



New York City Department of Education 2018-2019 Hiring Support Guide



**PRE-K
FOR ALL**

**3-K
FOR
ALL**

**NYC
MEN
TEACH**

NYC
Teach PE in NYC

SPARK
OPPORTUNITY
TEACH NYC

Welcome!

Thank you for your interest in the New York City Department of Education (DOE). We are excited you have decided to teach in the largest and most diverse public-school system in the nation. We strongly believe that our students deserve teachers like you who are skilled at fostering student achievement and development.

Navigating a system with over 1,800 schools presents a job search filled with possibility. This guide was written to assist you in conducting a successful search for a teaching position and provide you with a clear overview of the teacher hiring process. Ultimately, we want you to find the right fit position at a school where you can grow in your career. As you embark on your job search, we encourage you to take advantage of the services, workshops, and resources provided to you by the Office of Teacher Recruitment and Quality (TRQ) here at the DOE.

In addition to the support you will receive from TRQ, it is critical for you to be proactive in your job search in order to compete with the thousands of other eligible candidates applying to teach here in New York City. Here are two things to keep in mind:

1. Be flexible and open to the diverse opportunities available within the five boroughs throughout the DOE
2. Be proactive and responsive throughout your search (e.g. email your resume to principals in schools of interest and check your email/phone daily to respond immediately to principals and hiring managers)

We recommend that you spend at least 60 minutes carefully reading this guide. We look forward to helping you achieve your goal of becoming part of our talented team of 75,000+ New York City public school teachers. The right school for you is out there—and this guide will help you find it. Let the job search begin!

Yours in Education,

DOE Office of Teacher Recruitment & Quality
teachnyc@schools.nyc.gov

AN EQUAL OPPORTUNITY EMPLOYER

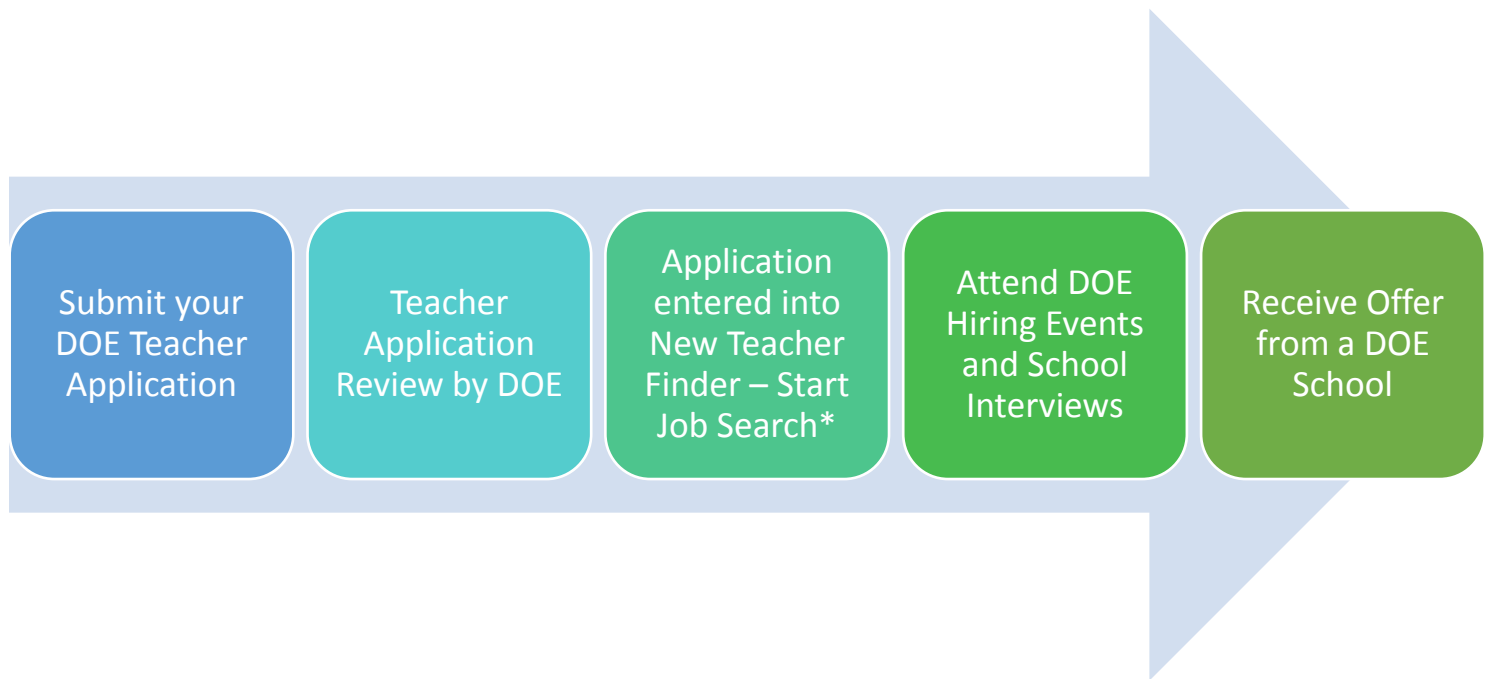
It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at <http://schools.nyc.gov/OEO>

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SECTION 1: INTRODUCTION TO YOUR JOB SEARCH

This hiring support guide will help you navigate the job search and find schools where you can have a lasting impact on student achievement and the school's culture and success. To begin the job search process with the DOE, every candidate *must* complete a New York City Department of Education online teacher application, found on the teachnyc.net website. This website is designed to provide teacher candidates with information about our schools, career pathways to the classroom and upcoming informational events. This is the starting point of your journey to becoming a NYCDOE teacher. The [application guide](#) will give you a more in-depth overview of how to complete a teacher application. On the [DOE website](#), you can also find schools in neighborhoods you've identified and become familiar with those schools' demographics and statistics. Below is an overview of the entire hiring process:



Note: All DOE applications must successfully pass the screening process before they enter the New Teacher Finder. New Teacher Finder (NTF) is a database for candidates to connect with schools and access job postings and other resources. In addition, to help with the job search, New Teacher Finder teacher candidates have access to hiring resources and exclusive networking events.

Take advantage of the DOE webinars offered regularly throughout the hiring season to learn more about teaching in New York City. Our Teacher Chats are a terrific opportunity to hear from current New York City teachers. Our Recruiter Chats provide teacher candidates with an opportunity to speak first-hand with DOE Teacher Recruitment Managers. Hear the most common questions about the DOE Teacher Application and get answers to your own questions. All of these sessions are free, but you will need to [reserve a virtual seat](#)!

