PST and a critical part of your development as a teacher. You will spend a portion of your time during Field Experience engaging in feedback, ongoing active coaching sessions, and conversations with your Collaborative Coach.
Coaching Cycles

Your Coach will lead coaching cycles with you to promote rapid, continuous improvement as illustrated in the graphic to the right and described below:

1. At the start of the coaching cycle, you will be observed teaching. Based on your performance and your individual needs, your Collaborative Coach will provide active mid-lesson coaching, such as modeling a technique in the classroom or recommending use of a skill. These provide opportunities for you to experience what it is like to get feedback and implement it immediately in a lesson.

2. Reflection is an integral part of your growth and development as a teacher. As part of the coaching cycle, you will be asked to reflect on student learning in your lessons and to self-identify areas for development. These reflections will be an important part of your growth during PST.

3. After a classroom observation, you will participate in a coaching conversation where you will 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
   - Build your skills through practice
   - Determine next steps (e.g., additional in-lesson interventions, practice sessions targeting specific teaching techniques) needed to improve your performance

4. Over the next few days, you and your Collaborative Coach will execute the planned next steps. These steps may include additional active coaching in your classroom or further coaching conversations.

5. Three times over the course of the program, a Field Effectiveness Manager will conduct a formal observation to assess your performance using the NYCTA Rubric. More information about how and when you can expect to be evaluated on these assessments is discussed on pages 16 and 17.

6. You will meet regularly with your Collaborative Coach to discuss your progress and development areas, and to create a plan to achieve additional measurable growth. You and your Collaborative Coach should continuously discuss your performance in your formal observations, as this will help inform how you and your Collaborative Coach plan for your growth.

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 six-part cycle with their Coaches.

Formal Evaluation Schedules and Communication

The Field Effectiveness Manager who formally evaluates you will work with your Collaborative Coach and Lead Coach to schedule your formal evaluations. You will know in advance know when a Field Effectiveness Manager expects to observe you in your Field Experience classroom. We ask that you are flexible given the busy schedule for both you and your evaluators.
Staff members will also share their email addresses with you and set expectations regarding how you will use email to communicate along with anticipated response timelines. For example, you will be asked to email lesson plans to your coach by specific deadlines each week, so that they may be reviewed for feedback before being taught.

Skill Building Sessions

During Skill Building Sessions, you will develop your teaching practice through observing teaching demonstrations, practicing teaching techniques, and designing standards aligned lessons. You will receive feedback on your work and put what you have learned into practice during Field Experience.

Skill Building Session Curriculum

Skill Building Sessions will follow a set scope and sequence focused on instruction, classroom culture, and equity. Below, we outline each type of Skill Building Session and the associated PST skills.

Instructional Skill Building Sessions

These sessions focus on the following objectives:

- I can plan and deliver rigorous instructional materials.
- I can ensure access to the curriculum for a diverse set of learners.

During these sessions, you will learn and develop core instructional techniques and strategies to increase rigor, promote student thinking, and ensure access to lesson materials for diverse sets of learners. In addition, you will examine what content looks like for the grade level and subject area you will teach. A set of the instructional Skill Building Sessions you engage in during PST will focus on prioritized instructional techniques that create strong classroom culture and management while purposefully building opportunities for your students to do the thinking in the lessons. These techniques can be applied and practiced across content-areas.

Culture Skill Building Sessions

Culture Skill Building Sessions builds mastery toward ensuring that the classroom culture is safe and respectful and allows maximum time to be dedicated to instruction.

Equity Conversations:

Our training is designed to prepare you to be effective with diverse student populations in high-need public schools in New York City. As a part of the online Enrollment Course you recently completed, you read about how issues of diversity and difference might influence your approach to working within New York City’s public schools and communities. To support you in this, you will participate in several conversations throughout pre-service training devoted to creating equitable classrooms. These equity conversations, which are integrated into the curriculum, will cover topics like building relationships with students, culturally responsive teaching, and reflecting on your own biases.
Skill Building Curriculum Learning Cycles

Skill Building Sessions are grouped in deliberate Learning Cycles in which you will focus on related sets of skills and strategies. Skill Building sessions as well as coaching conversations and support will align to each cycle. During each cycle, you will be introduced to focused and related content and activities during Skill Building Sessions. During each cycle, Collaborative Coaches will model these skills in your Field Experience classroom and you will implement the strategies during your Lead Teaching time. Then, you will reflect on your practice in coaching conversations with your Collaborative Coach and in SBS and plan to make necessary adjustments and refinements to your practice. Below, you will find an outline of the planned Learning Cycles for the fall.

