

New Teacher Toolkit
New York City Department of
Education
2013-14



**Department of
Education**

Dennis M. Walcott, Chancellor

Dear Teacher,

Welcome to the New York City Department of Education! We are delighted that you have chosen to join our team. This year, you'll be working alongside over 75,000 teachers and nearly 60,000 other colleagues to help insure that each one of our 1.1 million students graduates from high school with the skills he or she needs for success in college and the workplace.

Much like the city we serve, the New York City Department of Education is a dynamic, innovative, and fast-paced institution. However, we know that an organization of this size and complexity can be challenging to navigate. This toolkit is a collection of information and links that are particularly pertinent to new teachers. By helping you to address various human resources questions quickly, we anticipate that it will help you free up time and energy to focus on the real reason you're here – your students!

Again, congratulations and welcome! We look forward to seeing the important and impactful work that you'll do with your students this year.

Sincerely,



Lawrence Becker
Chief Executive Officer, Division of Human Resources and Talent
New York City Department of Education

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GETTING STARTED

Congratulations on joining the NYCDOE! You are joining an elite team – **fewer than 1 in 6** applicants were selected and hired at NYC DOE schools for the 2013-14 school year.

New York City's 1,700 schools serve more than 1.1 million students. Over 75,000 teachers work in classrooms across the city, for a single goal: to put our students on a path for success in college and careers.

This section will fill you in on some of the basics you'll need to know as you begin your NYCDOE career.

Do now!

Bookmark the NYC DOE website: schools.nyc.gov.
(You don't need to type "www" at the beginning.)

School Calendar Resources

Key Link:

<http://schools.nyc.gov/Calendar/2013-2014+School+Year+Calendars.htm>

DOE Home Page > Calendar

About Us > **Calendar**

Academics > **2013-2014 School Year Calendars**

Choices & Enrollment > [School Year Calendar](#) *click here for detailed information*
Revised 6/10/13

Schools in the Community >

Offices & Programs >

Rules & Policies >

Student Support, Safety & Activities >

Performance & Accountability >

- First day of school: September 9, 2013
- Thanksgiving Recess begins: November 28, 2013
- Winter Recess: December 23, 2013 - January 1, 2014
- Mid-winter Recess: February 17 - February 21, 2014
- Spring Recess: April 14 - April 22, 2014
- Last day of school: June 26, 2014

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EXPECT SUCCESS
A family's guide to preparing students for college and career.

Parent Link
Get personalized academic information about your child.

Teacher Page
Resources for Teachers

Panel for Educational Policy

Common Core Library

Sustainability Initiative

Parent-Teacher Conference
This memorandum includes the schedule of citywide Parent-Teacher Conferences for the 2013-2014 school year. Additionally, you can find information about Open-School Week, and the guidelines around the Chancellor's initiative to promote family engagement.

Fall 2013 PTC Dates - evening and afternoon

- Elementary: November 13 & 14
- I.S. and Junior high Schools: November 18 & 19
- High Schools: October 24 & 25
- District 75 School Programs: November 6 & 7

Spring 2014 PTC Dates - evening and afternoon

- Elementary: March 12 & 11
- I.S. and Junior high Schools: February 26 & 27
- High Schools: March 27 & 28
- District 75 School Programs: March 17 & 18

» [Español](#) [Kreyòl Ayisyen](#) [Français](#) [Bengali](#) [Русский](#) [한국어](#) [中文](#) [العربية](#) [اردو](#)

Citywide & Statewide Assessments
NY State Regents: January 27 - January 30, 2014
NY State English Language Arts (ELA) grades 3-8: April 1 - April 3, 2014
NY State Mathematics grades 3-8: April 30 - May 2, 2014
NY State Regents: June 3, 2014; June 17 - 25, 2014

Here, you can find detailed information about calendars for:

- School holidays and closings
- Parent teacher conference days
- Scheduled citywide and statewide assessments

See the next two pages for a basic overview of the 2013-14 calendar.

2013-2014 SCHOOL YEAR CALENDAR

Revised June 10, 2013

The School Year Calendar mandates that school sessions begin for all students on Monday, September 9, 2013 and includes a Midwinter Recess (Monday, February 17 through Friday, February 21, 2014). It reflects that on Tuesday, November 5, 2013, and Thursday, June 5, 2014, students in all five boroughs will not be in attendance, but schools in all five boroughs will be scheduled for a Chancellor's Conference Day for staff development related to the high learning standards and assessments. The calendar must be adhered to without exception, unless notifications of subsequent changes are received pursuant to collective bargaining agreements or for other reasons, provided these other reasons are not inconsistent with collective bargaining or legal obligations.

2013			
August	26	Monday	The following staff report: Assistant Principals and school-based intermediate supervisors not designated to work an increased work year.
September	2	Monday	Labor Day (schools closed)
September	3	Tuesday	Classroom Teachers, Bilingual Teachers in School and Community Relations, Guidance Counselors, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, Educational Paraprofessionals report. School Secretaries, Psychologists and Social Workers report for a regular work day. Employees in titles not listed should consult the applicable collective bargaining agreement. For all UFT-represented employees who, pursuant to the June 22, 2009 agreement, report to school on the Tuesday following Labor Day, that Tuesday shall be utilized first and foremost for preparation of the classroom and for the arrival of students. If time permits, the remainder of the day may be utilized for professional development. Students will not be in attendance.
September	4	Wednesday	Chancellor's Conference Day for Staff development. Students will not be in attendance
September	5 6	Thursday and Friday	Rosh Hashanah (schools closed)
September	9	Monday	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS Early dismissal for non-District 75 kindergarten Students only Partial school time for pre-kindergarten public school students.
September	10	Tuesday	First Full day for non-District 75 kindergarten students. Partial school time for pre-kindergarten public school students.
September	11	Wednesday	First Full day for pre-kindergarten public school students.
October	14	Monday	Columbus Day Observed (schools closed)
October	24	Thursday	Pre-kindergarten Non-Attendance Day
November	5	Tuesday	Election Day Chancellor's Conference Day for staff development related to the High Learning Standards and Assessments. Students will not be in attendance.
November	11	Monday	Veterans Day observed (schools closed)
November November	28 29	Thursday and Friday	Thanksgiving Recess (schools closed)
December	12	Thursday	Pre-kindergarten Non-Attendance Day
December January	23- 1	Monday through and including Wednesday	Winter Recess (including Christmas and New Year's Day) (schools closed -students return to school on Thursday, January 2, 2014).

2014			
January	20	Monday	Dr. Martin Luther King, Jr. Day (schools closed)
January	30	Thursday	Pre-kindergarten Non-Attendance Day
January	31	Friday	Fall Term ends for high school students. No high school students will be in attendance. Chancellor's Conference Day for staff development in all high schools . All other students will be in attendance. (See section 7 below for details on high school student attendance on January 31.)
February	3	Monday	Spring Term begins for high school students.
February	17-21	Monday through Friday	Midwinter Recess (including Washington's Birthday and Lincoln's Birthday) (DOE observed) (schools closed)
April	10	Thursday	Pre-kindergarten Non-Attendance Day
April	14-22	Monday through Tuesday	Spring Recess (including Good Friday, Easter and Passover) (schools closed - Students return to school on Wednesday, April 23).
May	26	Monday	Memorial Day Observed (schools closed)
June	5	Thursday	Chancellor's Conference Day for staff development related to the high learning standards and assessments. School staff report to work if required by their collective bargaining agreement. Students in all five boroughs will not be in attendance.
June	26	Thursday	In non-District 75 high schools having administered Regents Exams on June 3 and June 17 through June 25, students will not be in attendance on Regents Rating Day, Thursday, June 26. LAST DAY FOR ALL OTHER STUDENTS. An early dismissal of these students is to be scheduled on Thursday June 26 under the guidelines outlined in Section 12 below. Last day for all Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians and last day for Paraprofessionals.
June June	27 30	Friday and Monday	All other staff report except Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and Paraprofessionals.

Your Identification: File Number vs. Employee ID Number

Number Type	File Number	Employee ID Number
Typical characteristics	7-digit number, usually beginning with “0” (e.g. 0987654)*	7-digit number usually beginning with “1” (e.g. 1234567)
Issued to:	School-based personnel ONLY	ALL NYCDOE employees
Where/how to find yours:	Your File Number will be issued to you in the staffing confirmation email that you receive after successful completion of pre-employment forms.	Your Employee ID # is in the “Reference #” space on your paystub.. Contact HR connect or your payroll secretary to obtain your employee ID before your first paycheck.
Use this number for:	Contacting HR Connect about payroll concerns, applying for additional roles (most commonly-used unique ID # for teachers)	Logging into NYCAPS employee self-service (ESS: www.nyc.gov/ess); Resetting your DOE Network log in ID or email address.

* If you were previously a paraprofessional or substitute, you’ll retain your original file number. File numbers for these individuals usually begin with a “2” – e.g. **2234567**.

The image shows a sample of a 'DIRECT DEPOSIT PAY STATEMENT' from The City of New York. The form is divided into several sections: 'EMPLOYEE', 'PENSION', 'TAX INFO', 'EARNINGS DATA', and 'OTHER ITEMIZED DEDUCTIONS'. In the 'EMPLOYEE' section, there is a field labeled 'REFERENCE #' which is circled in red. This field is where the Employee ID Number is located. Other fields include 'ITEM #', 'PAY PERIOD', 'PAYDATE', 'FEDERAL', 'STATE', 'CITY TAX', 'SOCIAL SECURITY', 'MEDICARE', 'AMT EARNED THIS PERIOD', and 'BALANCE DUE OR (REFUND) LEFT'.

Questions? Call HR Connect: 718-935-4000

Getting Your Employee ID

To obtain an employee ID card, you must have:

1. Clear fingerprint results posted in the DOE system (State and Federal).
2. A digital photo and signature retained in the DOE database after February 20, 2011.
3. Secured employment and be currently active on payroll with the NYCDOE.
4. An official letter of request from an authorized hiring NYCDOE employee to release an employee identification card to the bearer of the letter. The letter should be affixed with your school's seal or stamp and be printed on school letterhead.
The letter must contain:
 - **Employee's Full Name**
 - **Social Security Number**
 - **Current NYCDOE Title/Position**
 - **Payroll or Location Code (including District).**
5. A valid government-issued photo ID.