Jumpstart Your Search

Last year, the DOE hired approximately 6,500 teachers across a wide range of subjects and grade levels. We are always looking for teachers who can help students reach their full potential. We are especially interested in applicants certified to teach students with disabilities, and applicants who are certified in high-need subjects, such as science, mathematics, English as a Second Language, and bilingual education. The DOE does not publicly showcase a comprehensive list of open positions for any of its schools, but the list below highlights some of our recent hiring needs:

- ✓ Sciences*
- ✓ Mathematics*
- ✓ Special Education (Secondary and Elementary)*
- ✓ English as a Second Language*
- ✓ English*
- ✓ Social Studies*
- ✓ Early Childhood*
- ✓ Childhood / Common Branches*
- ✓ Middle School Generalist*
- ✓ Speech*
- ✓ Physical Education and Health
- ✓ Arts, including visual arts, music, theater and dance*
- ✓ Library
- ✓ Most foreign languages including Spanish, Chinese, Latin and French*



*Also hiring teachers with bilingual certification in that subject.

Note: All New York City teachers must have a valid teaching certificate from the [New York State Education Department \(NYSED\)](#) to be eligible for a permanent position teaching in our schools.

Hiring Initiatives

Pre-K for All & 3K for All



Through the historic Pre-K for All initiative, New York City makes free, full-day, high-quality pre-K available to all four-year-olds in the City. Pre-K for All is available in all boroughs and communities, serving almost 70,000 students. Building on this success, 3-K for All was launched this school year and serves 1,500 students in School Districts 7 and 23. To learn more about early childhood opportunities and eligibility, as well as application information, on [this website: http://teachnycprek.org](http://teachnycprek.org).

Pathways to PE



Through an unprecedented City Hall commitment to Physical Education (PE) under the [PE Works initiative](#), the DOE is leading the nation in revitalizing quality PE, especially at the elementary level, with an infusion of certified PE teachers to provide quality instruction and lead health and wellness efforts in schools with grades K-5. An investment to hire more than 500 new certified elementary PE teachers by 2019 ensures all elementary students learn about their bodies, how to take care of them, and how to move. We're looking for aspiring PE teachers who are passionate about teaching students the skills and benefits of setting individual fitness goals, being good team players, and becoming part of a health-focused school community. To learn more about the PE initiative visit this website: <http://teachnyc.net/teach-pe>.

New York City Men Teach



NYC Men Teach is dedicated to uniting men of color committed to educating today's diverse student population, engaging in each other's professional and leadership development, and empowering the communities they serve. NYC Men Teach engage men of color to become teachers in NYC, as all students benefit from the increase of experiences and perspectives that male teachers of color can bring to the classroom. Once aspiring teachers join this community, they will have access to an array of supports including hiring resources, professional development, mentoring, networking opportunities, and more. For more information about [NYC Men Teach](http://nycmenteach.org/) visit: <http://nycmenteach.org/>

Select Recruits Early Hiring Program



The Select Recruits Early Hiring Program gives teacher candidates the opportunity to join a community of passionate and collaborative educators teaching students in the Bronx and develop a career as an educator in this diverse and dynamic community. Candidates accepted to the Select Recruits Early Hiring Program receive exclusive hiring and career supports before candidates in the NTF and can accept offers from Bronx schools as early as March. Select Recruits are certified or on track to be certified in New York State by September 1, 2018 and are dedicated to building a career and community in the Bronx by accepting an early hiring commitment for the 2018-19 school year. For more information visit the website: <http://teachnyc.net/how-to-apply/select-recruits>. *The application deadline for the Select Recruit Early Hire program is February 23rd, 2018*

DOE Teacher Hiring

In the DOE, teachers are hired by individual schools, not by a central office, and each school has its own approach to hiring. Many schools begin the hiring process as early as February, so it is important to start your job search early to take advantage of all opportunities to connect with principals and hiring managers.

Teacher candidates who understand the job search process and properly prepare themselves will be more confident and successful in their efforts to locate and secure a teaching position. Start to prepare for and begin your job search in early spring. You can start contacting schools as early as February 2018. Reach out to principals directly to learn more about their open positions. Simply indicate that you that you are interested in their school and would like to have the opportunity to discuss your qualifications. If you are a candidate in the hard to fill areas of mathematics, science, foreign language, or special education, you should consider making employer contacts early or take advantage of our Select Recruits Early Hiring Program.

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

- **Early Hiring Initiatives:** While our schools are located in all five boroughs, many of NYC’s highest-need schools are in the Bronx, and the DOE sponsors a number of early hiring initiatives to support this borough. As the greatest proportion of teacher vacancies are in the Bronx, the DOE supports hiring by hosting networking events and school tours as early as February for teacher candidates that have been accepted to the Select Recruits Early Hiring Program
- **Anticipated Teacher Vacancies:** Many schools are able to anticipate vacancies well before the start of the school year. Teachers may announce retirements or transfers prior to the end of the previous school year and/or rising enrollment in their special education population. English as a New Language (ENL) teachers may indicate a need for more teachers in those subject areas the following year. Sometimes, schools have “carryover” vacancies, meaning there was a vacancy last semester or last year at the school that went unfilled and will need to be filled for the coming school year. Anticipated vacancies are typically posted as soon as the hiring representative is made aware of the opening, so you can start searching for these vacancies immediately.
- **Unanticipated Teacher Vacancies:** Hiring at some schools may occur later because teacher vacancies often arise later in the summer. There are several factors that lead to teacher vacancies, including teacher retirements, resignations and transfers, as well as changes in class size, enrollment, and the grade levels offered at schools. Because these events have varying timelines, some schools may share information on specific teacher vacancies later in the summer.
- **Changes in Student Population:** Changes in student population affect the teacher hiring timeline because student enrollment differs from year to year. Teacher vacancies in special education, bilingual education, and English as a New Language (ELLs) often become available throughout the summer or into the beginning of the school year due to shifts in enrollment of those populations at a particular school.

