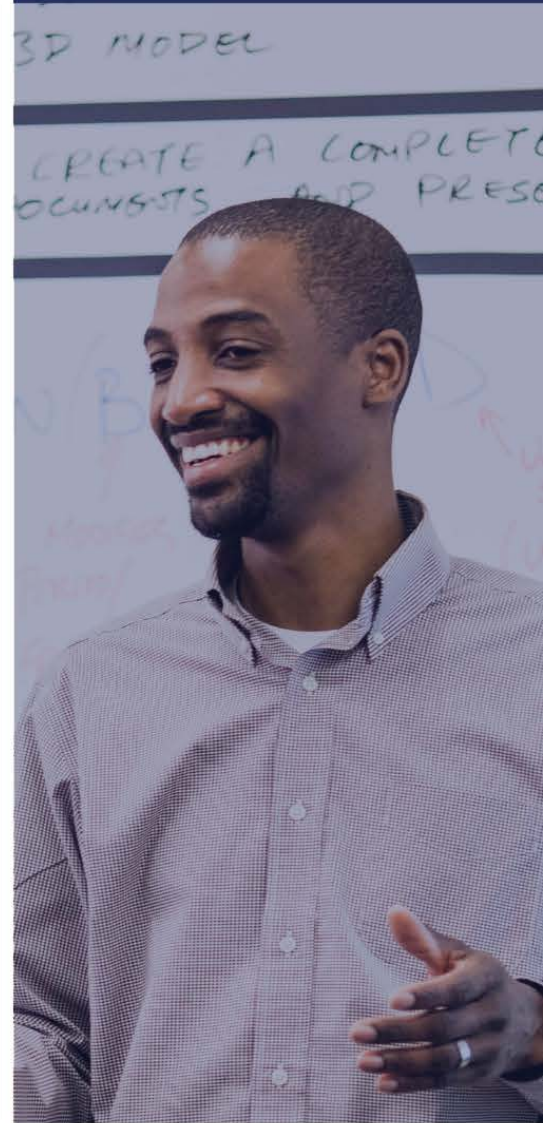
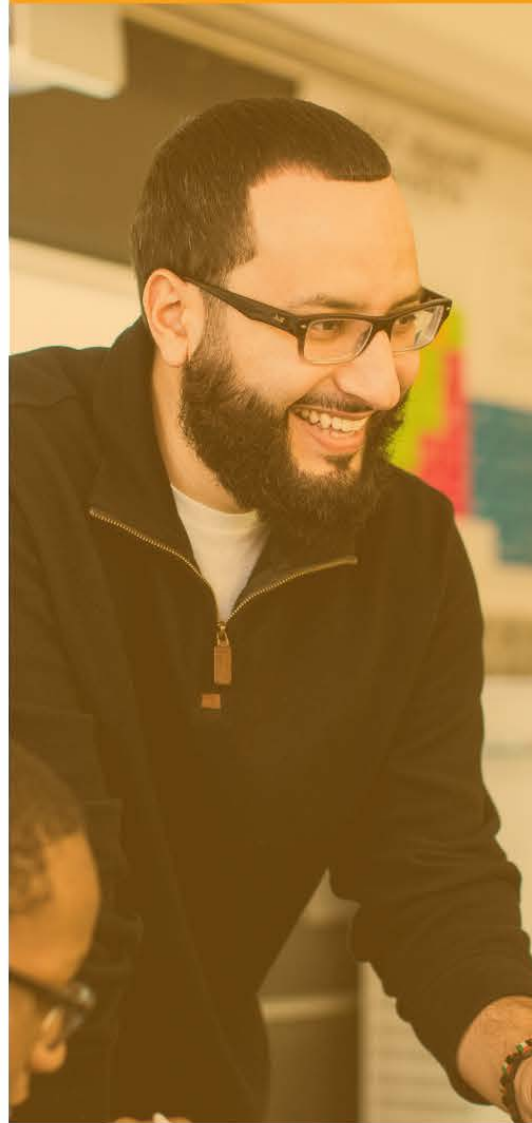


JOB

**2024-2025
SEARCH**

GUIDE



Find your future in education through a career with NYCPS

Welcome to the NYCPS Job Search Guide

Thank you for your interest in New York City Public Schools (NYCPS). We are excited you have decided to pursue a teaching role in the largest and most diverse public school system in the nation. This Job Search Guide is organized into four sections to help you:

- (1) Determine where you are open to working based on location, school community, and your certification area/content.
- (2) Build your knowledge and understanding of NYCPS programs, schools, and opportunities.
- (3) Prepare for interviews, including compiling your resume, cover letter, and portfolio.
- (4) Understand the NYCPS onboarding process.

Navigating a system with over 1,800 schools presents a job search filled with possibilities. Ultimately, we want you to find the right fit 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).

It is critical for you to be proactive in your job search as you compete with the thousands of other eligible candidates applying to teach 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 and throughout NYCPS.
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 quickly to principals and hiring managers).

We recommend that you read this guide carefully and leverage our [Online Support Center](#) for additional resources and information.

We look forward to meeting you,

Office of Teacher Recruitment and Quality

NYC Public Schools

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>

Welcome to the NYCPS Job Search Guide 2

The Job Search Process 4

Part 1: Determining Your Work Preferences.....9

Researching Individual Schools by School Location..... 10

Navigation Tools..... 10

Updating Your Geographic Preferences..... 10

Learn More About Bronx Districts 11

Learn More About Brooklyn Districts 12

School Quality Guide..... 13

School Quality Snapshot 13

NYC School Survey 14

Part 2: Building Context about NYCPS Programs and Opportunities.....15

District 75 15

District 79 15

Community Schools 16

Bilingual Settings..... 16

Early Childhood Settings 17

Part 3: Preparing for Interviews.....18

Communication Tips 18

Preparing for Interviews 19

Demonstration Lessons..... 21

Preparing a Resume 22

Preparing a Cover Letter 23

Preparing a Portfolio..... 25

Part 4: NYCPS Onboarding Process26

Accepting a Position..... 26

Declining a Position..... 26

Navigating the Applicant Gateway..... 27

The Job Search Process

The Office of Teacher Recruitment and Quality (TRQ) seeks to facilitate connections between candidates and principals, as principals and hiring managers are the ones who hire teachers. TRQ does not hire teachers directly, but we will work with you to support your job search experience. As such, we are sharing an overview of the many resources from our office to support your job search. We expect you will leverage each of these resources and look forward to partnering with you through this process.

- [Online Support Center](#)
- [Virtual workshops](#)
- [New Teacher Finder](#)
- [Vacancy list emails](#)
- [Networking events](#)

In addition to the resources discussed in this guide, we encourage you to leverage your networks through your job search process, including those created through student teaching, your universities, and other professional experiences.

[Online Support Center](#)

Our [Online Support Center](#) is available 24 hours a day, 7 days a week so you can search for the answers to your questions at any time! Below are four tips for finding the answers to your questions using the Online Support Center.

1. Type in key search terms to find available articles on your topic:



2. Browse available articles by section:



- Once you have selected an article, look at **Articles in This Section** on the left-hand side of your browser and **Related Articles** on the bottom of the page.

Articles in this section

I keep hearing about teaching positions in the Bronx and Brooklyn - why?