You have 30 calendar days to obtain the requested ID from the date noted on your letter. There is no charge for your first ID card.

Before Getting Your Employee ID Card

Check with your school secretary or office staff to learn what your school's policies regarding ID cards are. At some schools, you can obtain your ID from your principal, payroll secretary, or hiring manager, while some schools may require that you obtain your ID from the HR Connect Walk-In Center at 65 Court Street in Brooklyn.

Checklist: Obtaining Your DOE Employee Photo ID In-Person

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Completed ID Card Application
(this can be obtained from your school secretary or directly at the HR Connect Walk-In Center) |
| <input type="checkbox"/> | Nomination letter from your principal authorizing that you be issued a DOE employee photo ID card. |
| <input type="checkbox"/> | Valid government-issued photo ID for verification purposes. |

**If all requirements are met, you will be issued your Photo-ID on the same day.*

Key Link:

<http://schools.nyc.gov/Offices/DHR/Fingerprinting+Employee+IDs+and+Smart+Cards.htm>

Getting Your Employee ID

Sample Employee ID Official Letter

Date: _____

New York City Department of Education
Identification Unit
65 Court Street, Room 102
Brooklyn, NY 11201

To Whom it May Concern:

Please accept this letter as a request to have an official NYC Department of Education identification card released to the employee below:

Employee Full Name: _____

Social Security Number: _____

Current Title/Position: _____

District Code: _____ Distribution Code: _____

Should you have any questions regarding this matter, please feel free to contact me. Thank you.
Sincerely,

Signature of Authorized Hiring NYCDOE Employee (*preferably school principal)

Title of Authorized Hiring NYCDOE Employee

Print Name

Contact Telephone Number

Replacing Your Employee ID

For replacement of a lost, stolen, or mutilated employee ID card, which was originally issued after February 20, 2011, you must provide the HR Connect Walk-In Center with an official letter from your employer and a \$10 fee (check or money order payable to NYCDOE/DHRT). This fee is waived if you provide a police report documenting a stolen ID card.

For replacement of a lost, stolen, or mutilated employee ID card which was originally issued prior to February 20, 2011, you will not incur a replacement fee.

There is no fee for replacement ID cards requested due to a name change, title change, or work location change.

Accessing Your NYCDOE Email

You will be able to access your DOE email once you have been issued an Employee ID number.

Accessing your DOE email address

1. Go to schools.nyc.gov.
2. Scroll down to the bottom of the page.
3. Click DOE Login, and then click Employee E-mail.
4. Click Having Trouble Logging on? Click here.
5. Enter the following:
 - Last Name
 - Employee ID
 - Last 4 digits of your SSN
6. Click Submit.
7. Read the Policy, click the “I accept the policy” check box, and then click Submit.
8. The first part of your email appears toward the top of the screen. Add @schools.nyc.gov, and now you have a complete email address.

Need Help?
Call IT and
Outlook Support:
(718) 935-5100

The screenshot shows the NYC Department of Education website. The header includes the NYC logo, the text 'Department of Education', and the slogan 'Children First. Always.' Below the header is a navigation bar with links for 'Parents and Families', 'Students', 'Employees', and 'Community and Partners'. A search bar is also present. The main content area is titled 'E-Mail for Teachers' and contains the following sections:

- Teacher E-Mail Information**
 - Welcome to Teacher Outlook Email
 - The Division of Instructional and Information Technology (DIIT) has arranged to extend Outlook services to all classroom teachers. All teachers, administrators and school supervisors have access to common distribution lists and public folders using one e-mail platform. We will be working closely with the Office of Instructional Technology (OIT) to provide support to teachers.
- Identify Your New Outlook E-mail Address**
 - All Teacher/Outlook E-mail addresses will contain the suffix "...@schools.nyc.gov"
 - Your personal login will consist of your first initial + your last name. As you probably realize, in many cases there will be a duplication of logins. In these cases, a numeral will be added to each individual's login. (i.e., the logins for all individuals named Jane Smith, John Smith, etc. would be jsmith@schools.nyc.gov, jsmith2@schools.nyc.gov, jsmith3@schools.nyc.gov, etc. ...)
- Follow the easy steps below to figure out your own personal login:**
 - Go to a school computer which is on the DOE network
 - Go to the DOE's DIIT homepage (<http://schools.nyc.gov/diit>)
 - Click on the Phone Directory button on the right.
 - Enter your first and last name in the spaces provided. Click Search.
 - Click on your name.
 - Your email address will appear as emailid@schools.nyc.gov. The portion of the name before @schools.nyc.gov is your alias or user name.
 - You can sign onto any DOE computer under your user name with your file number as the initial password
- Logging Into Outlook Web Access from a Personal Computer**
 - Once you have your username, you can logon from any computer with an internet connection.
- Please go to the following url:**
 - <https://mail.nycboe.net>
- A screen like the figure below will appear:**

At the bottom of the page, there is a section titled 'EXPECT SUCCESS' with a family guide icon, and a 'Parent Link' section with the ARIS logo and text: 'Get personalized academic information about your child.'

Please review the [Overview of Using DOE Email](#) and [Teachers' Frequently Asked Questions about Using MS Outlook](#) for additional information and helpful hints on using NYCDOE email.

Teaching Credentials: Licensing and Certification

All fully appointed New York City DOE teachers have both a **New York State teaching certificate** and a **New York City teaching license**.

For example, a middle school science teacher may be issued:

- NY State Certificate in Chemistry (7-12), and
- NYC license in General Science – Junior High School

All teachers (even those who are dually certified) are appointed under ONE license at any given time.

Teachers are tenured under the NYC license in which currently appointed.

All newly-hired teachers should receive an email confirming license and certification in August or September. This email also contains instructions on what to do if you have questions about your license or feel that you have been assigned a license in error.

NYC License Information

For information regarding your NYC License, maintaining your certification or extensions, please visit the NYC DOE [Certification website](#) or calling the NYC DOE Certification hotline* at 718-935-4723.

Additionally, your school's payroll secretary may be able to help you find information about the license you're appointed under.

Checking the Status of your NY State Certification

If you have applied for state certification but have not yet received your certificate, you can determine the status of your application by accessing your online TEACH account with NYSED (<http://www.highered.nysed.gov/tcert/teach/index.html>).

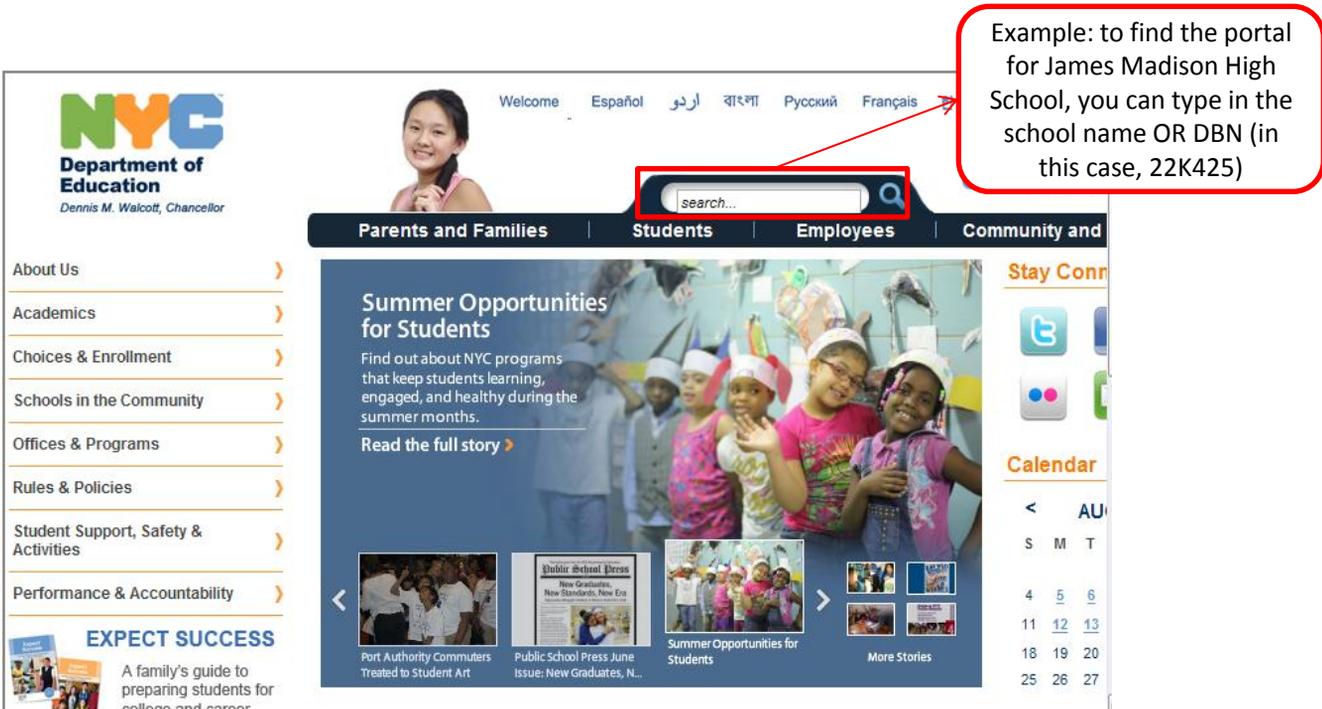
**NYC does not issue state certificates. State certificates are only issued by the New York State Education Department (NYSED).*

Getting to Know Your School: Basic Information

Getting to know your school – your colleagues, your building’s geography and policies, and your school’s performance history – will help you to get off to a strong start and be well-prepared to meet your talented students.

Each school has a specific **School Portal website** which provides basic information about the school, including grades served, student enrollment, cluster, network, and geographic district affiliation, and relevant contact information. Many schools have added additional information or resources to their portal sites.

You can navigate to your school’s portal by searching for your school’s name or DBN (district-borough-number) code in the search function on the DOE’s homepage.