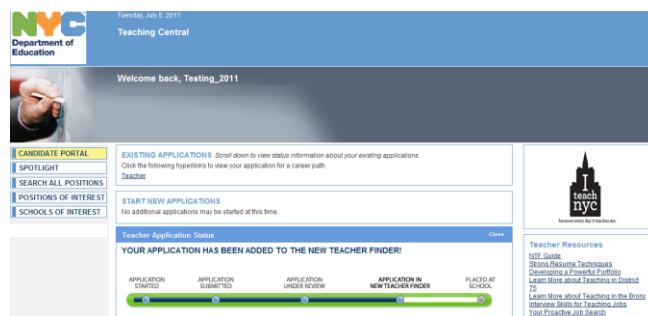
Checklist: Introduction to Your Job Search

- ☐ **Read the Hiring Support Guide** in its entirety.
- ☐ **Attend a DOE Webinar.** [Reserve a virtual seat.](#)
- ☐ **Research** the various [DOE Hiring Initiatives](#) and indicate interest on respective websites.
- ☐ **Ensure you communicate professionally.** Create a professional, updated e-mail address, voicemail greeting, and online presence that will be appropriate to use with hiring representatives.

SECTION 2: DOE JOB SEARCH SUPPORTS

Now that you understand the job search process a bit more, this section will give you an understanding of the New Teacher Finder (NTF), which is the DOE's job search tool. Once your application is successfully screened, you will have access to this useful job search tool.

NTF allows principals and hiring managers to find you. Within NTF, principals can search the database for teacher candidates by criteria such as subject area and borough preference. Once they find candidates that interest them, they can post requests for applications from these candidates. Please make sure your contact information on your application is accurate and up to date so that when a principal or hiring manager sends you a message, you are sure to receive it.



If a principal contacts you through NTF, follow up promptly with him or her, even if you are not interested in the position. Additionally, as a teacher candidate of NTF, you will be able to search for and express interest to schools that are looking for teachers in your subject area.

**Please Note: Your admission into NTF is also contingent on an assessment of your eligibility for certification by September 2018 from information provided by the New York State Education Department and/or you. If any information provided was incorrect and you are not eligible to be certified by New York State by September 2018, you will not be able to secure employment as a teacher in our schools.*

The Office of Teacher Recruitment & Quality also provides you with access to additional tools and resources within NTF to help you secure a job, including the following:

1. **Update Your NTF Profile.** Your application profile will become viewable to principals and hiring managers within NTF. Make sure you keep your resume and preferences up to date.
2. **Search Open Teaching Positions.** You'll be able to search for teaching positions—it's important to know that not all principals list positions in the NTF, but many do, and this will give you a sense of what's out there. Principals may not post positions, but they could be reviewing resumes to see which candidates can be a good fit for their schools when a vacancy arises.
3. **Attend Recruitment Events.** If you're certified in a high need subject area, you may receive invitations to DOE sponsored recruitment events during the spring or summer.

**Note: Not all candidates are invited to all events online and in person. Overall application quality, event capacity and current certification needs are taken into consideration when inviting candidates and schools to networking events.*

4. **Access Teach NYC Academy.** Upon your successful application screening, NTF also gives you exclusive access to the Teach NYC academy. The Teach NYC Academy is a series of job search webinars. The webinar series and workshops are designed to target specific job search strategies and skills including: resume creation, interviewing, and demonstration lesson planning.

Hiring Events in New York City

Each year, the Office of Teacher Recruitment and Quality (TRQ) hosts a variety of events including: recruitment fairs, principal panels, and other networking events. All of these hiring events share a common thread—hiring representatives with vacancies are evaluating candidates for a potential fit at their schools. Below is a summary of some hiring events:

- **DOE Hiring Events.** These events bring together a large number of candidates and hiring representatives from a variety of school types. Networking Events are a great opportunity to build connections and some principals will come prepared to hire, so ensure that you have your materials (e.g. resume, cover letter, sample lesson plan, unit plan, etc.) ready when you attend. These events may include schools from a single school district, an entire borough, all across the city, or schools that are part of a specific group (such as [Renewal Schools](#)).
- **DOE Sponsored School Tours.** School tours provide additional opportunities for you to connect with hiring representatives and learn more about a wide range of school communities. During these formal tours, you will get to visit classrooms, learn about the missions of individual schools, and meet faculty and staff.
- **School-Hosted Interview Days.** Interview days are events during which principals and hiring representatives at individual schools set aside a day to interview and hire teacher candidates.



Because the focus is on interviewing and hiring at these events, it is in your best interest to begin preparing your resume and talking points in advance. Invitations are reserved for the strongest candidates in select subject areas, so be sure to draft a quality resume. Events like these are one of the most effective ways for you to get your resume directly into the hands of principals who are hiring. These hiring events usually take place on weekday afternoons, generally between February and August and are typically in Brooklyn, Manhattan, or the Bronx. There are usually anywhere from 20 - 100+ principals and/or hiring managers present, from all boroughs.

Prepare for a Hiring Event

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

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

- Revise and print copies (15-30) of your resume to hand out to hiring representatives.
- Review the interviewing section in [Section 4](#) of this guide and prepare responses to the sample interview questions.
- Be prepared to talk about your experience with school hiring representatives.
- Conduct research on the schools that have registered for the event and begin to identify the schools that you are most interested in learning more about.
- Be flexible. If a school is not available to meet you, be open to other school opportunities.
- Dress in business attire.

Preparing a Great Resume

As a representation of your cumulative personal and professional experiences, a polished resume that shares your strengths with principals and other hiring managers is important. If your resume is already in great shape, you may not need to adjust much.

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

Determining the Content of Your Teaching Resume

As we dive into creating a polished and strong resume, review some general resume writing tips below:

- Keep your resume simple and straightforward. You should not use the first person “I” or include narratives with your experiences. Bulleted lists to demonstrate skills and achievements are the clearest and most concise way to include information about each position.
- Include any skills that relate to data analysis, training, and leadership.
- Organize your resume using clear section headings, and be consistent in your formatting.
- Use a font that is easy to read and clear, such as Arial, Calibri, or Segoe UI.
- Export or “print” your final resume version as a PDF file. Sending your resume as a PDF ensures that it can be read clearly on any digital platform.
- Have at least two people proofread your resume.