How do I know what schools have teaching positions available?

Where does the DOE hire?

What certifications are in

How do I know what schools have teaching positions available?

NYC Department of Education
2 years ago · Updated

Follow

There are three ways that candidates in NYC learn about school needs, and all are available after your application has been accepted into the New Teacher Finder.

1. You can search for positions that schools have posted in the New Teacher Finder.

- Click the [Contact Us](#) button on the top right to submit a helpdesk inquiry if you cannot find the answer to your question using the methods above. Note that our response time is typically 48 hours, however, during peak recruitment season (April through August) our response time may be longer.

NYC Department of Education
Chancellor David C. Banks

Contact Us

Keyword search

[Virtual Workshops](#)

TRQ provides virtual workshops each month focused on setting expectations and developing and executing an action plan for your job search. These workshops take place in the evenings and are facilitated by current NYCPs teachers who provide insights and tips from their own job search experiences.

Sign up using these links to attend a virtual [Job Search Workshop](#) or a virtual [Job Search Workshop: Spotlight on Students with Disabilities and District 75](#).

[The New Teacher Finder](#)

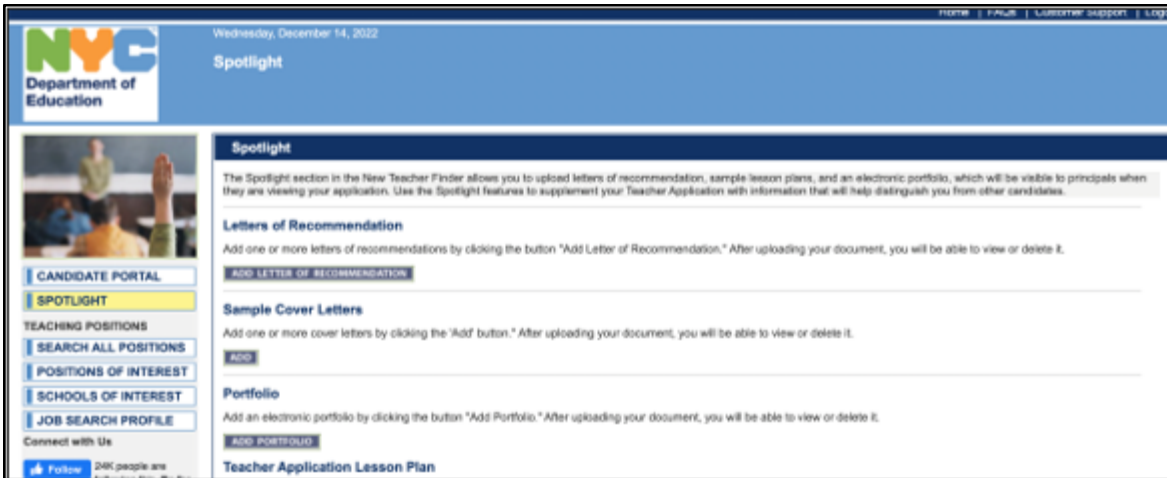
The New Teacher Finder is the candidate network tool you received access to once your NYC Online Teacher Application was reviewed by the TRQ team. The New Teacher Finder is a critical component of your job search as this is where you can find information about school vacancies and where principals and hiring managers can find information about you.

Maximize your use of the New Teacher Finder using the following steps:

1. Select **Search All Positions** on the left-hand side of your screen and then filter for your preferred borough, grade level, and/or subject area. Click on schools that appear to learn more about the school demographics and the vacancy. While not all principals post their vacancies in the NTF, it can be a great way to begin your job search.

Position Type	Borough	School	Grade Level
Teacher / Special Education/Students with Disabilities / High School (Grades 9-12)	BRONX	Longwood Preparatory Academy	H 1:
Teacher / Special Education/Students with Disabilities / High School (Grades 9-12)	BRONX	The Bronxwood Preparatory Academy	H 1:
Teacher / Special Education/Students with Disabilities / High School (Grades 9-12)	BRONX	High School for Energy and	H

2. Once you've identified a school of interest, you can **Express Interest** in the school through the NTF. We also recommend that you email a principal directly to express interest in a school you see in the NTF to ensure that they see the message.
3. Make sure that your profile is updated, as it is viewable to principals and hiring managers within the NTF. This includes ensuring that your resume, preferences, and contact information are up to date.
4. Click on the **Spotlight** option on the left-hand side of your screen to upload additional information for principals and hiring managers who are viewing your application. You can upload letters of recommendation, cover letters, a portfolio, and/or a lesson plan. This is a great way to provide principals and hiring managers with more insight into you and what you would bring to their school community. Additionally, this can be a great way to differentiate yourself in a competitive hiring environment.



5. Ensure that you respond promptly to outreach from principals and hiring managers who may have seen your profile in the NTF. This includes letting principals and hiring managers know if you are not interested in a position at their school. Note that emails may come from school email accounts, so please monitor your spam and trash folders for potential communication from school administrators.

Please note that your admission into the NTF is contingent on an assessment of your eligibility for certification by September 2024 from information provided by you and/or the New York State Education Department. If any information provided was incorrect and you are not eligible to be certified by New York State by September 2024, you will not be able to secure employment as a teacher in our schools.

[Vacancy List Emails](#)

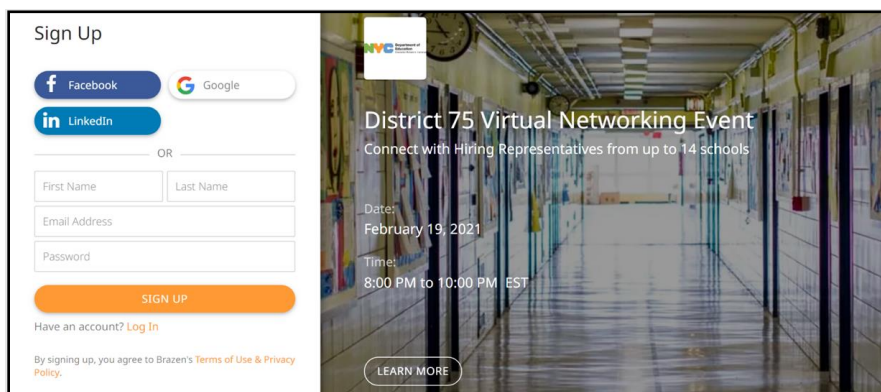
In addition to searching for vacancies in the New Teacher Finder, TRQ also sends out lists of vacancies at various points in the hiring season. These lists are sent based on subject area and hiring need, so you may receive a vacancy list if it matches your certification subject area. You can use these lists to identify potential schools of interest and can then conduct your research about and outreach to the school.

[Networking Events](#)

TRQ coordinates virtual and in-person networking events to support hiring across NYC. Attending networking events is a high-leverage way to meet with principals and hiring managers specifically looking for candidates like you. Candidate invitations to networking events are sent based on certification subject area and application preferences as well as event capacity. You are encouraged to RSVP to networking events quickly to reserve your spot.

In-person events take place in school locations across NYC, often with a borough-specific focus. Candidates who attend in-person networking events have the opportunity to meet with principals and hiring managers and forge personal connections that can then be followed up upon.

Virtual events take place on an online platform called Brazen. This is a chat-based platform that allows candidates to have 1:1 chats with principals and hiring managers.