SBS Coursework is driven by the Criteria for New Teacher Readiness, a collaborative effort across the DOE and universities to define a level of preparedness for NYC teachers. The Criteria for New Teacher Readiness highlights essential components in the 4 domains of Charlotte Danielson’s Framework for Teaching: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities as well as Connected Practices to support Students with Disabilities, English Language Learners, and Culturally Responsive Pedagogy.

Coursework is designed by learning cycles, 2-4 weeks segments in which sessions focus on a particular domain or connected practice and spiral through the semester. Coursework is aligned to the gradual release of teaching responsibility so that candidates can independently teach by the end of their experience.

Skill Building Curriculum Learning Cycle Schedule
Making the Most of Skill-Building Sessions

Your ability to develop and master prioritized techniques requires active participation and implementation of feedback. When you watch technique demonstrations during Skill Building Sessions, pay attention to what correct implementation looks like and the nuanced details of the technique. Your engagement helps ensure you can implement these techniques and use them effectively with your own students.

Our most successful Fellows are reflective and think about how to integrate feedback they receive on an ongoing basis throughout the fall. During PST, you should expect to receive a lot of feedback and will need to be responsive to the coaching you receive quickly to ensure you are developing as a teacher and providing the highest quality instruction to your students.

University Coursework

In addition to Field Experience and Skill Building Sessions, you will begin your master’s degree coursework during training. For additional information about your university schedule and coursework, please consult your University Profile or contact your University Coordinator.
Your Development During PST

As a Fellow, you will be evaluated throughout your training using the NYCTA Rubric. The NYCTA Rubric is aligned to Charlotte Danielson’s Framework for Teaching, which is the official NYCDOE teacher development and evaluation tool. The skills taught in SBS and all training components align to the expectations in this rubric.

Since student learning is central to our mission as a program, the Danielson Framework for Teaching evaluates student outcomes in addition to teacher actions. You are expected to improve your mastery of teaching skills and techniques across these themes and must meet performance expectations in order to successfully complete PST.

To learn more about what we expect you to be able to achieve with students by the end of the fall, click here to review the NYCTA rubric.

Classroom Observations

During your lead teaching time, you will be assessed on your performance as detailed in the NYCTA rubric, and receive targeted support and feedback from your Collaborative Coach to help you grow and develop as a teacher. Observations will measure both student outputs and teacher actions - considering how your execution of what you are learning during PST translates into student outcomes in your Teaching Academy classroom. We take this approach because a key indicator of teaching success is whether 1) you are becoming effective at establishing a positive classroom culture and 2) you are helping students to learn.

Essential Traits

Great teachers are consummate professionals, and we look for Fellows who exhibit professional attitudes and behaviors to be successful in our program and as teachers. We call these behaviors “Essential Traits.” These traits complement what we outlined earlier in our Core Values. During PST, it is crucial that you uphold
these traits 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: Commitment to High Expectations, Perseverance, Professionalism, and Critical Thinking. More information about these traits and what it looks like to exemplify them are detailed below.

Our Essential Traits are aligned to our Core Values and they name our basic expectations for pre-service teachers. We hold our candidates to a high bar throughout recruitment, selection, and training because we believe that New York City students deserve the best possible teachers.

**High Expectations:** You believe that all students can achieve at high levels and take ownership of the responsibility to achieve those outcomes for them. You believe all students deserve access to rigorous, meaningful content and agency because it gives them the power to own their life decisions.