The image shows a screenshot of the NYC Department of Education homepage. At the top left is the NYC Department of Education logo with the text "Dennis M. Walcott, Chancellor". To the right of the logo are language options: "Welcome", "Español", "اردو", "বাংলা", "Русский", and "Français". A search bar is highlighted with a red box and contains the text "search...". A red arrow points from a callout box to the search bar. The callout box contains the text: "Example: to find the portal for James Madison High School, you can type in the school name OR DBN (in this case, 22K425)". Below the search bar is a navigation menu with "Parents and Families", "Students", "Employees", and "Community and". The main content area features a large banner for "Summer Opportunities for Students" with a photo of children. Below the banner are several article thumbnails. On the right side, there are sections for "Stay Connected" with social media icons and a "Calendar" showing the month of August.

Additional information about a school can be found on the NYCDOE’s [Accountability](http://schools.nyc.gov/Accountability/default.htm) page. (<http://schools.nyc.gov/Accountability/default.htm>)

Here, you can find information on your school’s:

- **Progress Report:** An assessment of a school, based on student performance, progress, and school environment
- **School Survey:** Feedback from parents, teachers, and students on school environment
- **Quality Review:** Measures how well a school is organized to support student achievement
- **State and Federal Evaluation measures:** Measures of student achievement, based on No Child Left Behind and NY State Education Department criteria

Getting to Know Your School: Key People

Getting to know key adults within your school building is important for learning about your school's culture and operations. Below are some key people whose acquaintance you should make within your first month of school.

Administration

Your Principal: If you did not meet your principal during the hiring process, be sure to introduce yourself to him/her as soon as possible. In addition to overseeing the school's instruction and day-to-day operations, the principal also plays a key role in setting and realizing a strategic vision for the school.

Other Administrators: other administrators, such as assistant principals, operations managers, and/or school deans are critical supports. If you are in a larger school you may be reporting to an administrator other than the principal.

Teaching Staff

Your Mentor Teacher – If you are a new teacher, your school will assign you a mentor to help you through the challenges of your first year. You will develop a special relationship with your school-based mentor, who is there to help you grow quickly as a teacher. Your mentor will plan with you, view your classroom practice, and conference with you to help you reflect on your teaching practice. Please contact your principal for more information.

Colleagues in your Department or Grade Team – Colleagues who are teaching similar curricula or populations of students are excellent resources to learn from and to collaborate with. Most schools have regular department or grade team meetings to foster collaboration, but it can also be productive to reach out to individual colleagues on an ad hoc basis to discuss curriculum, student progress, opportunities for grants or community collaborations, etc.

Your UFT Chapter Leader – Your Chapter Leader is a great point person for learning about the resources supports that the UFT provides for teachers.

Teacher Leaders in Your School – If your school has teacher leaders – Lead Teachers, Peer Instructional Coaches, Common Core Fellows, or teachers in informal leadership roles such as Grade Team Leader, seek these people out! They have been selected into these roles on the basis of their strong instructional practice and ability to coach or lead adults, and can be fantastic resources.

Key People (continued)

Key Non-Instructional Personnel

School Secretaries: Secretaries often have multifaceted knowledge of a school community. Many teachers report that there are at least 1-2 secretaries in their school who are great sources of institutional and operational knowledge.

Payroll Secretary: Your school's payroll secretary is your first point of contact if you have any needs or questions around getting paid. He/she also may be able to help you find answers to certain HR-related questions.

Parent Coordinator: A key liaison with students' parents, and often has helpful insights into the community and cultural factors that shape students and their families.

Student Support Staff (e.g. guidance counselor, social worker, psychologist, IEP coordinator): Support staff are key partners in supporting the socio-emotional needs of students, and are often a good first point of contact when you notice concerning behavior or changes in academic performance in a student. Additionally, you will likely work closely with members of this team to support students who are receiving special education services.

Custodial Staff: They know the ins and outs of the building, usually have keys to every room (a big plus if you inadvertently lock yourself out of your classroom or another space), and are indispensable when there's a major spill or similar emergency.

Getting to Know Your School: Key Things to Know

Basic Needs

Make sure you have all of the basic supplies that you need for your first day in advance. This includes locations of and keys for important rooms - the classroom(s) you'll be teaching in, the staff bathroom, and other relevant rooms (e.g. teacher's lounge) that you will need access to. Make sure that you've identified the locations of the main office, your mailbox, and your attendance card that you will use to sign in and out each day.

Supplies

Ask your hiring manager and colleagues about obtaining basic classroom supplies at your school. Additionally, take time to identify locations of additional basic resources such as printers and photocopiers.

If you can access the classroom(s) in which you will be teaching, before the start of school, we encourage you to familiarize yourself with the space and resources of each room.

Classroom Space

Consider how you will configure classroom space and, and if possible, identify a place to securely store some basic classroom supplies. Additionally, if you are teaching in multiple classrooms, you may want to map out your travel from room to room and consider how you will transport materials from one classroom to another.

School Policies

Finally, check with your administrators and mentor teacher to see if there are specific school-wide policies that exist for staff and students. If your school has a handbook for staff and/or for students, it will likely contain this kind of information.

Examples of Staff Policies Include:

- Where and how to badge or sign in and out for the day to confirm attendance
- Using shared resources – copiers, printers, computers, etc.
- Days and times for regularly-occurring meetings
- Emergency preparedness, including protocols for fire drills, hostile intruder drills, inclement weather conditions, and major incidents or disasters.
- Building hours
- Policies for working with disruptive students
- Policies between co-located schools (two or more schools located in one building)
- Grading scales or formulas, deadlines for submitting grades

Examples of Student Policies Include:

- Community conduct and disciplinary policies within the building
- Attendance and lateness
- Academic integrity
- Dress codes or policies on school uniforms
- Policies on bringing certain items to school – e.g. backpacks, hats, gum, cell phones.

2013-14 New Teacher Checklist

Employee Name: _____ Position: _____

Location (School DBN): _____ Date: _____

I. Initial Onboarding Activities (to be completed within 30 days of reporting to duty)	Complete? (Check when completed)	Day 1: _____
A. NYCDOE Culture and Resources		Day 30: _____
Obtain your Employee ID from your school or 65 Court Street (depending on your school's ID pick-up policy)		Completion Date
Find out your NYCDOE email alias and make sure that you can log in to your DOE email .		
Make sure that you are assigned both an Employee ID Number and a File Number (also known as an EIS ID).		
Complete all paperwork requirements for certification, fingerprinting, payroll, benefits, etc. (see the TeachNYC New Teacher Checklist)		
Familiarize yourself with online resources from the Teacher Page , ARISLearn, the Common Core library , Advance, and the UFT's New Teacher Handbook		
B. Your School's People, Policies, and Places		
Meet key people at your school – principal, APs/deans, mentor teacher, colleagues, student support service staff, secretaries, parent coordinator, custodial staff		
Familiarize yourself with your school building, including the main office and the locations and layout of classroom(s) you will be teaching in		
Familiarize yourself with your schools' policies and procedures for staff and for students (e.g. via handbooks or other resources)		
Check in with your mentor/supervisor about first-day-of school procedures, policies, and schedules so that you know what to expect.		
C. Initial Professional Growth Activities		
View the New Teacher Webinar Orientation		
Meet with your direct supervisor and mentor teacher to begin mapping out your professional growth plan.		
Familiarize yourself with Advance – the NYCDOE's new teacher evaluation system – including the Danielson framework , the Observation and Feedback cycle , and FAQs for teachers.		
Register for any relevant teacher development sessions that are being held by your school or network during your first month of school.		
Visit the online Teacher Development site for tools and resources, including information on mentoring		

2013-14 New Teacher Checklist

Employee Name: _____ Position: _____

Location (School DBN): _____ Date: _____

II. Initial Onboarding Activities to be Completed After Making Payroll	Links/Contacts	Complete? (Check if completed)	Day 1: ____
A. Determine Your Salary			Day 30: ____
Log into the Salary Step application and confirm the information in the Work Experience section on your online employment application (even if you did not list work experience)	http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/How+and+When+to+Apply+for+a+Salary+Step.htm		Completion Date
Apply for a salary differential (only if you have a Master's degree or at least 30 credits beyond your Bachelor's degree)	http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/How+and+When+to+Apply+for+a+Salary+Differential.htm		
Complete an Electronic Fund Transfer Application form and send it to the address on the form (if you choose to wait to enroll in direct deposit until after you receive your first paycheck, you can apply online)	http://schools.nyc.gov/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/PayrollAdministration/Direct+Deposit+%28EFT%29.htm		
B. Enroll in Benefits			
Compare various health plans and choose the one that's best for you.	http://schools.nyc.gov/Offices/DHR/HealthBenefitsLeavesAbsenceSafety/Health+Benefits.htm		
Enroll in DOE Health Benefits – online via Employee Self Service (recommended)	http://schools.nyc.gov/Offices/DHR/ESIntro.htm		
Enroll in UFT Welfare Fund benefits for dental, vision, and prescription drug coverage	http://www.uft.org/health-benefits		
Download Teachers' Retirement System (TRS) enrollment packet to confirm information and beneficiaries (<i>Note: TRS deductions automatically begin with your first paycheck</i>)	https://www.trsnyc.org/trs/web/tools/enrollment.html		
<i>Optional:</i> Enroll in TDA online after enrolled in TRS	https://www.trsnyc.org/trs/web/tools/enrollment.html		
<i>Optional:</i> Enroll in WageWorks and research additional employee discounts	http://schools.nyc.gov/Offices/DHR/EmployeeIncentiveandDiscounts/default.htm		



YOUR BENEFITS AND PAY

Since 2002, starting salaries for NYC public school teachers have increased 43%. NYC teachers earn more based on experience, which translate to salary steps, and coursework above a bachelor's degree, which equate to salary differentials.

This section provides some essential information about salary steps and differentials, managing your pay, and the benefits you receive as a New York City teacher.

Do now!

You must apply for salary step placement so an equated (or anniversary) date can be issued to you. This will allow you to contractually advance on the salary schedule twice a year. See page 24 for more information.