Here are some tips for preparing for and attending Brazen networking events. You can also find additional guidance on the [Online Support Center](#) and on Brazen's [website](#).

- Invited candidates must register in advance. As you can see above, you may sign up for Brazen using Facebook, Google, LinkedIn, or by creating your own profile. Once you create your own profile, you will be prompted to upload a resume which will be visible to hiring managers upon entering the networking event.
 - Note that the virtual profile you are creating will be visible to other attendees
 - If you upload a photo in your profile, it should present a polished/professional image. While uploading a photo is optional, it can help a principal or hiring manager remember you.
 - The name and email address you use for registration should match the name in your application so that principals and hiring managers can find you easily in the New Teacher Finder.
- We recommend testing Brazen on your device prior to the start of the event.
- Once the event begins, you will enter the event lobby, where you will be able to see available schools, district representatives, and program staff who are at the event. While most events are subject area specific (e.g., an event exclusively for candidates certified in Special Education Grades 7-12), hiring managers are encouraged to identify the subject areas where they have vacancies at events that have candidates with multiple areas of certification.
- Join the queue for the schools you are interested in connecting with. If there is a wait, visit another school's booth.
- While chatting with hiring managers, use professional language and spelling. The event format has similarities to texting or instant messaging, but do not forget that this is a professional setting.
- If you are interested in connecting further with the school or hiring manager, ask to schedule a follow-up visit or call.

Part 1: Determining Your Work Preferences

The three criteria that candidates most commonly evaluate when targeting their job search are location, school community, and content area/grade level. This section is devoted to exploring resources related to those criteria that can help you target your job search.

1. Location

One component of a prospective candidate's job search is determining the location or distance you can travel to get to work each day. This distance will be different for every candidate, and we have found it is important that candidates consider all modes of transit as well as parking availability. Additionally, teacher candidates must consider their commitments outside of work that might impact their commute. For example, you might not be commuting from your home to your school, but rather from your child's school or daycare. All these variables are critical to determining the radius within which you should conduct your job search. This section will share tools to help you determine where schools are located as well as the distance you can travel to get to work each day.

2. School Community

A second component that candidates evaluate during their job search is the school community. While you cannot get a full picture of the school community through online research, NYCPS has many available tools that can help you gain a preliminary understanding of the school's values and academic goals. This section will walk you through how to access and use a school's Quality Snapshot and School Quality Guide. These tools, along with a school's website, can help create a fuller picture of a school community.

3. Content Area/Grade Level

A final critical component that candidates reference during their job search is their desired content area and grade level. While teachers at NYCPS must have the appropriate content area and grade level certification for their position, there are often many different settings and options within their certification area. We encourage candidates to consider their preferred content, grade level and setting, as well as the content areas, grade levels and settings they would be willing to teach in. It is important to prioritize among your preferences and willing areas, and to be open minded about the options available. Note that while many job postings might not list the exact setting, the School Quality Guide coupled with some additional research may bring to light the types of positions available at a school.

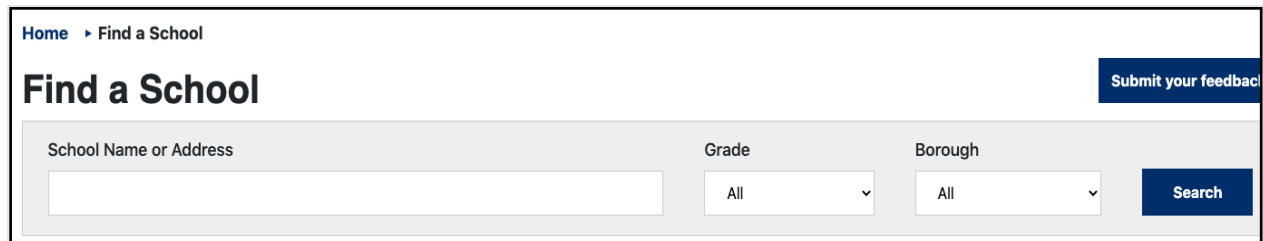
Location

NYCPS has divided the city into 32 geographic districts and two citywide districts: District 75 for students with moderate to severe learning disabilities and District 79 for students in the city's alternative schools and programs. This section shares tools to learn more about school locations as well as specific districts and boroughs. Visit the [Online Support Center](#) for additional information about NYC's school districts, including [geographic districts](#), [District 75](#), and [District 79](#).

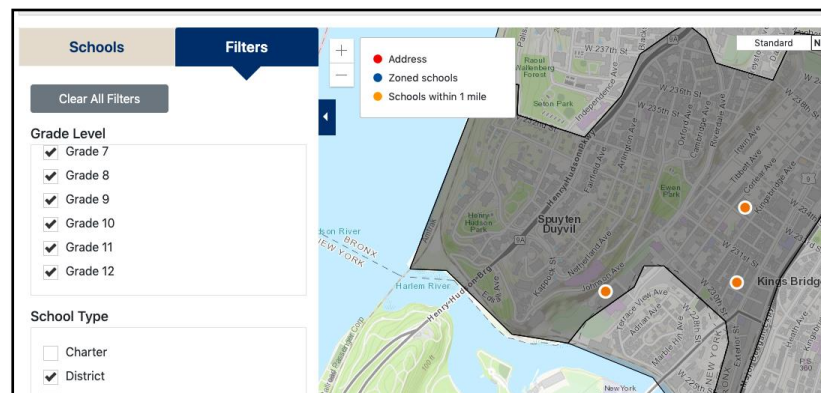
- [Researching Individual Schools by School Location](#)
- [Navigation Tools](#)
- [Updating Your Geographic Preferences](#)
- [Learn More About Bronx Districts](#)
- [Learn More About Brooklyn Districts](#)

[Researching Individual Schools by School Location](#)

The [Find a School](#) tool on the NYCPS website is a helpful resource to look for schools by name, grade level, and/or district. You can type in a school's name or address to search for specific schools and the results of your search will appear on the map.



Additionally, you can use the navigation on the left-hand side to filter for schools by grade level and school type. As you can see in the image below, we were able to filter by neighborhood and then were able to check off the grade levels we wanted to further explore. Each orange dot represents a school and clicking on the dot will show you the name of the school, address, neighborhood, district, phone number and grade levels offered.



Once you've school, you can click access their progress environment surveys, Additional these resources is Guide.

identified a specific on the school name to reports, learning and quality reviews. information about included later in this

[Navigation Tools](#)

When you research schools by location, use navigation tools like [Google Maps](#) to determine how long it might take you to get to a school in the morning as well as commute home in the evening. It is important to be mindful of other commitments that you might have. For example, do you need to drop your child off at school or pick them up in the evening? All these factors are important to consider when conducting your job search.

[Updating Your Geographic Preferences](#)

In the Job Search Profile on the [NYC Online Teacher Application](#), you specified your top three borough preferences. If you would only accept a position in one or two boroughs, please mark those one or two boroughs in the first and second dropdowns and mark "no preference" in the third dropdown. Note that principals and hiring managers can see your borough preferences and may contact you about a position in their school if you expressed interest in their borough, so it is important to be open-minded and realistic about your borough preferences.

You can revisit and edit this section of the application as often as you would like, so you can adjust your preferences if your circumstances change throughout the hiring season (e.g., you moved, or your child's school schedule/location changed).