A good way to generate a quality teaching resume is to reflect on your past experiences with the specific objective of obtaining a teaching position. As you think about the skills you brought to previous positions and experiences, determine which of your strengths are applicable to a teaching career. Highlight any previous teaching, tutoring, and work with children. Consider your experience with these questions in mind:

- Have I worked with youth? If so, what age groups? What was the capacity of my work and how many kids did I work with?
- Have I ever worked with people with special needs (either personally or professionally)?
- Have I taught, trained, tutored, managed or mentored anyone, even if informally, and did it lead to specific positive outcomes?
- What unique skills or interests do I have that could either enrich a classroom or apply to teaching, such as experience working with data?
- What kind of collaborative experiences do I have? When have I worked successfully within a team? Have I been selected for special projects, committees or task forces? If so, did it lead to any noteworthy accomplishments or changes? Were these recognized?
- What language proficiencies do I have? Do I have experience working with English Language Learners or speaking another language?

Preparing a Cover Letter

As a part of preparing for an event, you also want to create a strong cover letter. Your cover letter should clearly be tailored to a specific school and contain only pertinent and relevant information. It should also demonstrate effective and succinct writing. Lastly, you should have at least two people proofread your cover letter to ensure it is error free.

When creating a cover letter, here are some guidelines to follow:

- Be concise and formal in your language; your cover letter should not exceed one half of a page, or about three short paragraphs. Every sentence in your cover letter should be succinct, focused, and relevant. This is your opportunity to make a great first impression!
- When e-mailing your cover letter and resume to a hiring representative, your cover letter should be in the body of the e-mail. Begin the e-mail with “Dear Principal [Last name].” Principals’ names are usually available on the “School Portal” page, by clicking “Website” on its [School Search results](#).
- Attach your resume as a PDF to this e-mail and write “Please find my resume attached.”

The Three Paragraph Cover Letter

1. Introduction:

- Introduce yourself, being specific about your certification area (subject and grades) and your interest in the position
- If you are not applying to a vacancy, express interest in the subject area and grades you are searching for a position in
- Sum up your experience and where you are coming from
- Highlight relevant experiences or skills that you will discuss in the next paragraph

2. Body Paragraph:

- Rather than summarize your resume, emphasize your strengths with examples of achievements that are relevant to the position. Include measurable achievements instead of listing all of your prior work experience (e.g. *increased customer satisfaction by 10%* or *made employee training more efficient and effective*)
- Explain how these highlighted skills and experiences are relevant to the position
- Show you have done your research by discussing the unique characteristics that led to your interest in this school, including the mission. Highlight the qualities and qualifications that make you a strong candidate to work specifically at this school, in this position. Make sure you are able to connect your skills or experiences to at least one characteristic of the school that you are excited about. For example, if the school has a literature focus and you were an English major, write about your enthusiasm and aptitude for integrating literature into every lesson
- Articulate the positive impact you will have on the school community

3. Conclusion:

- Your third and final paragraph is where you summarize your main points and present next steps
- Quickly restate your interest in the position, the school, and your skills
- Some follow-up steps include: visiting the school, offering to teach a sample lesson, scheduling a phone or in-person interview
- Thank the reader and show your appreciation

You can also review a sample cover letter on our [website](#). Notice how the letter details how this teacher will contribute to the school. If you are excited to work at a particular school, your cover letter is your opportunity to capture that enthusiasm!

Be sure to now look through the checklist to prepare for upcoming hiring events on the next page.

Checklist: DOE Job Search Supports

- ☐ **Prepare your resume.** Review the sample resume section, write or edit your resume so it is ready to present at interviews.
- ☐ **Prepare your cover letter.** Review the sample resume section, write or edit your cover letter so it is ready to present at interviews.
- ☐ **Attend Teacher Networking Events.** They are great opportunities to connect with school representatives, and often lead to interviews and job offers!
- ☐ **Use your network.** Lead teachers, hiring representatives, and administrators at your training academy site can connect you with hiring representatives at other schools. Professors and university staff may be former teachers, mentors, principals, or superintendents with strong ties with schools.
- ☐ **Browse NTF.** The NTF will: give you access to Teach NYC academy (a series of job search webinars exclusive to candidates in the NTF), allow your application profile will become viewable to hiring managers, be able to search for teaching positions, and you may receive invitations to DOE sponsored recruitment events (if you're certified in a high need subject area).

SECTION 3: RESEARCHING SCHOOLS AND CONTACTING PRINCIPALS

With your knowledge of the New Teacher Finder you are ready to start learning about how to research the NYCDOE public schools. Our 1,800 schools are as diverse as our students and the distinctive neighborhoods we serve, from neighborhood schools with deep roots in their local community to small thematic schools such as performing arts. There are schools with a focus in STEM, humanities and dual language. Whatever your interest or passion may be, there is a school for you! As you begin your search, please consider some of the special programs, initiatives, and school districts throughout the New York City Department of Education.

Special Programs and School Districts

Below are a list of several different special programs and districts that hire throughout the year:

- **District 75 Schools**

District 75, which you can learn more about [here](#), is a specialized district within New York City devoted to providing educational, vocational, and behavioral support programs to students with moderate to severe disabilities. District 75 is not delineated by geographic location like many other NYC school districts and District 75 schools can be found across all five boroughs. District 75 programs are housed either in individual school buildings or within general education schools. Teachers in District 75 are part of a larger support network for students with disabilities and their families—this network works to ensure students of all abilities have access to an excellent education. In order to work in District 75, educators are required to receive additional, specialized training for working with students with moderate to severe disabilities.

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

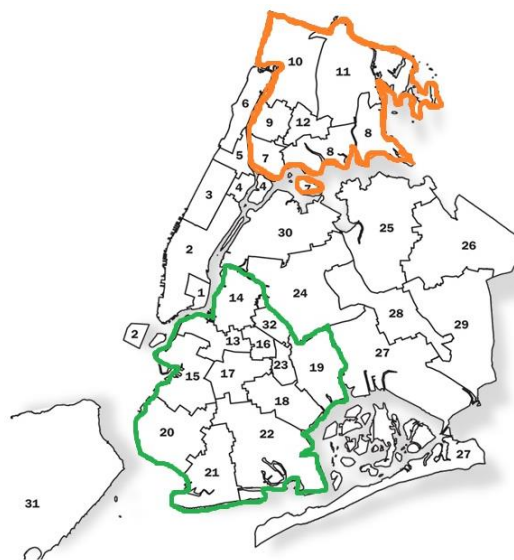
District 79, which you can learn more about [here](#), is a citywide alternative instructional district that was created to ensure that every student has the opportunity to earn a high school or General Education Development (GED) diploma. District 79 serves high school students, young adults, and students with unique needs (e.g. incarcerated youth or adults pursuing a GED) who require alternative pathways to a quality education. Recognizing that many students need additional support, District 79 was established to help these students succeed by providing diverse and innovative educational opportunities that combine rigorous academic instruction with meaningful development.