HR Connect: (718) 935-4000

If you have questions about your benefits or pay, the first thing you should do is contact HR Connect, the NYCDOE's one-stop employee service center.

*Snapshot of Services Offered by HR Connect**

<u>HR Connect Call Center</u>	<u>HR Connect Walk in Center</u>
(718) 935-4000 Monday – Friday 9:00 a.m. – 5:00 p.m.	65 Court Street Room 102 Brooklyn, NY Monday – Friday 9:00 a.m. – 5:00 p.m.
<ul style="list-style-type: none">• Benefits Inquiries• Salary Step & Differentials• Payroll Inquires• Leaves of Absence Inquiries	<ul style="list-style-type: none">• Fingerprinting Services• ID Cards• HR Inquires• Benefits Inquires• Leave of Absence Inquires

** If you do not see your HR need listed on this chart, we encourage you to still contact HR Connect.*

Employee Self-Service

[Employee Self-Service \(ESS\)](#) is a tool that allows you to view or change your personal information and health benefits online.

Key link:

<http://schools.nyc.gov/Offices/DHR/ESSintro.htm>

The screenshot shows the NYC Department of Education website. The main navigation bar includes 'Parents and Families', 'Students', 'Employees', and 'Community'. The 'Employees' section is highlighted, leading to 'Human Resources'. The page title is 'Introduction to NYCAPS Employee Self-Service (ESS)'. The content includes sections for 'What is ESS?', 'What can I do in ESS?', 'How do I access ESS?', 'What is my ESS User ID and password?', and 'Who can use ESS?'. There are also links for 'Parent Link' and 'Expect Success'.

Things You Can do With NYCAPS ESS

Personal Information	Benefits Information
<ul style="list-style-type: none"> View and change your name View and change your address View and change either pertinent information such as: <ul style="list-style-type: none"> Phone number Email address Gender Ethnic Group View other data such as <ul style="list-style-type: none"> Date of Birth Original Hire Date Military Status 	<ul style="list-style-type: none"> View and/or make changes to health benefits for you and your family due to a Life Event (birth, marriage etc.) or during the Open Enrollment Transfer Period or during the New Hire Process Change Health Benefits Buy-Out Waiver status at time of a Life Event

ESS: Logging on for the first time

User ID: Your seven-digit Employee ID Number.

Temporary ESS password: The last two digits of your SSN, the first three letters of the your birth month (must be upper case), your birth day (including the leading zero, if applicable), and birth year.

Example: Jane Doe's SSN is XXX-XX-XX99 and birth date is January 01, 1910. Jane's initial default password is 99JAN011910.

Once you successfully log on, you will be presented with a series of 10 security questions. YOU ONLY NEED TO ANSWER 5 OF THESE. If you forget your password in the future, the system will give you an opportunity to reset it yourself as long as you can answer the questions correctly.

Helpful Hint: ESS works best on PC Computers with Internet Explorer version 7 or 8. If you have a Mac or a higher version of IE, IT/Outlook support at (718) 935-5100 can help you open a compatible view on your computer.

The Payroll Portal

The NYCDOE's Payroll Portal website allows you to access salary, payroll, and personal paycheck information, and to enroll in direct deposit.

Note: Payroll Portal options are only compatible with Internet Explorer 8 or lower (for example, IE 7). If you are using Internet Explorer 9, select the Compatibility View option from your Internet Explorer 9 Tools menu.

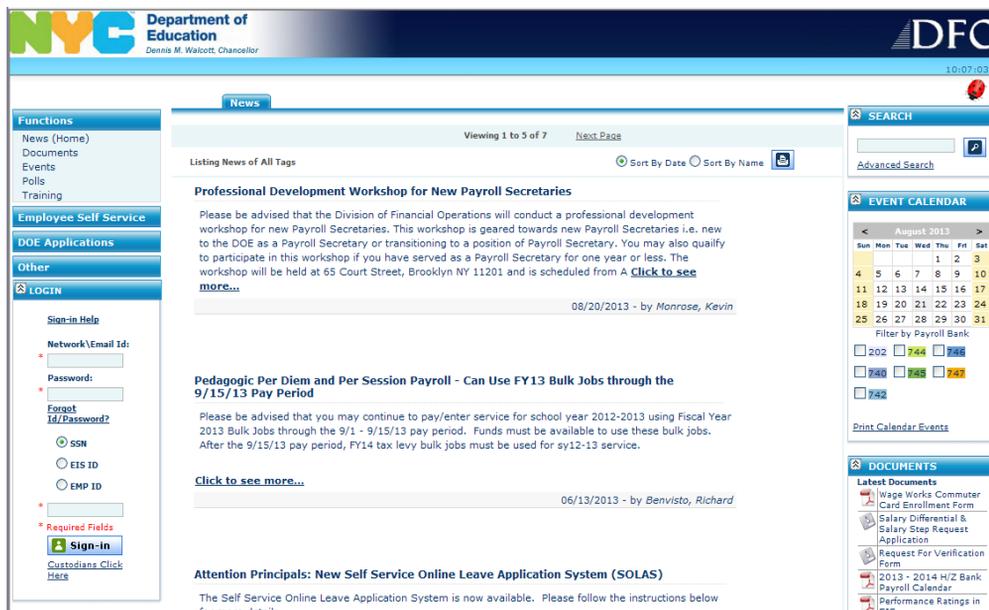
Accessing the DOE Payroll Portal

You can access the Payroll Portal at: payrollportal.nycboe.net

OR

1. Go to schools.nyc.gov/Offices/DFO
2. Click Payroll Portal.

The payroll portal login screen looks like this:



You must log into the portal to access some of the portal's functions, such as employee self-service.

To log into the payroll portal:

1. Enter your Network / Email ID user name (for example, FSMITH). This is the same user name you use to log into the DOE network, and matches your email address.
2. Enter your Network / Email ID password. This is the same password you use to log into the DOE network
3. Enter ONE of the following:
 - Social Security number
 - EIS ID (this is labeled "Reference Number" on your paycheck)

Note: You must include all 7 digits, of your EIS ID, including the leading zero.

4. Click Sign In.

Enrolling in Direct Deposit

All newly-hired teachers must enroll in direct deposit. Enrolling in Direct Deposit/EFT is easy, saves paper and deposits your check directly into your account. It also allows you to access your pay stubs on line.

Web Enrollment (encouraged): You can use the self-service area on the payroll portal to enroll in EFT by going to <http://payrollportal.nycboe.net> and logon to the site with your DOE Outlook email address. Enrolling via the web will take up to two (2) pay periods. If you do not know or have an Outlook email, you may contact the DOE helpdesk at 718-935-5100 to obtain one.

Form Enrollment: Alternatively, you may submit a paper application along with a voided check (with pre-printed name), copy of savings statement, or passbook account (with pre-printed name) is required. Enrolling utilizing the paper form will take between three (3) and four (4) pay periods and incomplete applications will be returned.

You can download and print a paper application form from the Payroll Portal. Completed paper applications should be sent to:

Division of Financial Operations
Payroll Benefits Program
65 Court Street, Room 1003
Brooklyn, NY 11201

Calculating Your Salary Step and Differential

Salary step placement is based on previous, paid, full-time teaching experience and/or related non-teaching experience.

All appointed teachers and appointed school-based-staff are assigned a salary step and an equate date. Twice each year, these individuals will automatically advance to the next salary step—once on his/her equate date and again every March.

Detailed information about salary steps can be found at:

<http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/Salary+Steps.htm>

This page provides detailed information on how and when to apply for a salary step or differential, including what information you will need to provide in your salary step or differential application. Information on salary step/differential timelines and mailing addresses is also included here.

Salary differentials are based upon exceeding the minimum education level required for their positions. Receiving the differential, however, is not automatic. Even though a prospective employee was required to report his or her education in his or her application for employment, a separate salary differential application must be submitted to the Office of Salary Services to be considered for this increase in pay.

More information about salary differentials can be found at:

<http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/Salary+Differentials.htm>

Teacher salaries are calculated on the basis of prior degrees and coursework and previous teaching or other closely related work experience. A teacher's salary is not officially calculated until he/she has been staffed; however, you can use the salary step documents below to estimate what your salary will be. If you have prior teaching or related experience or additional education above a bachelor's degree that you would like to be considered in your salary calculation, please consult the information on [Salary Steps and Differentials](#) to determine how to submit evidence of work experience or education for review.

Salary Resources

Salary Steps and Differentials Page (DOE):

<http://schools.nyc.gov/Offices/DHR/TeacherPrincipalSchoolProfessionals/Salary/Teacher+Salary+Steps+and+Differentials.htm>

Teacher Salary Schedule: <http://schools.nyc.gov/NR/rdonlyres/72DE1FF1-EDFC-40D7-9D61-831014B39D1E/0/TeacherSalarySchedule20083.pdf>

Note: The salary schedules specify salary information in relation to the employee's salary step, differential, longevity, salary base, experience, advancement increase, tuition reimbursement, staff development, educational differential, uniform allowance, and job level, where applicable to a given title.