Please indicate up to three boroughs you would like to work in by order of preference. You can also indicate No Preference.

*First Borough Preference

*Second Borough Preference

*Third Borough Preference

Most new teacher hiring each year occurs in the Bronx and Brooklyn. Read below for information and resources to deepen your knowledge of these two boroughs.

[Learn More About Bronx Districts](#)

The Bronx is a dynamic and diverse borough divided into 6 geographic districts: 7, 8, 9, 10, 11, and 12. You can use the [Find a School](#) tool to view schools in the Bronx by selecting Bronx in the dropdown menu and clicking search.

To learn more about teaching in the Bronx, including the unique attributes of each district and the exciting opportunities available, click on the links below or visit the [Teaching in the Bronx](#) section of the [Online Support Center](#).

District	Neighborhood	District Website
District 7	Southernmost district in the Bronx	Link
District 8	Hunts Point and extend east to the Throngs Neck Bridge	Link
District 9	West side of the Bronx	Link
District 10	Northernmost tip of the Bronx that borders Yonkers	Link
District 11	Northernmost part of the Bronx bordering Mount Vernon	Link
District 12	Center of the Bronx	Link

[Learn More About Brooklyn Districts](#)

Brooklyn is an energetic and diverse borough divided into 12 districts: 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and 32. You can use the [Find a School](#) tool to view schools in Brooklyn by selecting Brooklyn in the dropdown menu and clicking search.

To learn more about teaching in Brooklyn, including the unique attributes of each district and the exciting opportunities available, click on the links below or visit the [Teaching in Brooklyn](#) section of the [Online Support Center](#).

District	Neighborhoods	District Website
District 13	Brooklyn Heights, Fort Greene, Clinton Hill, and Bedford Stuyvesant	Link
District 14	Williamsburg, Bushwick, Bedford Stuyvesant, and Greenpoint	Link
District 15	Gowanus, Red Hook, Park Slope, Greenwood, Sunset Park and Windsor Terrace	Link
District 16	Bedford Stuyvesant	Link
District 17	Crown Heights and Prospect Lefferts Gardens	Link
District 18	Canarsie, Flatlands, and East Flatbush	Link
District 19	East New York and Brownsville	Link
District 20	Fort Hamilton, Borough Park, Bay Ridge, Dyker Heights, and Bensonhurst	Link
District 21	Coney Island, New Utrecht and Brighton Beach	Link
District 22	Brighton Beach, Sheepshead Bay, Flatbush, and Flatlands	Link
District 23	Weeksville and New Lots	Link
District 32	Bushwick and the Northern tip of Bedford Stuyvesant	Link

[School Community](#)

After researching specific neighborhoods and school districts, we recommend that you learn more about individual schools before reaching out to principals and hiring managers to express interest in potential vacancies. This information can help you make a positive impression during your outreach and can help you ensure that a school is the right fit for you. Keep in mind that school leadership and cultures can change over time and use this information to give you additional data points about school communities.

NYCPS offers multiple resources to learn more about specific schools and this section outlines how to access and use these resources to inform your job search. You can find these resources using the [Find a School](#) tool on the NYCPS website or using the links below. Visit the [Online Support Center](#) and the [NYCPS website](#) for additional resources on this topic.

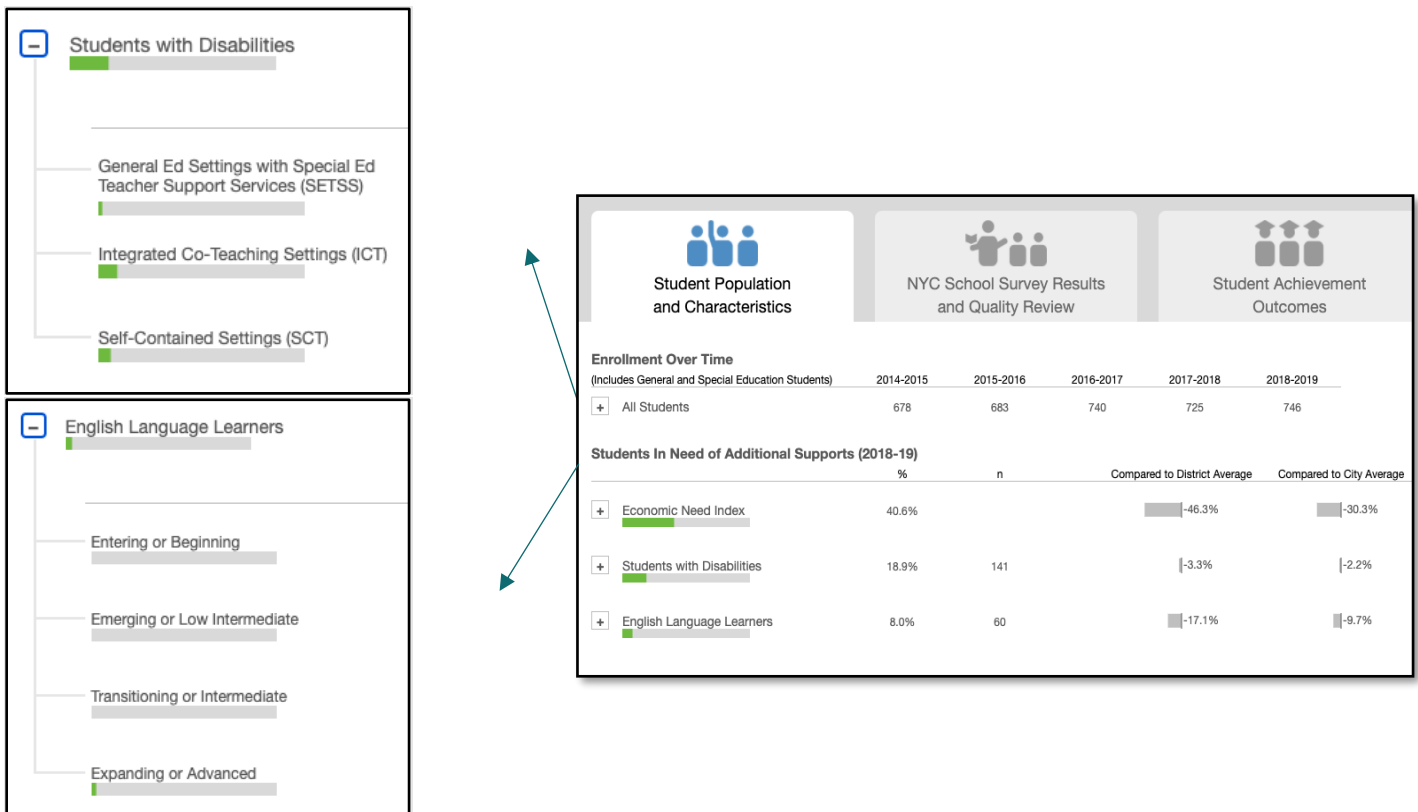
- [School Quality Guide](#)
- [School Quality Snapshot](#)
- [NYC School Survey](#)
- [Quality Review](#)
- [Other Resources](#)

[School Quality Guide](#)

The [School Quality Guide](#) is a detailed report that captures a school's practices, environment, and performance. This resource combines multiple years of data so that a school's progress can be shown over time. You can also learn more about the student population of a school from the School Quality Guide, including how many students are in need of additional support.