- **Bronx Schools**

The Bronx is home to Yankee stadium, Supreme Court Justice Sonia Sotomayor, and the final home of Edgar Allan Poe. The Bronx has a rich culture and history and public schools in the borough are a haven for students of all identities. While DOE public schools are in all five boroughs, The Bronx offers the opportunity to teach where you are needed the most in one of the vibrant communities in New York City.

- **Renewal Schools**

Schools participating in the Department of Education's [School Renewal Program](#) will receive intensive support from the DOE over the next three years, with clear goals and accountability for rapid improvement. By teaching in a Renewal School, you have the opportunity to become an integral part of a community committed to providing students with access to excellent education and rapidly improving student achievement. Before interviewing for positions, research the student achievement, demographics, culture, leadership, and trajectory of the school so you can better discuss with hiring representatives how you will help overcome the school's unique challenges. Learn how the school became part of the Renewal Schools Program and what supports are currently in place to help raise achievement.



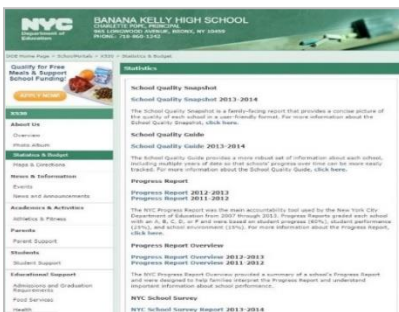
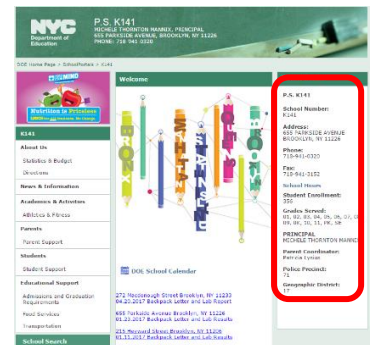
Navigating the DOE Website

Before you begin to research individual schools, it is important to familiarize yourself with how the [DOE's website](#) organizes school information. On the [DOE website](#), you can find schools in neighborhoods you have identified and become familiar with those schools' demographics and statistics. One tool you will find useful to accomplish this is called the "School Search" tool.



DOE 'School Search' Tool: Through the ['School Search' tool](#), you can search for schools by school name, school code, address, grade level, or borough. You can access this tool on the DOE website homepage by clicking "Find a School". If you search for schools by entering an address, your "Search Results" will be all the schools zoned for students at that address. Searching for schools by borough or grade level will produce an alphabetized list. You can then narrow your search by school size, accessibility, school type, and interest areas or organized by district.

School Websites: Clicking on an individual school's link will take you to that school's website or portal, where you will find specific information about the school. The sidebars will contain the school's name, address, district, grades it serves, and links to additional mapping features, the school's website, and the Statistics page.



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

Tip: Every public school in New York City is assigned a unique "District Borough Number", commonly referred to as its "DBN". Familiarizing yourself with

how to read these codes will make your job search process easier—many hiring representatives (principals or school-based administrators) use these codes, and it will help you determine if a school is in the neighborhood and/or district for which you are searching. (Click [here](#) for a map of NYC's school districts.)

Borough	Code
Brooklyn	K
Bronx	X
Queens	Q
Manhattan	M
Staten Island	R

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

Researching Individual Schools

After assessing particular neighborhoods and districts and gaining an understanding of what you are looking for in a school, you should begin to look closer at individual schools. Once you have conducted research, you can reach out to school hiring managers and principals to express interest in interviewing for open positions.

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

After researching specific neighborhoods and school districts, look more closely at individual schools before reaching out to them to express interest. Use the "School Search" tool to look for schools by name, grade level, or district and view each school's address and phone number. You can also access their progress reports, learning environment surveys, and quality reviews, which are explained in detail in the chart below:

Tool	Purpose	How to Use It
School Quality Guide	The school quality guide includes multiple years of data so that a school's progress can be shown over time. It captures a school's practices, environment and performance. A more concise version, called the School Quality Snapshot, is also available.	This helps parents, teachers, principals, applicants, and school communities understand schools' strengths and weaknesses.
NYC School Survey	Every year, all parents, all teachers, and middle and high school students take the School Survey. Survey questions assess the community's opinions on academic expectations, communication, engagement, and safety and respect.	The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn. In a cover letter or interview, consider acknowledging a school's strengths and talk about how you would contribute.
Quality Review	The Quality Review is a one to two-day visit by an experienced educator to each school. During the review, the reviewer visits classrooms, talks with school leaders, and uses a rubric to evaluate how well the school is organized to support student achievement. The school leadership also creates a self-evaluation.	The Quality Review Report describes what the reviewer saw at the school and what life is like there. Think about how you would fit in to the school community and what it might be like to work there. Keep in mind a school may change from year to year.

Direct Outreach to Schools

After conducting your school research, the next step is to reach out to the hiring representative. It will be important for you to reach out to lots of schools without yet knowing if they have open positions. This will take effort, but it may well lead to a job offer. We recommend emailing, calling, and visiting schools. Maximize your outreach by calling to schedule a visit. Leverage your personal network. If you are a recent graduate, talk to the career services office at your college or university. If you have connections in New York City, ask friends, family, and colleagues if they know of any openings. Even without prior connections, you can reach out to schools. You can also:

- Check the New Teacher Finder and school's website to see if the school has posted any vacancy information
- Conduct your due diligence to see if the principal has posted any teacher vacancies on other teacher job boards, and apply directly if so. Additionally, make sure to use the vacancy information to tailor your cover letter for the position
- Send the school a tailored cover letter and your most recent updated resume, attached as a PDF. When contacting the school, you should use a personalized cover letter as the body of the email to the principal, with

your resume attached. Your cover letter is your chance to show your personality and highlight specific skills. Be sure to refer to the general guidelines for the [cover letter section on page 10](#) to get a refresher on how to tailor your letter

- Remember to track what schools you have reached out to, as some schools you contact may not follow up with you right away

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

Making Cold Calls

You can find a school's phone number on schools.nyc.gov by using the *School Search* feature at the bottom of the page. When calling a school, ask to speak to the school administrator who is in charge of hiring. Be prepared to confidently provide your name, certification area, and express your interest in the school. You can ask the school secretary about the protocol for contacting the principal or assistant principal regarding the school's hiring needs. Ask if you can come in person to drop off a resume or if email or mail is preferred. If possible, quickly include some relevant information to show that you are familiar with the school and have researched it. A quick pitch could be: "I believe I could use my science background to support the work your school is doing with inquiry-based learning."