Salary Schedule: Steps and Differentials

Key link:

<http://schools.nyc.gov/NR/ronlyres/72DE1FF1-EDFC-40D7-9D61-831014B39D1E/0/TeacherSalarySchedule20083.pdf>

Columns: Salary Differentials

Rows: Salary Steps

OFFICIAL DESIGNATION	C1 (MA)	C2 (PA)	C2+ID (QA)	C2+ PD (RA)	C2+PD+ID (SA)	C2+C6 (TA)	C2+PD+C6 (UA)
GENERAL DESCRIPTIVE DESIGNATION	BASE	BA+30 CREDITS	BA+60 CREDITS	APPROVED MA OR BA + 30 CREDITS IN AREA OF SPECIALIZATION	BA + 60 CREDITS INCLUDING APPROVED MA or 36 CREDITS IN AREA OF SPECIALIZATION	WORK EXPERIENCE FOR TRADE LICENSES OR BA + 60 FOR OTHER STIPULATED LICENSES (SEE AGREEMENT)	BACHELORS, MASTERS AND 30 ADDITIONAL CREDITS
1A	45,530	47,124	50,071	51,425	54,372	53,019	57,320
1B	45,530	47,124	50,071	51,425	54,372	53,019	57,320
2A	48,434	50,028	52,975	54,329	57,276	55,923	60,224
2B	48,434	50,028	52,975	54,329	57,276	55,923	60,224
3A	48,836	50,430	53,377	54,731	57,678	56,325	60,626
3B	48,836	50,430	53,377	54,731	57,678	56,325	60,626
4A	49,543	51,137	54,084	55,438	58,385	57,032	61,333
4B	49,543	51,137	54,084	55,438	58,385	57,032	61,333
5A	50,153	51,747	54,694	56,048	58,995	57,642	61,943
5B	50,153	51,747	54,694	56,048	58,995	57,642	61,943
6A	50,812	52,406	55,353	56,707	59,654	58,301	62,602
6B	51,744	53,338	56,285	57,639	60,586	59,233	63,534
7A	53,128	54,722	57,669	59,023	61,970	60,617	64,918
7B	56,370	57,964	60,911	62,265	65,212	63,859	68,160
8A	59,404	60,998	63,945	65,299	68,246	66,893	71,194
8B	63,006	64,800	67,547	68,901	71,848	70,495	74,796
5 YR LONG	64,006	65,600	68,547	69,901	72,848	71,495	75,796
10 YR LONG	67,095	68,689	71,636	72,990	75,937	74,584	78,885
13 YR LONG	69,197	70,791	73,738	75,092	78,039	76,686	80,987
15 YR LONG	73,636	75,230	78,177	79,531	82,478	81,125	85,426
18 YR LONG	74,800	76,394	79,341	80,695	83,642	82,289	86,590
20 YR LONG	83,412	85,006	87,953	89,307	92,254	90,901	95,202
22 YR LONG	88,259	89,853	92,800	94,154	97,101	95,748	100,049

Health Benefits

Key link:

<http://schools.nyc.gov/Offices/DHR/HealthBenefits/default.htm>

The NYC DOE offers a comprehensive benefits package that includes full medical benefits. Being provided with the opportunity to choose from over 10 health plans gives you access to some of the best doctors in the city. There is no waiting period because you are eligible on the first day of employment.

Do now!

Your coverage starts on your first day of employment, but you must apply for health benefits within 31 days of hire to be eligible retroactive to your first day of hire. The earlier you apply, the better. For 2013-14, you need to submit health benefits forms by October 3rd 2013 to be eligible for retroactive coverage as of your start date of September 3rd. See the next page for application information.

Check the NYCDOE Health Benefits website to get the most up-to-date instructions for enrolling dependents or domestic partners on to your health plan.

Selecting a health plan is an important decision. Employees should select the health plan that best meets their needs, considering four important criteria:

- **Cost**
- **Choice of doctor**
- **Convenience of access**
- **Coverage:**

You can review the offered plans and rates by obtaining the Summary Program Description available on the OLR website.

1. Go to <http://www.nyc.gov/html/olr/html/home/home.shtml>
2. From the left-hand navigational pane, click **Health Benefits Program**.
3. Click the appropriate link to view/print the [Summary Program Description](#), general program information, and/or current health plan rates.
4. Contact the providers of the plans you are interested in, for additional information. It's important that you make this decision based on your own preferences.

The OLR website also contains helpful information and FAQs on health benefits topics such as retirement, coverage of eligible adult children, and domestic partner enrollment.

Employee Self- Service (ESS) is a tool that allows you to view or change your personal information and health benefits online. Visit www.nyc.gov/ess.

Health Benefits: How to Enroll

All pedagogical and other non-administrative employees must submit an [Employee and Retiree Health Benefits Application](#) (ERB).

You can obtain a copy of the enrollment form and instructions for completing it at http://schools.nyc.gov/NR/rdonlyres/389C0A7C-76E7-4886-A731-1388DA8F6D4D/0/ERB_healthform.pdf

You may also obtain this a copy of this enrollment form from your school secretary or designated HR representative at your school.

Once you have completed the form and **your payroll secretary or designated HR representative at your school has completed and signed Section J**, you must submit the completed form via fax, mail, or in person.

Fax: 718-935-5215 (Attn: HR Connect Health Benefits Administration Office)

Mail: HR Connect Health Benefits Administration Office
65 Court Street, Room 101
Brooklyn, NY 11201

In person: At the HR Connect Walk-in Center at 65 Court Street, Room 102.

Please make sure you attach copies of all appropriate supporting documents required for eligible dependents, (e.g., marriage, domestic partnership, birth or adoption and/or student certificates). Copies need not be certified.

You must submit your application for health insurance within 31 days of your start date*. Once submitted, benefits typically take 4-6 weeks to be processed.

**If you do not submit your health benefit enrollment forms by October 3rd 2013, you may not be eligible to be retroactively covered from your start date. However, you are still encouraged to submit your forms as soon as possible if the October 3rd deadline has passed, though you will probably not be eligible for retroactive coverage.*

For example, a teacher who submitted health benefit enrollment forms on September 30th, 2013 will be covered retroactively from his/her start date of September 3rd, 2013, whereas a teacher who submitted health benefit enrollment forms on December 23rd would only be covered from that date onwards.

Opting Out of DOE Health Benefits

If you are already receiving coverage under a family member/domestic partner's health plan, you may opt out of DOE health benefits. You may opt out of benefits by selecting the "Waive Benefits" or "Buy-Out Waiver Program" option on the "Cancel Benefits" section of the [Health Benefits Enrollment Form](#).

- You will have to WAIVE BENEFITS if you are covered by another New York City Employee's health plan. Because the City is still subsidizing your benefits, you are not eligible for a buy-out waiver.
- You may enroll in the BUY-OUT WAIVER PROGRAM if you are covered through a non-City employee health benefits program (e.g. if your family member works for a state agency, the MTA, a federal agency, or in private industry)

If you are covered under a family member's City health plan

- Either you or your family member will need to waive your City benefits.
- Waiving benefits is a requirement for employees who are covered under another CITY health benefits plan (for example, covered under their City-employed spouse's plan). The City will not "buy out" their DOE benefits since they are still subsidizing the other City benefits.

If you are covered under a family member's non-City health plan

- The Buy-out waiver program is an incentive program that is extended to employees who are covered under NON-CITY health plans, who are willing to waive their City health benefits in return for a semi-annual payment - \$500 for individuals and \$1000 for families.
- To enroll in the Buy-Out Waiver, you will need to fill out and submit a 2014 [Health Benefits Buy-Out Waiver Form](#) (available on the OLR website);
 - a. Go to nyc.gov/OLR
 - b. Click Forms and Downloads
 - c. Click Plan Year 2014 Brochures and Enrollment/Change Forms.
- Complete this form and submit it by **October 3rd, 2013**.

Dental, Vision, and Prescription Drugs

All teachers are covered for dental, vision, and prescription drugs by the United Federation of Teachers (UFT) Welfare Fund.

Do now!

All new members must:

- Complete a UFT Welfare Fund Enrollment Form. (This enrollment is separate from any UFT Membership and Department of Education Health Plan applications.) This enrollment form is available from the Fund office or can be done on-line at www.uftwf.org.
- Attach applicable documentation (e.g. birth certificate, marriage certificate or domestic partnership registration) to the enrollment form.
- See your UFT Chapter Leader if you have questions about the UFT Welfare Fund.



Retirement, Savings, & Other Financial Benefits

Key link: <https://www.trsnyc.org/trsweb/index.html>

Teachers' Retirement System (TRS): TRS membership is available to educators who work for the NYCDOE. TRS provides New York City educators with retirement, disability, and death benefit services. In addition to their basic Qualified Pension Plan, they administer one of the largest unified Section 403(b) Tax-Deferred Annuity Programs in the country.

TRS's address is 55 Water Street, New York, NY 10041. The office is located in lower Manhattan, two blocks south of Wall Street, four blocks east of Broadway and two blocks north of Broad Street. Member Services Center hours are 8:30 a.m. to 5 p.m., Monday through Friday. The toll-free number is (888) 8-NYC-TRS.

TRS' website includes [FAQs](#), [Forms and Tools](#), and [Glossary](#), among other resources.

The screenshot shows the homepage of the Teachers' Retirement System of the City of New York. The header features the TRSNYC logo on the left and a navigation menu with links for Home, News, Forms/Tools, Investments, Publications, About Us, and Resources. A search bar is located in the top right corner. Below the navigation menu, there is a banner with the text "See [Latest News](#) for information on TRS' summer hours." The main content area is titled "Welcome" and includes a "Help" button. The text below the welcome message states: "TRS is one of the largest pension systems in the United States. We provide New York City educators with retirement, disability, and death benefit services. In addition to our basic Qualified Pension Plan, we administer one of the largest unified Section 403(b) Tax-Deferred Annuity Programs in the country." Below this, it says: "TRS membership is available to educators who work for the New York City Department of Education, the City University of New York, or participating New York City Charter Schools. Overall, our programs serve more than 188,000 in-service members, retirees, and beneficiaries." A section titled "One Step to Take Before the School Year" features an image of a young girl and text that reads: "Before the back-to-school whirl starts, consider one simple step for your financial future: Enroll in TRS' Tax-Deferred Annuity (TDA) Program. With TDA, you can reduce your current tax burden and build your nest egg by investing in TRS' [Passport Funds](#). Log in with your Username and Password, and you can sign up in minutes. If you're one of the 74,000 members already contributing, consider increasing your TDA contribution rate this school year. Rate changes and new enrollments don't take effect for at least 30 days, so you'll want to make changes for the coming school year." To the right of this section is a "Quick Links" list with items: [Unit Values](#), [Forms](#), [Investment Returns](#), [FAQs](#), [Educational Programs](#), and [Newsletters](#). On the left side of the page, there is a sidebar with a login form (Username and Password fields, a "Login" button, and a "Not Registered?" link), a "News" section with several news items (e.g., "013 Unit Values Available 1/15/13", "Can File Required Minimum on Elections Online 1/13/13", "Quarterly Account Statements Available 1/31/13", "Quarterly Statements Are Available 1/29/13", "Join New Members 1/16/13"), and a "read all news" link.