To access a school's School Quality Guide, type the school's name in the dropdown at the top of the [webpage](#). You will then see tabs with the School Population and Characteristics, the NYC School Survey Results and Quality Review, and Student Achievement Outcomes.

On the School Population and Characteristics tab, you can click on the plus signs to see additional details about how Students with Disabilities and English Language Learners are served at the school (see sample image on the next page).



[School Quality Snapshot](#)

The [School Quality Snapshot](#) provides a high-level representation of the school's performance on the Framework for Great Schools indicators as measured by NYCPS School survey annually as well as student achievement scores. This is a great way to get at-a-glance information about a school.

To access a school's School Quality Snapshot, type the school's name in the dropdown at the top of the [webpage](#).

NYC Department of Education 2020-21 School Quality Snapshot BETA
District Pre-K

School: P.S. 015 Roberto Clemente - [Pre-K] 01M015 Year: 2020-21 Select Language
Powered by Google Translate

P.S. 015 Roberto Clemente (01M015)—Pre-K Program

Framework for Great Schools

- Rigorous Instruction
- Collaborative Teachers
- Supportive Environment
- Effective School Leadership
- Strong Family-Community Ties
- Trust

Research shows that schools strong in the six areas are far more likely to improve student learning.

Key:
 ■ Excellent
 ■ Good
 ■ Fair
 ■ Needs Improvement

In alignment with the Framework for Great Schools, the Division of Early Childhood Education (DECE) developed the [Early Childhood Framework for Quality \(EFQ\)](#) (EFQ). The EFQ is a birth-to-five framework applicable to all early childhood settings, including NYCCECs, Pre-K Centers, and District Schools. In the six areas of the Framework for Great Schools, you will see the corresponding Element of the EFQ referenced.

Our data collection for the 2019-2020 school year and the 2020-2021 school year was significantly disrupted due to COVID-19. For that reason, ECERS-R and CLASS scores do not appear on this year's Snapshot, and many programs do not have school survey data. Missing data does not reflect the quality of any given program. To view the most recent ECERS-R and CLASS scores, please select a previous year from the dropdown above.

[NYC School Survey](#)

The [NYC School Survey](#) is completed by parents, teachers, and middle and high school students each year to give school leaders a better understanding of what members of their school community think about their school. Reviewing NYC School Survey results about a specific school can be a great way to get insight into the community's perspectives about the school.

To access a school's NYC School Survey results, click on schools and enter the school's name in the dropdown on the [webpage](#). You can find more information about the survey framework and a citywide analysis of the results [here](#).

[Quality Review](#)

The [Quality Review](#) is a process that looks at how well schools are organized to support student learning and teacher practice. The review is conducted during 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 can provide you with great insight into what it might be like to work in a particular school environment.

To access a school's Quality Review Report, enter the school's name in the dropdown on the [webpage](#). You can find more information about the rubrics used for the Quality Review [here](#).

[Other Resources](#)

Here are some other resources you can use to learn more about specific schools:

- Visit specific school and district websites and social media pages. Many NYCPS schools and districts have their own websites and social media pages that can be accessed by a quick web search or by looking on the school's NYCPS webpage.
- Visit the New York State Education Department's (NYSED) [data site](#) to see academic and demographic data about schools. You can search at the school or district level to see information specific to NYC schools.
- [Inside Schools](#) is a third-party platform that includes community voice, school overviews, and narratives. This website is not maintained by NYCPS.

Part 2: Building Context about NYCPS Programs and Opportunities

Now that you know where to access information about the school locations and school communities at the NYCPS, it is time to build your knowledge about all the different programs offered across the city. NYCPS is proud to offer a diverse array of programs and classroom types to meet the needs of all learners. This section provides more information about some of these program models.

- [District 75](#)
- [District 79](#)
- [Community Schools](#)
- [Bilingual Settings](#)
- [Early Childhood Settings](#)

[District 75](#)

District 75 schools provide highly specialized instructional support for students with significant challenges, such as:

- Autism Spectrum Disorders
- Significant cognitive delays
- Emotional disturbances
- Sensory impairments
- Multiple disabilities

District 75 is a non-geographic district, with District 75 schools found across all five boroughs. See [here](#) for a map of District 75 schools across NYC, and [here](#) for more information overall about District 75.

District 75 programs are housed either in individual school buildings or within general education schools. There are many unique settings in District 75 schools, including integrated classes and special classes with different teacher/student ratios. 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.

Most District 75 teachers hold a Students with Disabilities certification, either in grades 1-6 or in grades 7-12. However, teacher candidates who are certified in the Arts, English as a New Language, and Physical Education may also pursue positions in District 75.

Visit the [Online Support Center](#) for additional information about the different settings and teaching opportunities available in District 75.

[District 79](#)

District 79 is a non-geographic 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.

Visit the [Online Support Center](#) and the [DOE's District 79 webpage](#) for additional information about the different programs and teaching opportunities available in District 79.

[Community Schools](#)

Community Schools support the whole child, the child's family, and learning inside and outside the classroom as part of a strategy to increase graduation rates and student achievement while reducing chronic absenteeism and disciplinary incidents. Community Schools contract with a lead Community Based Organization (CBO) to partner with school leadership, staff, students, families and the community to support the implementation of the four evidenced based features of a Community School:

- Expanded Learning Time
- Family and Community Engagement
- Collaborative Leadership and Practice
- Wellness and Integrated Student Supports

Visit the [Online Support Center](#) and the [DOE's Community Schools webpage](#) for additional information about Community Schools. You can also find a map of Community Schools [here](#).

[Bilingual Settings](#)

NYCPS offers families of English Language Learners the following three programs to support their children's English language development:

- Dual Language
- Transitional Bilingual Education
- English as a New Language

Dual Language

The dual language program teaches students in two languages: English and their home language (e.g., Spanish, Chinese, Arabic, etc.). The home language and English are used equally. Classes are made up of both English Language Learners who share the same home language and English proficient students. The goal of the program is for students to learn how to speak, read, understand, and write in two languages and learn about and appreciate other cultures.

Transitional Bilingual Education

The transitional bilingual education program provides reading, writing, and other classes in English and in the student's home language. As students' English improves, more time is spent learning in English and less time is spent learning in their home language. The goal of this program is to support students in their home language while they fully transition to an English-only instruction class. Classes are made up of students with the same home language.

English as a New Language

In an English as a New Language (ENL) program teachers work with the students to build their speaking, writing, reading and listening skills in English using supports in the students' home language. The goal of the program is to support students as they become English proficient. There are two types of English as a New Language programs:

- Integrated ENL: Students receive core content area areas (English Language Arts, Social Studies, Science, and/or Mathematics) and English language development instruction including home language supports and appropriate ELL (English Language Learner) scaffolds.
- Stand-alone ENL: Students receive English language development instruction taught by a New York State certified ESOL teacher in order to acquire the English language needed for success in core content areas (English Language Arts, Social Studies, Science, and/or Mathematics).

See [here](#) for more information about supports for English Language Learners and [here](#) for a list of Dual Language and Transitional Bilingual programs.