Visiting Schools

You can also drop off your resume in person. It's recommended to call first to find the best time to make the visit. Dress professionally and aim to make a positive first impression. You should not expect to get face time with the principal. You can let the school administrator know that you are very interested in the school. Be prepared to explain why you would be a good fit for the school (this is where your research comes in handy). It is important to follow-up with a school afterwards. Principals have incredibly demanding schedules and hundreds of resumes may land on their desk every month. An email followed by a phone call is a good idea. Clearly state your name, certification area and inquire as to where they are in the hiring process; ask if you can provide any supplemental information, like a sample unit plan or letter of recommendation.

As you continue to research various schools, make sure you look through the checklist below before you contact principals. In the next section, we will discuss the best tips to prepare for interviews.

Checklist: Researching Schools and Contacting Principals

- ☐ **Research schools.** Use the [schools.nyc.gov website](https://schools.nyc.gov) and contact the hiring representatives about potential vacancies and scheduling visits.
- ☐ **Create an outreach plan.** Turn your research into implementation by scheduling time on your calendar to visit a school and/or drop your resume at a school.
- ☐ **Email the hiring manager.** Hiring managers prefer to be contacted via email, but it can be difficult to locate a hiring manager's email address, so contact the school directly to inquire about the best way to contact the school hiring manager. Hiring managers receive a lot of emails (including resumes), so know there may not be an acknowledgement of receipt.

SECTION 4: INTERVIEWING

You are now on your way to getting hired at a DOE public school. Now that you understand the job search, New Teacher Finder, and how to research schools; it's time to discuss how to prepare for an interview. Interviewing for a teaching position is a unique experience and may be different from what you are used to in an interview for a job in a different professional field. This section will share information about what to expect during the interview process so that you can set yourself up for success.

Every principal has the autonomy to make his or her own decision about which candidate will be the best fit for his or her school. Some principals may require demo lessons, others may have you interview with an assistant principal, and still others may conduct group interviews in front of a hiring committee of current teachers and administrators.

Differentiating Yourself from Other Candidates

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

Think about your unique personal history and professional experience in terms of holding others accountable, managing stressful situations, and how your personal strengths play directly to the skills you'll need in the classroom. Base your skills and strengths in concrete examples.

Preparing for Your Interview

Before any interview, you should brainstorm responses to potential interview questions and consider what you want the hiring representative to know about you as a new teacher. Be able to speak not only to your skills and experiences, but also to how they will improve your practice. You should prepare for the interview by doing the following:

- **Conduct school research.** Research the school's achievement data, history, mission, and community context so you are able to discuss why you want to become part of the school community.
- **Highlight relevant experiences.** Be sure to highlight all of your relevant to working in a school setting, such as any experience working with children, leadership, and entrepreneurship.
- **Skills and Interests.** Do you have any hobbies or interests that would translate well at the school community? Perhaps you played basketball in college and would be interested in supporting the athletics department?.

Before the Interview

- **Practice.** Practice answering possible interview questions with another teacher or colleague. This will improve your ability to genuinely communicate your skills and beliefs. See the interview questions below as a resource. Practice answering these questions with a specific school in mind that you have conducted research on.
- **Research the school and neighborhood.** Consider the school's mission and history, and the demographics of the student population.
- **Prepare a demonstration lesson whether or not the hiring representative has asked you to do so.** For more information on presenting a demonstration lesson, review [demonstration lesson section](#) on page 18-19.
- **Dress professionally and bring updated copies of your resume.**

On page 17 you will find some [sample interview questions](#). Spend some time preparing and rehearsing your answer.

Sample Interview Questions

Content Knowledge

- How would you make your content area relevant to daily life?
- What are the 3 important components of a successful curriculum?
- What's the most important topic or skill in your content area?
- Is there a specific objective you would like me to teach or a particular Common Core standard you would like me to align my lesson to? If not, what are the students currently learning so I can tailor my lesson to that?
- What curricula have the teachers been using this year?
- What have students learned in the last week on this subject?

Instructional Practice

- What specific strategies do you use for classroom management?
- How do you measure student performance in your classroom?
- How do you know if your lessons are rigorous or engaging?
- Describe your approach to lesson planning.
- How have you worked with Common Core State Standards?

Beliefs and Strengths

- Why did you become a teacher?

- How do you evaluate your own teaching performance?
- What are three words to describe you as a teacher?
- If hired, what can you bring to our school?
- Describe a time when you had to adjust your working style to complete a project. Why was it necessary to make adjustments?
- What do you know about our school?

Collaboration

1. How do you feel about collaborative teaching and planning?
2. What are the characteristics of a good co-teacher?
3. What is a strength (or weakness) you bring to a co-teaching relationship?
4. Describe a time when you led a group or team. How did you keep members involved and motivated? What were the group/team goals?
5. How do you respond to feedback? Can you give an example?

Understanding Students

- Does a student's background influence his or her achievement?
- Have you worked with students like ours before?
- What do you think [elementary school/middle school/high school] students need to be successful ?

During Your Interview

On the day of an interview, you can make or break it by the impression you give and how you present yourself. The principal and/or hiring committee wants to get a sense of how much initiative you will take and how well you bounce back from challenges and setbacks. Here are some tips to keep you on track:

- **Be professional.** Be polite, personable, and gracious to everyone you meet, including the school secretary, students, or anyone who may be around. After you leave, different people who have interacted with you may come together to share their impressions.
- Be sure to **keep all scheduled appointments**, notifying principals at least 48 hours in advance if you need to cancel or reschedule. Not doing so reflects poorly on you and can jeopardize your relationship with that school. In the event that you need to reschedule an interview, reach out as soon as possible and be sure to offer at least two times in the future when you will be available to reschedule. Do not miss the interview without emailing and/or calling the school to cancel or reschedule in advance.
- **Map out directions to the school**, giving yourself enough time for potential travel delays. Making a good first impression is an important part of the interview process, so try to make interview cancellation a last resort.
- **Be energetic and SMILE.** Calm your nerves and remember that you are a qualified and highly capable candidate! The principal and other members of the hiring committee will sense your confidence and poise—or your

discomfort and unease. You want to show them that you are excited to work with their students and that you will be a steady and positive presence in their school community.