**What it looks like:**
- You believe that you can and will lead all students to high academic performance by providing access to rigorous and meaningful content.
- You hold all of our students to high academic and behavioral expectations while providing them with a safe and supportive environment.
- You consistently communicate and demonstrate the belief that all students have assets and will perform at high level when they have access to rigorous, supportive teaching.
- You deeply value students’ assets and look for opportunities to build bridges between students’ academic and personal experiences.
- You leverage the assets of the community (including parents, students, teachers, and others) in providing the highest quality instruction to all students.
- You take responsibility for the academic outcomes in your classrooms.
- You maintain high expectations for your own development and performance.

**Professionalism:** You fulfill your commitments and meet your deadlines. You show professional oral and written communication skills. You interact professionally with others, including colleagues, students, families, and communities.

**What it looks like:**
- You present yourself as a reliable, well-prepared, professional and you demonstrate clear respect for the career and your role as a teacher.
- You meet dress code expectations daily, as outlined in the Pre-Service Training handbook.
- You are alert and engaged during instructional time, meetings, and professional development, and use technology only during appropriate times.
- You reply to all communications (emails, phone calls, etc.) within 24 hours using professional language, along with correct spelling and grammar in all written and oral communication.
- In all interactions (verbal and nonverbal) with students, peers, and staff, you assume the best of others.
- You give and receive feedback with a growth mindset about yourself and others in an effort to collectively push towards being an even better version of yourself.
- You are consistently on time and in attendance for all meetings, professional development, and for instructional time. In the event of extenuating circumstances, you communicate proactively with staff prior to the start of a meeting.
- You meet all deadlines for assignments and submission of paperwork. In the event of extenuating circumstances, you communicate proactively with staff prior to the deadline.
Perseverance: You persist in the face of challenges. You continually seek opportunities to grow by seeking feedback and building a habit of reflection.

**What it looks like:**
- You maintain a growth mindset.
- You seek out advice and feedback when you face challenges.
- When a lesson doesn’t go the way that you expected, you learn from the experience and find opportunities to grow.
- You respond to critical feedback in constructive ways.
- You manage priorities effectively.

Critical Thinking: You proactively seek solutions to challenges, make sound judgments, and stay focused on your goals for your students.

**What it looks like:**
- You demonstrate curiosity about what you don’t know and seek perspectives different from your own.
- You consider what is within your control to influence and focus your efforts to affect what is within that sphere of influence.
- You process evidence, recognize patterns, and use quantitative and qualitative data to make informed decisions and plan strategic actions.
- You analyze and interpret information and feedback accurately, while recognizing and countering your own assumptions.

More information about how you will be assessed during training will be available in Part 2 of this handbook, which will be sent mid-September.
Standard Policies

All Fellows must uphold the NYC Teaching Fellows’ Essential Traits, detailed on pages 14 - 16, 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 fall. 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 CC, and your Lead Instructor. We have a short time together to ensure that you are as prepared as possible to enter a classroom in January 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 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 fall.

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

**PLEASE NOTE: Should you exceed three 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 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/or Lead Instructor to determine how missed training activities will be completed (if possible).

If you expect that circumstances will cause you to be absent more than twice during the program, please reach out to the **NYCTF office through our Contact Form by Friday, August 31, 2018.**
**Professional Dress during Pre-Service Training**

You 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 shirts or blouse and slacks, skirts or dresses. 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. If you do maintain a blog or participate in social networking, you must not spend any PST time or use any PST equipment to blog to post on someone else’s blog, to work on a personal website, or to participate in social networking. If you choose to post to a personal website, blog, or social networking site during your personal time and on a personal computer, you must adhere to the following guidelines:

- You 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. You typically should not identify yourself as a New York City Teaching Fellow because doing so 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.

- You must uphold NYCTF’s Essential 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.

- You must not share private student or coworker information or photographs on social networks.

- In order to maintain a professional and appropriate relationship with students, you should not communicate with students who are currently enrolled in DOE schools on personal social media sites. Fellows communication with DOE students via personal social media is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the Fellow should notify his/her supervisor of the contact as soon as possible.

- You 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).

- You 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 covered under a contract between Uncommon and TNTP, dated November 15, 2017 (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".

1. Subject to the terms and conditions of the License, Licensee is authorized to:
   a. Provide training solely within the New Teacher Programs based in whole or part on the Licensed Materials ("Training") to teachers, educators, and professional staff employed by and working within the NYC DOE Department identified above at the time of the Training ("School System Employees"); and
   b. Make copies of the Licensed Materials necessary to provide copies to School Employees for the purposes of any Training.