[Early Childhood Settings](#)

Through the historic Pre-K for All and 3-K for All initiatives, New York City is leading the nation in making free, full-day, high-quality pre-K and 3-K accessible to all children three and four years old—an initiative propelled by great teachers.

Pre-K for All and 3-K for All programs operate in a variety of settings. Early childhood educators can teach in one of 650+ district school programs or in one of more than 1,000 [New York City Early Childhood Education Centers](#) (NYCEECs), operated by a diverse range of community-based organizations.

NYCEECs are independent, community-based organizations that partner with NYCPS to provide free, full-day, high quality early childhood education. NYCEECs are run by non-profits, community-based organizations, nursery schools, day care centers, private-pay programs, or faith-based organizations. Calendar year, salaries, and benefits offered will vary from site to site. Each NYCEEC employs its own teachers; they are not employees of the City of New York or NYCPS.

As Pre-K for All and 3-K for All providers, NYCEECs are held to same expectations as district schools and receive the same [professional learning opportunities](#) and other supports from NYCPS Division of Early Childhood Education. Use the [Find a School](#) tool to search for early childhood programs across NYC, including NYCEECs and district schools.

In recent years, most early childhood teacher hiring has occurred in NYCEEC settings. You have the opportunity to express interest in teaching in NYCEECs in your [NYC Online Teacher Application](#), and you can update that preference during your job search if needed. By expressing interest in NYCEEC positions on your application, you are allowing NYCEEC hiring managers to view your application profile and are vastly increasing the likelihood of finding an early childhood teaching position.

Why should I consider teaching in a NYCEEC?

Teaching in a NYCEEC is a wonderful opportunity to gain vital experience, become an expert at classroom management, and build upon your existing skills as an early childhood educator. Some additional benefits of teaching at a NYCEEC include:

- NYCEECs are embedded in their community, allowing teachers to develop close relationships with families and the community.
- NYCEECs offer flexibility and mission-driven programming. They have a strong early childhood focus, tailoring their services to early childhood aged students.
- NYCEECs are typically small, close-knit environments that afford teachers an opportunity to collaborate, brainstorm, learn and grow as a team.
- NYCEECs provide opportunities for professional development and leadership.
- There are many diverse types of NYCEECs, allowing candidates to tailor their job search to find the right fit.

Visit the [Online Support Center](#) and the NYCPS [webpage](#) for early childhood educators for additional information about early childhood settings and opportunities.

Part 3: Preparing for Interviews

Now that you have learned about school locations and communities, as well as the unique program settings offered by NYCPS, it is time to prepare for the interview process. This section provides guide and resources to support this stage of the job search process.

- [Communication Tips](#)
- [Preparing for Interviews](#)
- [Demonstration Lessons](#)
- [Preparing a Resume](#)
- [Preparing a Cover Letter](#)
- [Preparing a Portfolio](#)

[Communication Tips](#)

It is important to make a good impression when communicating with principals and hiring managers by writing professionally and attending to grammatic conventions. This applies to your initial outreach to principals and hiring managers as well as to follow up communications while scheduling interviews, after interviews, and more.

Here are some tips to support your communication with principals and hiring managers:

- The subject line is one of the most important parts of the email, as this is your first impression that will dictate whether your email is opened. When conducting initial outreach, include your name and the position you are applying for in the subject line so principals and hiring managers know what your email is about.
- Keep it concise. Your initial outreach email should be no longer than three paragraphs. Briefly introduce yourself and share where you got your certification and any teaching experience from, as well as why you are interested in/a good fit for their school. Follow up communications should also be clear and to the point.
- When attaching resources (e.g., your resume), send them in PDF format and note in the email that they are attached.
- Begin emails with “Dear Principal [Last Name].” Principals’ names are generally available on the New Teacher Finder and on the [Find a School](#) tool on the DOE website.
- If you have not heard back from a principal or hiring manager after the timeline they shared with you, send a brief follow up email to check in. Principals and hiring managers receive hundreds of emails each week so it may take some time to get back to you, but this way you will give them a quick reminder about you.
- Have others proofread your emails before you send them.
- We expect that when you receive outreach from principals and hiring managers, you will be responsive to emails within 48 hours as well as communicate immediately if you need to reschedule an interview or are no longer interested in a position.

Preparing for Interviews

Congratulations, you have an interview scheduled! It is important to prepare for your interview so that you can be sure to present your best self.

Before your interview, brainstorm responses to potential interview questions and consider what you want the principal or hiring manager to know about you. Be able to speak to your skills and experiences, as well as how they will improve your practice. You should prepare for the interview by:

- Conducting school research. Use the resources shared earlier in this guide as well as other available resources to learn about the school’s achievement data, history, mission, community context, and school demographics so you can discuss why you want to become part of the school community.
- Perfecting your “elevator pitch.” Think about what you would share about why you would be a great teacher for their school during a one-minute elevator ride. Focus on your most relevant experience for this pitch.
- Practicing 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.
- Preparing a demonstration lesson. Whether or not the hiring representative has asked you to prepare a demonstration lesson, it is always prudent to be prepared with a sample lesson. You can also share the lesson plan or a video of the demonstration lesson as a follow-up resource after your interview.
- Planning for the logistics of the interview, including mapping directions to the school, dressing professionally, and bringing updated copies of your resume.
- Preparing 2-3 questions to ask the principal or hiring manager at the end of your interview. This is an opportunity to get additional information about the school and/or position, as well as to demonstrate that you are serious about the interview process and want to learn more about the school/community/position. The next page includes some sample questions you can ask at the end of an interview.

Here are some sample questions that you may be asked during an interview. Practice responses to these questions in advance as part of your interview preparation. It is also helpful to prepare specific examples that you can share in response to questions to provide additional context and color about you and your educational experiences, strengths, and beliefs.

Content Knowledge
<ul style="list-style-type: none">• How would you make your content area relevant to daily life?• What are the 3 important components of a successful curriculum?• What is the most important topic or skill in your content area?
Instructional Practice
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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 would you add to our school?• Describe a time when you had to adjust your working style to complete a project. Why was it necessary?

<ul style="list-style-type: none"> • What do you know about our school?
Collaboration
<ul style="list-style-type: none"> • How do you feel about collaborative teaching and training? • What are the characteristics of a good co-teacher? • What is a strength (or weakness) you bring to a co-teaching relationship? • Describe a time when you led a group or team. How did you keep members involved and motivated? What were the group/team goals? • How do you respond to feedback? Can you give an example?
Understanding Students
<ul style="list-style-type: none"> • Does a student’s background influence his or her achievements? • Have you worked with students like ours before? • What do you think students need to be successful?

It is recommended to ask 2-3 questions at the end of an interview. Below are some sample questions, which you can select from and/or supplement with any additional questions that reflect what you want to learn more about.

<ul style="list-style-type: none"> • When should I expect to hear from you about next steps? • If I were to get this role, what would the onboarding process for this position look like? • What is something unique about your school community? • What do you anticipate might be a challenging part of this role? • What does teacher collaboration look like at your school? • If I were to get this role, what preparation would you recommend I engage in before beginning?

Once you have completed your interview, your work is not over yet! It is important that you send a personalized thank you email 1-2 days after the interview. Thank you notes show the principal and hiring manager that you respect their time and can also be a useful way to remind them of your key strengths and interest areas.