Employee Discounts

WageWorks/Transit Benefit

Key link:

schools.nyc.gov/Offices/EnterpriseOperations/ChiefFinancialOfficer/DFO/PayrollAdministration/WageWorks-TransitBenefit.htm

The City of New York partners with WageWorks to give eligible employees the opportunity to use pre-tax earnings to cover certain public transportation costs through the Commuter Benefits Program. By enrolling in the City of New York Commuter Benefits Program, you will save up to 42% on the cost of your commute using public transportation. This program works for virtually any transit system in the Tri-State area, including parking at or near public transit to commute to work.

To enroll, change, suspend payroll deductions or discontinue your enrollment in the Commuter Benefits Program, **visit the Employee Self Service** section of the [Payroll Portal](https://payrollportal.nycboe.net/payrollportalweb/main.aspx) (<https://payrollportal.nycboe.net/payrollportalweb/main.aspx>).

Other Discounts

Key link:

<http://schools.nyc.gov/Offices/DHR/EmployeeIncentiveandDiscounts>

Other discounts available for NYCDOE employees include:

- Office and print services
- Computer equipment and software
- Cell phone service
- Wellness programs and health clubs
- Educational courses and cultural events
- Newspapers
- Retail
- Travel
- Financial services

Please note that the DOE does not administer the discount programs and cannot advise on the discounts provided by an organization or company.



RESOURCES FOR A SUCCESSFUL FIRST YEAR

This section provides some helpful tips and links to additional instructional and pedagogical resources and supports.

You can find many more resources on the [Teacher Page](#) (including access to ARISLearn), as well by asking colleagues within your school and across the NYCDOE.

The Teacher Page: A “One-Stop Shop” for Teachers

Key link:

<http://schools.nyc.gov/Teachers/default.htm>

The screenshot shows the NYC Department of Education Teacher Page. At the top, there is a navigation bar with links for Home, Families, Students, Employees, and Community. A search bar is on the right. The main header features the 'Teacher Page' logo and the NYC Department of Education logo. Below the header is a horizontal menu with categories: Teaching Resources, Home, Accountability, Human Resources, ARIS, Teacher Development, Guidance, and SubCentral. The main content area is divided into three columns. The left column contains a 'Teaching Resources' sidebar with links for Teacher E-mail, Certification, PD & Student Opportunities, State Standards, and ARIS Resources. The middle column features a 'Spotlight' section with a photo of a teacher and student, followed by news items about purchasing periods, awards, and teacher evaluation. The right column contains 'HR Connect' and 'SubCentral' sections with various links and phone numbers.

Current PD & student opportunities and instructional resources are on the left side

Spotlight and news are located in the middle

Key HR Connect and SubCentral resources are listed on the right side

ARIS: Online Resources for Teachers

ARIS includes resources for:

- Tracking student data and performance
- Finding resources and curricular materials
- Collaborating with other NYCDOE teachers
- Developing and acting on your professional learning plan



Welcome to ARIS — what do you want to do?

Know Your Students

View your students' academic, attendance, and contact information. To get started, click [here](#).

Analyze Trends

Examine your student data in the form of useful charts and graphs. To get started, click [here](#).

Collaborate and Share

- Engage in collaborative inquiry with your colleagues.
- Find or create a community of shared interests.
- Share a resource with your colleagues.
- Organize the content on your profile.

To get started, click [here](#).

Learn and Develop

This is a beta version of ARIS Learn, which means that it is a work in progress.

- Explore your professional competencies.
- Reflect on your strengths and growth areas.
- Develop your learning plan.
- Choose your learning opportunities.

Find Resources

Early Childhood: [Pre-Kindergarten](#), [Kindergarten](#)

Elementary: [ELA](#), [Math](#), [Science](#), [Social Studies](#), [Arts](#), [PE/Health](#)

ARIS News

Cumulative credits are now available exclusively in STARS. Please refer to STARS to view your students' credit accumulations.

RSVP for the [NYCDOE School Tech Summit](#) this July 31st!

Monthly Highlights

[Designing a "Thinking Curriculum" and Co-Teaching Model](#)

[Thinking through a Lesson: Successfully Implementing High Quality Level Math Tasks](#)

[Link: Literacy Design Collaborative](#)

Spotlight Communities

[Core Curriculum Options](#)

[CFI Institutes](#)

[Intensive Course Content Areas](#)

Instructional & Mentoring Resources

Many new teachers are provided with a mentor as a resource for strengthening student learning. Whether or not you are paired with a mentor depends on several factors, including how many years of teaching experience you have and whether or not your license has reciprocity in New York State.

If you are in one of the categories below, you are eligible for mentoring:

You are in their first year of teaching AND hold one the following certification types:

- Initial Certification
- Transitional B (Teaching Fellows, Teach for America, Peace Corps, and Teaching Opportunity Program participants)
- Transitional A
- Conditional Initial
- Internship Certificate Holder
- Transcript Evaluation
- Letter from the college recommending State issue State Certification (LETT)

Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. If you are given a mentor, he or she will help orient you to your school community and serve as a collegial and emotional support as you transition to a new school system or to teaching altogether.

All in all, mentoring serves several purposes. These include:

- Inducting beginning teachers to the profession and school community, as well as offering on-going support throughout the first difficult year of teaching
- Supporting the improvement of student outcomes in the classrooms of beginning teachers through on-going assessment, planning, and instruction cycles and assistance in implementing Citywide Instructional Expectations
- Guiding beginning teachers towards becoming autonomous professionals
- Ensuring that beginning teachers in NYC have the NYS required mentoring hours to move from Initial to Professional certification

If you are a teacher taking part in the formal mentoring program at your school, you must be mentored for at least 2 periods per week (minimally) over ten months to satisfy their NYC DOE one year mentoring requirement. Once this has been completed, notification is sent to the beginning teacher, mentor, and the principal. In July, notification is sent to New York State to indicate that the teacher has completed the mentoring required for a New York State Professional Certification.

Working with Special Student Populations

Over 175,000 NYCDOE students qualify for special education services, and approximately 160,000 students are English language learners. The resources below may be helpful if you are working with students who are receiving special education services or English language support.

NYCDOE Division of Students with Disabilities and English Language Learners Website:

<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

This site provides an overview of special education services, the referral process, and useful acronyms and terms. While geared primarily to parents, it can be helpful for new teachers to familiarize themselves with terminology and NYC-specific programs.

NYCDOE Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities

Provides detailed information on operational aspects of special education services; very useful if you are looking for specific information about a certain special education service, term, or process.

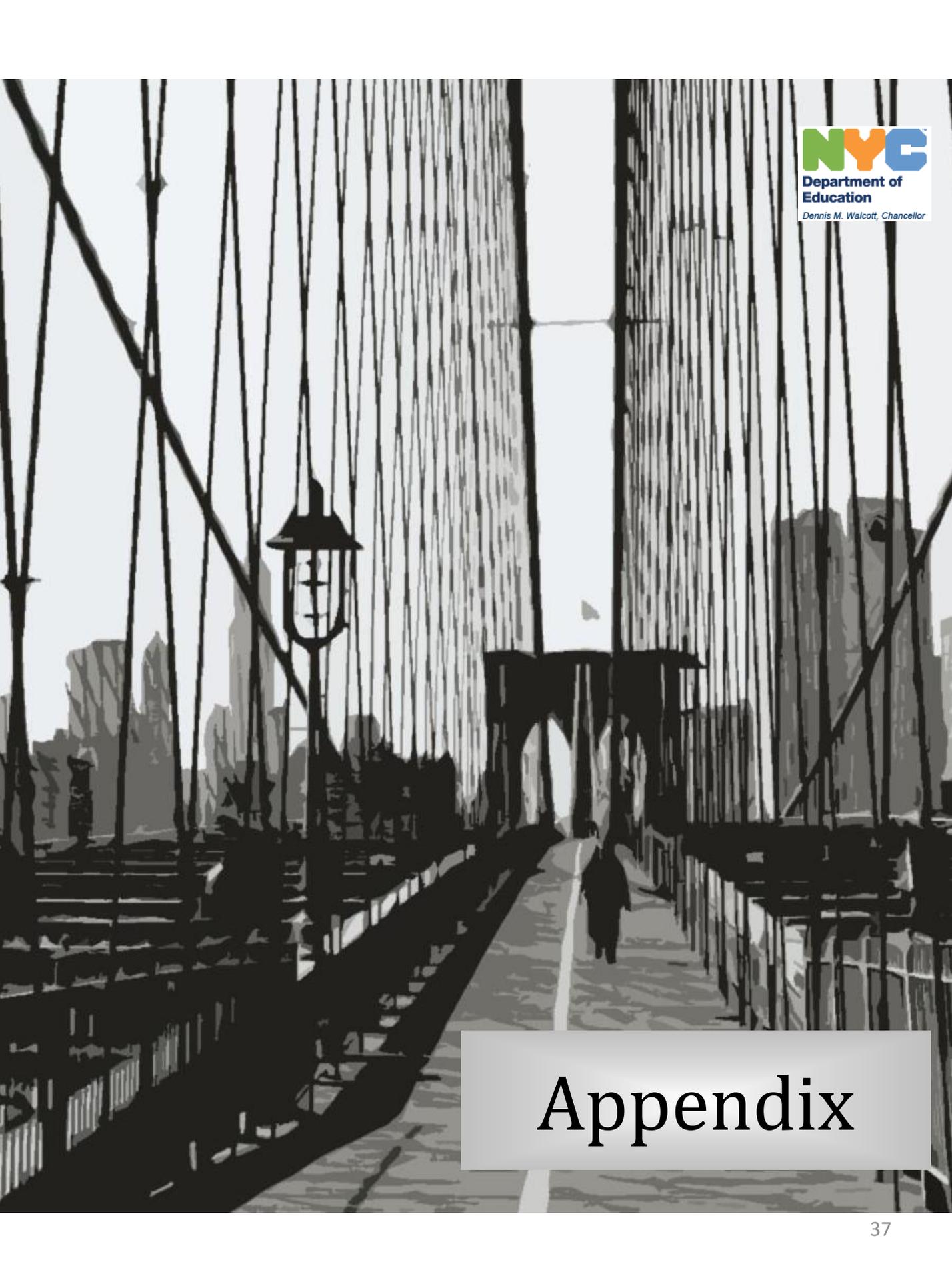
<http://schools.nyc.gov/nr/rdonlyres/5f3a5562-563c-4870-871f-bb9156eee60b/0/03062009sopm.pdf>

NYCDOE Special Education Reform:

<http://schools.nyc.gov/NR/rdonlyres/68E9606C-5FF6-41E5-A536-B69F538A7408/0/OnePagerSpecialEd.pdf>

NYCDOE ELL Student Demographic Information:

http://schools.nyc.gov/NR/rdonlyres/FD5EB945-5C27-44F8-BE4B-E4C65D7176F8/0/2013DemographicReport_june2013_revised.pdf



Appendix

Other Important Policies to Know

FAQs Regarding School Trips

Includes information on field trip requests, approval, chaperone requirements, and visiting non-DOE locations.