2. Under no circumstances shall Licensee:
   a. Use the Licensed Materials or any part thereof to provide Training to any individual or entity other than School System Employees in the authorized New Teacher Programs;
   b. Distribute the Licensed Materials or any part thereof to any individual or entity other than School Systems Employees;
   c. Accept or solicit any monetary compensation for or profit from providing the Licensed Materials or providing any Training based in whole or part thereon;
   d. Remove or obscure any copyright, trademark or confidentiality notice from any copy of the Licensed Materials; or
   e. Assert or represent to any third party or School Employees that it has any ownership rights in, or the right to sell, transfer, assign, rent, lease or sub license the Licensed Materials.

3. Prior to providing Training and disclosing the Licensed Materials to School Employees other than the employees named above, Licensee will provide a copy of the Usage Restrictions to:
   a. All School Employees who receive, view, or will be provided access to the Licensed Materials in whole or part; and
   b. All School Employees participating in, implementing, or leading any Training incorporating, referencing or utilizing the Licensed Materials.

4. Licensee agrees that it is liable for any breach of the Agreement, including the Usage Restrictions, by Licensee or any School Employee. Licensee further acknowledges that any such breach shall cause irreparable injury to Licensor for which Licensor shall be entitled to the remedies identified in Section 11 of the Agreement.
Pre-Service Training Operations

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 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, other school staff, principals, university representatives, and school and NYCDOE administrators.

While not all observers are there to assess your performance, you should always be ready to receive constructive feedback. This feedback is an essential aspect of preparing to become an effective teacher. Program observers may consult your rubric 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
PST staff may ask you to videotape your teaching to use during Lead Teaching and/or 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 is 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 Lead Coach.

Photocopying and Printing
You are responsible for producing professional written work on computers. All assignments (including lesson plans) must be word-processed. You may not have computer or copier access at your Teaching Academy site during PST, but New York City public libraries offer free computer access and FedEx Offices and other print shop locations provide computer usage for a fee.

Student Curriculum Textbooks
The best source for information about access to student textbooks will be your Collaborative Coach. Your Collaborative Coach may have extra copies of textbooks for you to use during the program. In your permanent teaching position, your building administrator will be the best resource for information on available and recommended textbooks.

Lunch
We 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 refrigerator or microwave, so it is usually a good idea to bring something that does not have to be heated.
Communications

Contact Information
Since NYCTF will be contacting you in regard 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 current or correct contact information for you, please update your Teacher Track account with your 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 Lead Coach. 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.

<table>
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<th>For questions about...</th>
<th>Speak first to...</th>
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<tr>
<td>• PST stipends</td>
<td>NYCTF Staff members at 718-935-4147 during phone hours or via the Contact Form</td>
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<tr>
<td>• Teaching Academy placements</td>
<td>Phone hours are 3:00-5:00 PM Monday through Friday.</td>
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<td>• Hiring support</td>
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<td>• General questions - New York City Teaching Fellows Program</td>
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<td>Benefits</td>
<td>HR Connect Health Benefits at 718-935-2802</td>
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<td>Salary and Salary Differentials</td>
<td>NYCDOE Salary office at 718-935-2642</td>
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<td>Office of Personnel Investigation (OPI)</td>
<td>Office of Personnel Investigation (OPI) at 718-935-2750</td>
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<td>• Certification</td>
<td>Your University Coordinator – contact information can be found on your University Profile</td>
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<td>• TEACH</td>
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<td>• University coursework</td>
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<td>• If your university can support a teaching position you've been offered at a school</td>
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Next Steps

✔ Review the performance expectations during PST to ensure that you understand how you will be evaluated during the fall. Remember to keep an eye out for additional information about PST performance expectations that will be shared with you before the start of Field Experience.

✔ Mark important dates on your calendar and put together a list of things you need to complete before PST begins.

✔ Get excited for the start of PST! Remember, the first day of PST is Monday, August 27th. We are eager for you and the other Fellows in your cohort to come together to kick-off fall training!

Best of Luck!