When sending the thank you email:

- Share your appreciation for their time and highlight something you appreciated hearing about their school community during the interview.
- Share any follow up resources (e.g., if you referenced a lesson plan but did not have a chance to discuss it during the interview).
 - Ask when you should expect to hear back from the school regarding the position.
- If you only have one person’s contact information, ask the hiring manager to convey your appreciation to other participants

Demonstration Lessons

As part of the interview process, a principal or hiring manager 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 do not understand. In addition, they will look at 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.



Before Your Lesson

Be sure to clarify what you are being asked to do and what the principal or hiring managers' expectations are for your lesson. Here are some questions you can ask before your demo lesson:

- Where should I report for the demonstration lesson, and who should I ask for?
- What grade level will I be teaching?
- How many students will be in the class?
- How much time will I have to set up in the space? How much time will I have for the lesson?
- Is there a specific objective you would like me to teach or a particular Common Core standard you would like me to align my lesson to? If not, what are the students currently learning so I can tailor my lesson to the current lesson?
- What materials or technology are available in the classroom?

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 by gathering all the materials you will need to support your lesson. You should make any necessary copies ahead of time instead of relying on the school's copier and have a backup plan if you are planning on using any technology such as a SMART board or projector.

Interviewing can be stressful, so do your best to prepare for your demo lesson in advance and be flexible as classroom schedules can shift.

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, such as thumbs up/thumbs down, circulating to ensure students are completing worksheets, and cold calling on students to answer questions.

After Your Lesson

If you complete your demo lesson on a different day than your interview, it is important that you send a thank you email 1-2 days after the demo lesson. Thank you notes show the principal and hiring manager that you appreciated the opportunity to provide the demo lesson and to get to know their school, and that you respect their time observing your demo lesson. This email can also be a useful way to remind hiring representatives of your key strengths and interest areas.

[Preparing a Resume](#)

Your resume is a representation of your cumulative personal and professional experiences, and therefore it is important to have a polished resume that shares your strengths with principals and hiring managers. Creating a resume that highlights your skills and abilities is the best way to make a lasting impression with school administrators and hiring representatives.

While you've uploaded a copy of your resume as part of your application, updating your resume to reflect the skills and talents that will make you an effective teacher will help principals and hiring managers understand why you will be a good fit for their school and encourage them to contact you. You can also upload an updated copy of your resume on the [NYC Online Teacher Application](#) throughout the job search process.

Here are three tips to make sure your resume is as strong as possible:

- 1. List your certifications clearly at the top of your resume.** Placing your certifications at the top of your resume enables a hiring manager to quickly see which position you are applying for at their school and/or determine if you are a match for a currently available vacancy.

EDUCATION AND CERTIFICATION
<i>Master of Science in Education, Name of your graduate program, New York City, New York (January 2020- December 2022)</i> <ul style="list-style-type: none">◆ Pursuing a New York State Teaching Certification in _____◆ Currently certified to teach under the COVID-19 Emergency Teaching Certificate
<i>Bachelor of Arts, Your undergraduate university, City, state (Month of graduation, year of graduation)</i> <ul style="list-style-type: none">◆ Your Major- Pursued a New York State Teaching Certification in _____- Where you conducted your student teaching *highlight if it was in the NYC DOE• University Work Experience:

Additionally, save your resume with your name and certification area. Many schools have one general inbox for all resumes and including your name and certification can be helpful if hiring managers are forwarding resumes.

Recommended naming convention: LastName_FirstName_CertifiedIn_Mathematics.pdf

2. **Highlight work that you have previously done in NYCPS**, even if that work might not be the most recent work on your resume. If you have previously worked or volunteered at NYCPS, including student teaching experience, be sure to acknowledge that clearly on your resume. Given that NYCPS has over 1,800 schools, it is helpful to name the fact that it is an NYCPS school.

PROFESSIONAL EXPERIENCE
<p><i>Student Teaching, New York City Department of Education, New York, NY (January 2020- June 2020)</i></p> <ul style="list-style-type: none">◆ Completed student teaching at insert name of school where you student taught here◆ Took on responsibility in a Teacher’s classroom for the instruction of students◆ Successfully made the transition from in person instruction to remote instruction on the NYC DOE’s platforms and conducted remote instruction with the support of my mentor teacher◆ Mastered the following online platforms for providing remote instruction: insert names of online platforms here◆ Recommendations can be requested from my<ul style="list-style-type: none">○ <i>Cooperating teacher: Insert name here, Email address here</i>○ <i>Cooperating School Leader/Assistant Principal/Other supervisor: Insert name here, Email address here</i>

3. **Verify that you have met basic resume expectations** that would exist for any role. Keep your resume simple and straight forward, check that there are no spelling errors, check that the tense you have chosen is consistent throughout, and keep your resume to one page when possible. Visit the [Online Support Center](#) for additional guidance about creating your resume.

[Preparing a Cover Letter](#)

Your cover letter is a great way to give principals and hiring managers an opportunity to get to know you and see that you would be a good fit for their school. While your resume provides detailed information about your skills and experiences, your cover letter can show more of your personal side.

When emailing principals and hiring managers for the first time, your cover letter should be the body of your email. When communicating with principals and hiring managers through the New Teacher Finder or other online platforms, upload your cover letter as a PDF attachment along with your resume.

Here are some tips to keep in mind when drafting your cover letter:

- 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!
- Tailor your cover letter to each specific school where you apply and include only pertinent and relevant information.
- Have at least two people proofread your cover letter to ensure it is error free.

Here is a sample structure for a 3-paragraph cover letter:

Paragraph 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 an existing opening, name the subject area and grades you are most interested in and that you are reaching out to express your interest should there be any vacancies available.
- Sum up your experience and background.
- Highlight relevant experiences or skills that you will discuss in the next paragraph.

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 (e.g., student test scores increased by 15%).
- 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 their mission, special initiatives, school community, etc. Highlight the qualities and qualifications that make you a strong candidate to work specifically at this school. Make sure to connect your skills or experiences to at least one characteristic of the school that you are excited about (e.g., 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.

Paragraph 3 – Conclusion:

- Summarize your main points and present next steps.
- Briefly restate your interest in the position, the school, and your skills.
- Express your interest in next steps, which can include visiting the school, teaching a sample lesson, or scheduling a phone or in-person interview.

Visit the [Online Support Center](#) for additional guidance when drafting your cover letter.

[Preparing a Portfolio](#)

Your resume and cover letter provide a summary of your teaching experience and credentials. You can create a teacher portfolio to provide more detailed insight into your work and to impress principals and hiring managers.

When you are putting together a portfolio, here are some things you should include:

- A cover
- Table of contents
- A statement of your teaching philosophy in no more than 1-2 pages
- Samples of lessons and/or lesson plans
- Samples of assessment tools used during teaching

Additionally, you may choose to include:

- Copies of evaluations conducted by administrators
- Letters of recommendation
- Students' work resulting from effective teaching methods you used
- A copy of your degree
- A copy of your teaching license and certificate
- A copy of your resume

When creating a portfolio, here are some guidelines to consider:

- Keep it simple, clean, and consistent
- Your portfolio should not exceed 25 pages
- Make your portfolio easy to navigate by creating categories
- Save a digital copy so you can provide it over email if requested

Please note that a portfolio is optional. If you do create one, we recommend that you bring it to interviews and not to networking events.