(<http://schools.nyc.gov/NR/rdonlyres/4716EC07-4DC3-4254-9E29-01BC9274CD98/144904/FAQsRegardingSchoolTrips.pdf>)

Conflict of Interest Memorandum: Includes guidelines on tutoring and/or working for an outside entity; also covers prohibited financial relationships.

(<http://schools.nyc.gov/NR/rdonlyres/0CF883D2-AAEC-4CF9-8FE8-6AA148335643/81571/FinancialRelationshipsTutoringMemo.pdf>)

Media Consent Form

This site contains links to the media consent form that parents/guardians must sign in order to photograph, film, or videotape a student for non-profit use (e.g.: educational, public service or health awareness purposes). Many schools have parents sign off on a blanket consent form at the start of the school year – check to see what your school’s policy is.

(<http://schools.nyc.gov/Offices/mediarelations/consentforms/default.htm>)

Chancellor’s Regulations Covers a wide range of NYCDOE policies. The 200 and 600 series of Volume C cover many human resource policies pertaining to teachers.

(<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>)

Here are additional policies which can be found on the following websites:

- [NYCDOE General Practice Unit](#)
- [NYCDOE Office of Ethics and Conflicts of Interest](#)
- [UFT-DOE Classroom Teacher Contract](#)

Requesting a Substitute

- Please talk to your principal or other school leader (AP, operations manager, mentor teacher, etc.) to learn what your school's policy for requesting a substitute is, as policies and procedures can vary from school to school.
- If your school uses the DOE's [SubCentral](#) system, you may access SubCentral and related documents via sidebar on the [Teacher Page](#) (<http://schools.nyc.gov/Teachers/default.htm>).

Home | Families | Students | Employees | Community

Search: search here... GO

Teacher Page

A RESOURCE FOR TEACHERS

NYC Department of Education
Dennis M. Walcott, Chancellor

Teaching Resources | Home | Accountability | Human Resources | ARIS | Teacher Development | Guidance | SubCentral

DOE Home Page > Teacher Page

Teacher E-mail
Certification
PD & Student Opportunities
State Standards
ARIS Resources

Teaching Resources

Classroom

Arts

English Language Arts

School Wellness Programs

General Resources

Gifted and Talented

Special Education

Mathematics

Science

Social Studies

World Languages

English Language Learners

Other Resources

Spotlight

[Teacher's Choice 2013-14: Purchasing Period Now Open](#)
[Read More About the 2013 Big Apple Awards Recipients](#)
[Learn More About NYC's New Teacher Evaluation & Development System](#)
[New: Apply for Non-Medical Leaves Online](#)
[New Resource: Leadership Pathways - Explore leadership development opportunities through our new website](#)

News

[NYC Department of Education Announces Three New Early College and Career Technical Education High Schools](#)

HR Connect

718-935-4000

[Salary Step and Differential](#)
[Health Benefits](#)
[Payroll Self-Service](#) (login required)
[Leaves of Absence](#)
[Personal Data Changes](#)
[Tax Forms](#)
[Excessed Staff Selection System](#)
[E-mail Password Reset Tool](#)

[E-mail FAQs](#)

SubCentral

718-935-6740

[SubCentral System Access](#) (login required)
[SubCentral Fact Sheet](#)
[SubCentral Quick Reference Card](#)
[SubCentral Instructional PowerPoint](#)
[SubCentral Pre-Recorded Webinar](#)

Link to
SubCentral

Leaves of Absence

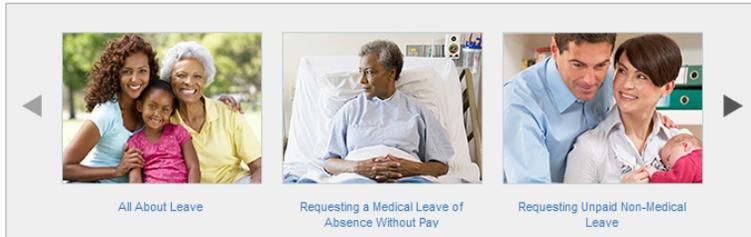
Key link:

<http://schools.nyc.gov/Offices/DHR/HealthBenefitsLeavesAbsence/default.htm>

The HR Connect Leaves Administration Office handles leaves applications when DOE employees need to be absent from work for an extended period of time. This includes Line of Duty Injuries (LODI), Health Sabbaticals, Study Sabbaticals, leaves without pay, medical leaves, CAR and borrowing CAR days, personal illness, and more. For more information, please see the [Leaves of Absence FAQs](#) page.

Leaves & Medical Administration

Topics in Employee Leave and Medical Administration



[New: Apply for Leaves Online](#)

The new [Self-Service Online Leave Application System \(SOLAS\)](#) makes it easier and more convenient to apply for a leave of absence! DOE employees can use SOLAS to apply for leave from a computer or smartphone – all you need is your DOE email address and password.



[Leaves of Absence FAQs](#)

The HR Connect Leaves Administration Office handles leaves applications when DOE employees need to be absent from work for an extended period of time. This includes Line of Duty Injuries (LODI), Health Sabbaticals, Study Sabbaticals, leaves without pay, medical leaves, CAR and borrowing CAR days, personal illness, and more.



[Medical Administration](#)

The HR Connect [Medical Administration Office](#) and its physicians determine whether a person is "fit for duty," evaluate medical leave requests and Line of Duty Injury (LODI) applications, determine eligibility for Board of Education Retirement System (BERS) disability retirement, and assess requests for accommodations under the Americans with Disabilities Act (ADA).



[Worker's Compensation](#)

Workers' Compensation Laws are enacted to protect employees against loss of earning power through injury sustained in their employment. Workers' Compensation is insurance



HEALTH BENEFITS FREQUENTLY ASKED QUESTIONS

If you still have questions after reading all of the Frequently Asked Questions, call HR Connect at (718) 935-4000.

1. AM I ELIGIBLE FOR HEALTH BENEFITS WITH THE NEW YORK CITY DEPARTMENT OF EDUCATION (DOE)?

DOE employees are eligible for health benefits if they:

- Work on a regular schedule, at least 20 hours per week, AND
- Work on an appointment that is expected to last for more than six months

Additionally, F-status employees are eligible for health benefits. Non-F-status substitute teachers are not eligible for health benefits.

2. WHAT IS COVERED UNDER MY CITY HEALTH BENEFITS?

Health care (for example: hospital stays, doctor appointments, diagnostic tests, and medical procedures that are deemed eligible by your provider) are covered under your City health plan. Depending on your provider, you may also select an optional rider that will cover prescriptions. Vision, dental, and some prescriptions are covered by your union or welfare fund.

3. WHAT IS A WELFARE FUND?

All DOE employees that are not members of a union are eligible for a welfare fund (such as the [Management Benefits Fund](#)). Union and welfare funds will address areas of health coverage not included under your City health plan (such as vision and dental).

4. WHEN ARE MY HEALTH BENEFITS ACTIVATED?

The start date for your health insurance is based on your title.

Appointed teachers and specified school-based personnel are covered retroactively to their first day of employment. In order to receive coverage retroactive to your first day, you must submit your health benefits application (ERB form) to the HR Connect Health Benefits Administration Office within 31 days of hire.

Provisional, temporary, and non-competitive employees, who have no experience or education requirements, are entitled to coverage that begins on the first day of the pay period following the completion of a 90-day period of continuous DOE employment. In order to receive coverage on this effective date, you must submit your customized health benefits application to the HR Connect Health Benefits Administration Office within 31 days of hire.

5. HOW LONG DOES IT TAKE TO GET MY HEALTH INSURANCE CARD?

Your health insurance card should be mailed to you by your provider within four to six weeks after your Health Benefits Application (ERB form) has been processed.

6. WHO CAN BE COVERED UNDER MY HEALTH PLAN?

You may cover your spouse, domestic partner, and/or dependent children under your City health plan. A dependent child is defined as your natural or adopted child, or any child of which you have legal custody and/or have been ordered by the court to cover under your health insurance.

7. HOW LONG CAN MY DEPENDENT CHILD/CHILDREN REMAIN ON MY COVERAGE?

Dependent children are covered from birth until the age of 19. If your dependent child is over the age of 19, unmarried, and enrolled at an accredited college or university, you may continue their coverage until the age of 23. Disabled children are covered for the duration of your own City health coverage. It's important to note that supporting documentation is always required when adding a child to your health plan.

8. WHEN CAN I CHANGE MY BENEFITS PROVIDER?

You may change your benefits provider during the annual Open Enrollment transfer period. You may also change your provider if you move out of the service area covered by your selected provider.

9. WHEN IS THE ANNUAL OPEN ENROLLMENT TRANSFER PERIOD?

The annual Open Enrollment transfer period is determined by the Office of Labor Relations each year. It typically occurs from mid-October through mid-November.

10. WHEN CAN I ADD OR DROP A DEPENDENT?

You may add or drop a dependent within 31 days of a qualifying event (such as marriage, domestic partner registration, divorce, death, birth, adoption, or court order). The effective date of your dependent's coverage will be retroactive to the date of the qualifying event, provided the Health Benefit Application (ERB) and appropriate supporting documentation was provided within the 31-day enrollment period.