- **Dress appropriately** in business attire. No jeans, short skirts or flip flops.
- Make sure your **cell phone is turned off** during the interview.
- Be ready to **share examples from your past experiences** that highlight your strengths.
- **Have 1-3 planned questions to ask the interviewer.** The questions should show that you have done your research on the school and that you want to know more about their mission, instruction, and community. Showing that you are curious about the school and its unique philosophy will reflect well on the principal and school staff who are committed to their school.

After the Interview

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

- After the interview, sincerely thank the person or people who interviewed you. You can never go wrong by showing your appreciation. If you only have one person's contact, ask the hiring manager to convey your appreciation to other participants.
- Ask when you should expect to hear back from the school regarding the position.
- Ask to have the interviewer's business card or contact information so that you can send a thank you note within 24 hours. A thoughtful email is fine.



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

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

Demonstration Lessons Tips and Best Practices

As part of the interview process, a hiring representative may ask you to conduct a demonstration lesson, more commonly called a demo lesson. A demo lesson is a mock lesson that you teach to another teacher's class or to a group of administrators. The purpose of a demo lesson is to show how well prepared you are to teach a lesson, how you present yourself, and how you engage students.

Principals will look for your ability to break a complex topic down into a series of learnable steps, your poise and comfort in front of a group, how well you check for student understanding, and how well you adjust when students don't understand. In addition, they will look for your ability to manage a classroom and your lesson planning skills. You may be asked to work with a small group or full class of students, as teachers and staff members observe the lesson.

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

1. Where should I report for the demonstration lesson, and who should I ask for?
2. What grade level will I be teaching?
3. How many students will be in the class?
4. How much time will I have to set up in the space? Time for the lesson?
5. Is there a specific objective you would like me to teach or a particular Common Core standard you would like me to align my lesson to? (If not, what are the students currently learning so I can tailor my lesson to the current lesson?)
6. What materials or technology are available in the classroom (You should prepare to teach a demonstration lesson that does not require technology such as a SMART board or projector). Always have a backup plan!

Having the answers to these questions will help you gain insight into the class and allow you to build your lesson around what the students are already learning. Be sure to carefully review your lesson plan so that you are familiar with the content. Plan ahead! Gather all of the materials you will need to support your instruction. You should plan on making any necessary copies ahead of time instead of relying on the school's copier. Interviewing can be stressful, so do your best to prepare for your demo lesson in advance and be flexible as classroom schedules can shift a moment's notice.

Before You Create Your Lesson

Be sure to clarify what you are being asked to do and what the principal or hiring representative's expectations are for your lesson. Before your interview, you may want to ask the questions below. Having the answers to these questions will help you gain insight into the class and allow you to build your lesson around what the students are already learning. It will also give you a sense of what the students are expected to know.

During Your Lesson

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

After Your Lesson

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

Be sure to now look through the checklist to review how to prepare for interviews and demo lessons.

Checklist: Interviewing

- ☐ **Prepare for interviews.** Review the sample interview questions, practice your answers with your friends and family, and edit your demo lesson so it is ready to present.
- ☐ **Practice your demo lesson in front of a few people;** even if they are not teachers, they could provide good feedback about choice of language, engagement, flow, speed, etc.
- ☐ **Time yourself.** You may want to invest in a stopwatch to be able to keep track of the various parts of your lesson, including how long you give students to complete a task.
- ☐ **Anticipate situations that might occur** (e.g., you end up with less time than you thought you would have or the lesson goes much faster than you anticipated).
- ☐ **Send a thank you note** to your interviewers after your demonstration lesson.

SECTION 5: WHEN YOU ARE HIRED

Congrats on your offer! Now that you have received your offer at a NYCDOE public school you are on your way to being officially hired. This section will cover salary, benefits, hiring paperwork, teacher support, and teacher's resources you can find once you are a teacher for the NYC Department of Education.

Accepting a Teaching Position

In order to accept a position and complete the hiring process and get placed on your future school's payroll, there are a few additional steps to finalize your hiring.



The next stage of securing a teaching position is to accept a position at the school where you've been offered a teaching position. A verbal acceptance of an offer may be taken as an official commitment to the school. For this reason, when offered a position be certain that this is the school where you want to work before accepting. If you need time to think through your decision, communicate to the hiring manager a specified number of hours or days when you will get back in touch with them with your final answer. Once you have made a commitment, you must honor it. You cannot make a commitment to more than one school so it is important to be 100% sure that you are committing to teach in the school whose offer you accepted.

Now that you have accepted the position at a DOE public school, see the next steps in this process below:

- **Give the hiring representative your social security number.** Because you are new to the DOE, you have not yet been given a "file number," which is an identification number for DOE employees, until you are finalized on payroll, school hiring representatives will nominate you for their vacancy using your social security number. Keep in mind that giving your social security number to a school's hiring representative represents a binding commitment to the school for the entirety of your first year of teaching.
- **Complete Hiring Forms.** The DOE uses an online system called Applicant Gateway for new teachers to complete their hiring forms. To use the Applicant Gateway, you must have a job offer and be "nominated" by your principal/hiring manager, or considered for possible selection via a system-generated email in order to activate your Applicant Gateway account.

Salary and Benefits

This 2018-2019 school year, [starting salaries](#) for a new teachers with no prior teaching experience with a bachelor's degree is \$56,711 and starting salaries for a new teacher with no prior teaching experience with a master's degree is \$63,751. Teachers' starting salaries vary based on education and experience. Earn additional compensation for teaching in demanding environments or during after-school or summer school programs. You will be able to choose from 10 health insurance plans—some of which require no employee contribution. You'll also be covered for dental, vision and prescription drug expense through your membership with the [United Federation of Teachers \(UFT\)](#).

Onboarding

New teachers receive a DOE email account and receive lots of important information through that email address as soon as they are hired. If your school has its own email address, or you think you might not check your DOE email account regularly, consider linking your accounts so that you don't miss important messages from central DOE offices. For specific HR questions, the Human Resources support hotline (HR Connect) can be reached at (718) 935-4000, and general new hire resources for teachers can be found at <http://schools.nyc.gov/Teachers>

New Teacher Support

Once hired, you will become a part not just of your school community, but also a network of 75,000+ educators. We want to ensure that all our new teachers have resources and support during their first year of teaching in order to best transition to their schools and make a positive impact with their students. Below, you can see some of the supports that are specific to teachers that are new to the DOE.