Visit the [Online Support Center](#) for more information about when you might want to create a portfolio and what it can include.

Part 4: NYCPS Onboarding Process

Congratulations on receiving a job offer! You have done your research, successfully connected with principals and hiring managers, nailed the interview and demo lesson, and now you are at the commitment stage. Whether or not you accept the position, this is a critical phase where professionalism and timely responses are crucial.

The next stage of securing a teaching position is the “offer,” which represents an offer from a school-based hiring representative (typically the principal/assistant principal) for you to begin as a full-time teacher on a specific date in a specific position. In this section we will cover the next steps after receiving an offer.

- [Accepting a Position](#)
- [Declining a Position](#)
- [Navigating the Applicant Gateway](#)

[Accepting a Position](#)

Verbal acceptance of an offer may be taken as an official commitment to the school. For this reason, when offered a position, please be professional, thoughtful, and direct as to whether you are formally accepting or whether you will make a final decision in a specified number of hours or days. Once you make a commitment, you must honor it.

The hiring representative will then ask you for your Social Security Number (SSN). Please note that once you provide your SSN, you are formally accepting a position and your agreement will be considered binding by the school. Because you are new to NYCPS, you do not have a “file number” yet, which is another name for your Employee ID. Until you are finalized on payroll, school hiring representatives will nominate you for their vacancy using your SSN. If the payroll secretary or hiring representative is unsure how to proceed with your SSN, they may contact their HR Director (HRD) for assistance.

Before making a commitment to a hiring representative, be upfront about your certification status and make sure they are aware of which exams you have passed. Note that you may not make a commitment to more than one school.

Once you have accepted an offer there are a few additional steps to finalize your hire, as outlined in the Navigating the Applicant Gateway section below.

[Declining a Position](#)

If you decide to make a commitment to another NYC public school or decide this school is not the best fit for you, please reach out to the hiring representative of that school as soon as possible.

Here is some suggested language to use when declining a position:

- 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.”

Remember that you are representing yourself. Be professional about your response in a timely manner. A school that is not the right fit for you right now may be a great fit for you in the future, and you want to maintain that relationship without burning any bridges.

[Navigating the Applicant Gateway](#)

Once you have accepted an offer and providing the hiring representative with your SSN, they will enter your information into the DOE’s hiring system to begin your onboarding.

There are multiple steps to onboarding in NYCPS. Your progress is tracked through an online system called **Applicant Gateway**. We will walk through the steps in the Applicant Gateway below. Visit the [Online Support Center](#) for guidance about any issues you may experience in the Applicant Gateway.

Step 1: Receive your Applicant Gateway email within 24- 48 hours of verbally accepting an offer to teach at NYCPS. The message may go into your spam folder, so we recommend adding NYCDOEHumanResources@schools.nyc.gov to your safe sender list to ensure you receive it. If you do not receive the email within 24- 48 hours, please reach out directly to the hiring representative.

Have you worked for the NYCPS before?	Your Applicant Gateway email will be sent to:
I have worked in NYCPS before.	The email address on file with the DOE - please note that this may be a NYCPS email address.
I have NOT worked for NYCPS before.	The email address associated with your New Teacher Finder account

Step 2: Log in to the [Applicant Gateway](#). Visit the [Online Support Center](#) for additional guidance about accessing the Applicant Gateway.

The screenshot shows the Applicant Gateway login page. At the top left is the NYC Department of Education logo, and at the top right is the Applicant Gateway logo. The main heading is "Applicant Login". Below this, there are instructions for users, including a section for "GDPASS Volunteers and NYC Department of Education Vendors". A "Sign in" form is visible with fields for "Email" and "Password", and buttons for "Sign in" and "Reset". A blue box highlights the "Activate Account / Forget Password" link, with an arrow pointing to a callout box on the right. The callout box contains the text: "If you cannot access applicant gateway, click on this link to re-set your password. If you do not receive an email to re-set your password, please call HR Connect at 718-935-4000."

Step 3: Fill out all required forms listed in the **Forms Requiring Action** column.

Below is a list and brief description of the required forms that you might find in the Forms Requiring Action section as well as some potential next steps.

Required Forms	Form Description
Emergency Contact Form	All candidates will be required to fill out an emergency contact form, regardless of previous employment with NYCPS.
DOE Rules and Regulations Form	Candidates who are new to NYCPS will be required to fill out a DOE rules and regulations form.
Background Questionnaire	All candidates will be required to fill out a background questionnaire, regardless of previous employment in the NYCPS.
Fingerprint Processing	Instructions will be provided to candidates who have not completed the fingerprinting process, as outlined in step 4 below.
I-9 Documentation	I-9 documentation is required for candidates who are new to NYCPS and may be required for candidates who are current DOE employees. Please refer to this site for eligible I-9 documents and submit I-9 verification to HRCServiceCenter@schools.nyc.gov .
OSPRA 103 Form	Candidates who have their fingerprints on file with New York State (likely due to previous employment or student teaching in a NY school district other than NYCPS) might be prompted to fill out the OSPRA 103 form to have their fingerprints transferred from New York State to New York City. Visit the Online Support Center for additional guidance about the OSPRA 103 form.

Step 4: Determine if you must take any fingerprinting next steps. Visit the [Online Support Center](#) for more information about fingerprinting.

Status	Action Required, if any
You have already been fingerprinted by NYCPS	Your fingerprints will already read “complete” on your Applicant Gateway
You have not been fingerprinted by NYCPS, but your fingerprints are on file with New York State	Visit the Online Support Center for guidance about verifying that your prints are on file with New York State, and send a completed OSPRA 103 form to HRCServiceCenter@schools.nyc.gov
You need to get fingerprinted by NYCPS	Instructions will be provided to candidates who have not completed the fingerprinting process. Note that if you are required to get fingerprinted you may do so by appointment only, so please follow the directions in your email closely.

Step 5: Email your [I-9 verification documentation](#) to HRCServiceCenter@schools.nyc.gov if required. Note that even if you are an NYCPS employee, this may be required of you as well so check the Applicant Gateway for confirmation. Visit the [Online Support Center](#) for additional guidance about I-9 verification.

Step 6: Monitor your Applicant Gateway closely by clicking on the Status button. Check to see that all steps are completed and that there are no required forms to proceed with the onboarding process. If you are stuck on a step you can visit our [Online Support Center](#) for tips on how to resolve the issue.

Application Process Step	Status	Date Completed
✓ 2 Processing	Complete	10/06/2020
✓ Background Questionnaire - Nomination	Complete	10/06/2020
✓ Fingerprints	Complete	10/06/2020
✓ Application Forms	Complete	10/06/2020
✓ 3 Background Investigations - Nomination	Complete	10/07/2020
✓ 4 State Certification	Certified	10/15/2020
✓ 5 JOBID Assignment Date Reached	Complete	11/02/2020
✓ 6 Dual Employment	Complete	11/02/2020
✓ 7 Staffing	Complete	11/02/2020

Step 7: Receive a welcome email from NYCPS that will include your Employee ID number, File number, and information on how to sign up for benefits.

We look forward to seeing you in our schools!

Thank you for your commitment to NYC's students and families.