CITYWIDE	SCHOOL BASED	REGIONAL	DIGITAL
<ul style="list-style-type: none">• New Teacher Week• After-school Professional Development• Teacher's Choice Grant	<ul style="list-style-type: none">• Mentoring• Instructional Coaching• Professional Development Mondays	<ul style="list-style-type: none">• Borough Field Support Center• District• UFT Teacher Center	<ul style="list-style-type: none">• First Class newsletter• I Teach NYC website• Newsletters from specific offices• WeTeachNYC

- New Teacher Week: An Introduction to Professional Learning: Five days of workshops led by DOE experts and specifically tailored for new teachers.
- School-based Mentoring: New hires with an Initial or Transitional B license are assigned an experienced and trained Mentor teacher to support professional growth throughout Year 1.
- First Class: A monthly digital bulletin for first-year teachers that spotlights vetted resources, teaching tips, and answers common new teacher questions.

Beyond Your First Year

There are many professional development and leadership opportunities that will allow you to evolve your practice as an educator and expand the scope of your impact. Some programs support teaching and leadership practice while you stay in the classroom, while others prepare you for school leadership positions. To learn more, visit

<http://schools.nyc.gov/AboutUs/workinginNYCschools/leadershippathways/Opportunities>

Rewards and Recognition

Teachers of Tomorrow Program

Recently hired teachers working in select high-need schools may be eligible for an annual award of \$3,400 for up to four years through the Teachers of Tomorrow (TOT) program. Teachers who are eligible for a TOT award will be emailed more information at the end of their first year in the classroom. TOT schools and requirements vary by year. It is a good idea to ask a school where you are interviewing if they are a part of the TOT program. Many schools in the Bronx participate in this program.

Big Apple Awards: Recognizing Teacher Excellence

Each year we recognize teacher excellence through the Big Apple Awards. Based on a citywide call for nominations and a rigorous review process, up to fifteen outstanding teachers are named Big Apple Award recipients. Recipients serve as members of the Chancellor's Teacher Advisory Group and participate in specialized leadership development over the course of the following school year, while continuing to teach. For details and to learn about last year's recipients, visit

<http://schools.nyc.gov/Offices/BigAppleAwards/HowitWorks/default>

Contact Us

Department Name	Department Description	Department Contact
HR Connect	Hotline for human resources-related inquiries	Phone: (718) 935-4000
Employee Self-Service (ESS)	ESS is a tool that allows you to view or change your health benefits, personal information (such as your name, address, and phone number), and tax status online. <i>*Note: You have access to this tool once you are hired as a DOE employee</i>	Website: http://schools.nyc.gov/Offices/DHR/ESSintro.htm
New York City Department of Education Web Portal	As a DOE employee, you can use the Web Portal to find answers to your HR-related questions - 24 hours a day, seven days a week.	Website: http://schools.nyc.gov/Offices/DHR/default.htm
New York State Education Department (NYSED)	The New York State certifying body for teacher certifications.	Website: www.nysed.gov
United Federation of Teachers (UFT)	Website for the United Federation Teacher union.	Website: www.uft.org
Teacher Resources	Website that houses all teacher information ranging from professional development, new teacher support, and more.	Website: http://schools.nyc.gov/Teachers

For additional questions, please do not hesitate to contact us at:

CONTACT US

Email: teachnyc@schools.nyc.net

Website: <http://teachnyc.net>

Phone: (718) 935-4000

APPENDIX

Frequently Asked Questions (FAQs)

Q. Is an application required to be a full time teacher at the DOE?

A. Yes. Everyone who is interested in teaching for the upcoming school year is required to complete the online teacher application on TeachNYC.net.

Q. Should I wait until I receive my certification before applying?

A. No. All teacher candidates should apply BEFORE their certification is issued. Applying before you are certified is recommended and expected. Do NOT wait until after your certification comes through to apply. This could delay your potential employment with the DOE.

Q. Where do I get certified?

A. You'll get your teacher certification through New York State Education Department (NYSED). It's important to note that NYSED is a separate entity from the DOE. NYSED is the main entity that issue certification. New York City does not certify teachers. Check your certification status directly on [NYSED website: http://www.highered.nysed.gov/tcert/certificate/teachrecomm.html](http://www.highered.nysed.gov/tcert/certificate/teachrecomm.html). In short, if NYSED says you are certified, then you are ready to be hired under your certification. Make sure that you are working closely with your college/university certification office to ensure that you complete all the certification requirements. Certifications are now issued on a rolling basis so the faster that you are certified, the easier it is for you to get hired.

Q. What is the purpose of Teacher Hiring Events?

A. The purpose of Teacher Recruitment Events is to give principals, school hiring representatives, and DOE teacher candidates—traditionally certified candidates, current teachers, and other candidates in alternative certification programs—an opportunity to meet with each other and network in one place at one time.

Q. Will I get invited to job fairs?

A. The Office of Teacher Recruitment and Quality (TRQ) hosts invite-only targeted networking events from May-August based on school needs with limited capacity. All candidates in the NTF will be considered to be invited to these fairs but invitations are not guaranteed. Invitations are based upon current needs of schools that are hiring.

Q. What should I do during the networking event?

A. During the networking event, you should introduce yourself to as many hiring representatives as possible and drop off a resume regardless of whether or not the school has a vacancy in your subject area; they may be accepting resumes for vacancies that are likely to arise later in the summer. Make sure to take note of their contact information for follow up.

Q. Is it ok to drop my resume to schools?

A. Our schools are very busy, so walking in to drop off your resume could prove challenging, but it could also lead to an opportunity to differentiate yourself from other candidates. You are encouraged to communicate with principals through New Teacher Finder. While principal email addresses are not public, many schools have their own individual website with directions on how to contact the school.

Q. My application is in the New Teacher Finder (NTF) and I haven't found any positions matching my subject area. Is there anything else I should be doing?

A. While not all principals post positions in the New Teacher Finder, they do use the system to search for candidates to match for possible openings at their school and may contact you directly. We recommend you utilize your network and identify schools that are of interest with you while you continue to check NTF for potential openings. If you don't see a position matching your certification, you may want to consider expanding your search beyond your preferences especially if you are dually certified in high-need subject areas. You should also be open to pursuing positions in boroughs where we anticipate having more opportunities such as the Bronx and Central Brooklyn.