11. WHEN CAN I ADD OR DROP AN OPTIONAL RIDER?

You may add or drop optional riders during the annual Open Enrollment transfer period. You may also change your optional rider if you are moving into or out of a union title and your prescription benefits are affected by the title change.

12. WHAT IS THE HEALTH BENEFITS BUY-OUT WAIVER PROGRAM?

The New York City Health Benefits Buy-out Waiver Program allows eligible City employees to receive an incentive payment for waiving their City health coverage. Employees who are eligible to enroll in the City's health benefit program, and are covered under their spouse's or domestic partner's non-City group health insurance, or through other employment, or under Medicare Part A and Part B, may enroll in the Health Benefits Buy-out Waiver Program.

13. WHEN CAN I ENROLL IN THE HEALTH BENEFITS BUY-OUT WAIVER PROGRAM?

You may only enroll in the program at specified times and under specific conditions.

- Within 31 days of becoming eligible for health benefits coverage
- During the annual Open Enrollment transfer period
- As a result of a qualifying event

14. WHEN WILL I RECEIVE MY HEALTH BENEFITS BUY-OUT WAIVER PAYMENT?

The incentive payment is distributed in two equal, semiannual payments, as part of the first June paycheck and the first December paycheck.

A prorated payment is given if you enroll in the Health Benefits Buy-out Waiver Program less than six months prior to a scheduled incentive payment.

15. WHEN DOES MY HEALTH COVERAGE END?

Benefits will be terminated for employees who are no longer payrolled by DOE, who are on an unpaid leave for which benefits are not provided, or who have exhausted their leave. There is no grace period for benefits termination. Your benefits will terminate on the date that you are no longer payrolled or otherwise eligible for benefits.

16. WHEN CAN I PICK UP COBRA?

You can apply for COBRA insurance once your City health coverage has been terminated. COBRA applications can be found on the DOE website, or may be obtained at your work location. Three copies of the completed application must be mailed directly to your provider; do not submit the forms to DOE.

Note: If you are an administrative employee (H/ZBank), your COBRA application will be mailed directly to you and to your dependents upon termination of coverage.

17. AM I STILL COVERED WHEN I GO ON A LEAVE OF ABSENCE?

If you are going on a Family and Medical Leave Act (FMLA) or Special Leave of Absence Coverage (SLOAC) leave of absence, you are still eligible for City health coverage. All other unpaid leaves of absence are considered benefits-terminating leaves and will require you to reinstate coverage upon your return from leave.

18. HOW DO I REINSTATE MY COVERAGE AFTER RETURNING FROM A LEAVE OF ABSENCE?

The process for reinstatement varies slightly for different populations.

Non-administrative employees (such as appointed teachers and most school-based personnel) must submit a Health Benefits Application (ERB form) to HR Connect's Health Benefits Administration upon return from leave. Additionally, you must work with your HR Representative or payroll secretary, who will submit a 1054 form on your behalf. Both forms must be submitted in order to reinstate coverage upon return from leave.

Administrative employees (H/ZBank) will be sent a customized health benefits application form at the time your return from leave is processed by HR Connect's Leaves Administration. You must complete and submit this form to HR Connect's Health Benefits Administration as soon as possible. You do not need to complete a 1054 form.

Employee Self-Service (ESS) Frequently Asked Questions

What is Employee Self-Service (ESS)?

ESS is now available and can be easily accessed on the Internet, so you can use it from work and from home.

You can use ESS to:

- View or change your **personal information**, such as Name, Address, and Phone Number
- View or make changes to **health benefits** for you and your family due to a Life Event (birth, marriage, etc.), or during the Open Enrollment Transfer Period

Where do I log in to ESS?

To log on to ESS please go to: www.nyc.gov/ess

What is my User ID and Password?

Your User ID is your 7-digit Employee ID/PMS Reference # provided by your agency or found on your previous pay stubs. (New hires receive their Employee ID/PMS Reference # as part of the new hire process).

If this is your first time logging into ESS, Your temporary password for ESS consists of the last two digits of your SSN, the first three letters of your birth month (must be upper case), your birthday day (including the leading zero, if applicable), and birth year (e.g. the password for an employee with a SSN of XXX-XX-XX99 and a birth date of 01/02/1900 would be 99JAN021900). After logging in with your temporary password, you'll be immediately prompted to change it.

What if I forgot my password?

Use the "Forgot Password" link on the log-in page and follow the instructions to answer the security questions you previously set up. If you have forgotten the answers to your security questions, or are unable to log in using your password, call HR Connect at (718) 935-4000.

What if I don't have access to a computer at work?

You can access ESS from home through the Internet, or from a public place such as the library.

You can also check with your HR Administrator to see if a computer or kiosk is available in your area for using ESS.

When can I access ESS?

ESS is available 24 hours a day, 7 days a week, with brief maintenance periods after 8:30 p.m. on weekdays and on Sundays.

What if I need help navigating through ESS?

There is a dynamic help tool within the application. After you log in, click the Help link in the top right corner for information targeted to the page you are looking at, or use the Search feature to find specific help topics.

Is my information secure?

ESS security is state of the art and offers the best protection of data that we can provide. You also have a key role in protecting your information. You should create passwords that are not easily linked to you, and change your password regularly.

If you are accessing ESS in a public place (e.g. library, or shared computer):

- Please take all necessary precautions to protect your data while viewing or printing and do not leave your computer screen unattended.
- Remember to log off to prevent others from accessing your personal information.

Fingerprinting

You must be fingerprinted to obtain employment with the New York City Department of Education.

The HR Connect Walk-In Center and the Office of Personnel Investigation (OPI) are responsible for screening all new staff hired by the New York City Department of Education (DOE) to ensure the safety and well-being of students and staff. State education laws and DOE policy and practice mandate the taking of fingerprints as a prerequisite for licensure and/or employment. Particular attention is given to fingerprint results that reveal a criminal history. Click for important information regarding [arrest and conviction information](#) for both applicants and current employees.

Fingerprinting services overview for teachers

Where and How to Get Fingerprinting Done

Fingerprinting services are available from the HR Connect Walk-In Center at 65 Court Street, Room 102, in Brooklyn between 9 a.m. and 5 p.m. However, applicants are strongly encouraged to report to the Walk-in Center by 4:30 p.m.

Required documentation for teachers is as follows:

Once you are nominated for a teaching position, you will receive an email with instructions to log into the Applicant Gateway. You must complete and e-sign all the required documents in Applicant Gateway. Then you must come to the HR Connect Walk-in Center with your original I-9 documentation that shows eligibility to work in the U.S. Please refer to the [I-9 Eligibility Form](#) for a complete list of acceptable documentation.

Fingerprinting fee:

The fingerprinting fee is \$115. Teachers have the options of either deducting the \$115 fingerprinting fee from their first paycheck OR paying at the time of fingerprinting

Acceptable payment methods include:

Onsite: Paycheck deduction, personal or corporate check, money order, OR all credit or debit cards with a logo except American Express

Offsite: Personal or corporate check, or money order

Note: All checks and money orders must be payable to: NYCDOE/DHRT

For more information on fingerprinting, please see the DOE website:

<http://schools.nyc.gov/Offices/DHR/Fingerprinting+Employee+IDs+and+Smart+Cards.htm>

Fingerprinting: NYC and NY State Forms



Your fingerprints must be on file with both **New York State** and **New York City**. If your fingerprints are on file with only the city or only the state, you'll need to complete a simple form to transfer your fingerprints to the agency that does not yet have them on file.

- If your fingerprints are on file with New York State, but not with New York City, you will need to submit an OSPRA 103 form to transfer your fingerprints from NY City to NY State.
- Alternatively, if you have fingerprints on file with New York City, but not with New York State, you will have to submit an OSPRA 104 Form to transfer your fingerprints to the New York State.
- Be aware that you can be fingerprinted by the state or the city, but **both** agencies must have your fingerprints on file.
- Through a partnership arrangement between NY State and NY City, you are able to submit a form authorizing that the results of your fingerprinting be shared between the two.

■ **OSPRA 103 form** - transfers results from NY State to NYC

■ **OSPRA 104 form** - transfers results from NYC to NY State

 <p>OSPRA 103 (10/07) Authorization to Forward Criminal History Record Information to the City School District of the City of New York <i>Type or Print All Information</i></p>		<p>Office of School Personnel Review and Accountability NYS Education Department ph: (518) 473-2098 www.highered.nysed.gov/tcert/ospira OSPRA@mail.nysed.gov</p>	
<p>Instructions to Applicant: Please complete Sections 1 and 2 and mail the form to the New York City Board of Education (NYCBOE) address in Section 4.</p>			
<p><i>Please Note: This form is to be filed by individuals who have submitted, or are in the process of submitting their fingerprints to the New York State Education Department and are seeking employment with the NYCBOE. Inaccurate information will delay processing.</i></p>			
SECTION 1			
Name: (Last)		(First)	(Middle)
Home Address: (Street, Apt. #)		Social Security Number:	
City, State, Zip:		Telephone: (Area Code and Number)	
E-mail Address:		Date of Birth: (Month, Day, Year)	
SECTION 2			

 <p>OSPRA 104 (10/07) Authorization to Forward Criminal History Record Information from the City School District of the City of New York to the New York State Education Department <i>Type or Print All Information</i></p>		<p>Office of School Personnel Review and Accountability NYS Education Department ph: (518) 473-2098 www.highered.nysed.gov/tcert/ospira OSPRA@mail.nysed.gov</p>	
<p>Instructions to Applicant: Please complete Sections 1, 2 and 3 and mail the form to the address in Section 4.</p>			
<p><i>Please Note: This form is to be filed by individuals who have been previously fingerprinted (after July 1, 1990) for a license and/or employment by the New York City Board of Education (NYCBOE) and are authorizing the NYCBOE to forward their criminal history to the New York State Education Department for certification application and/or employment purposes.</i></p>			
SECTION 1			
<i>(Inaccurate or incomplete information will delay processing)</i>			
Name: (Last)		(First)	(Middle)
Home Address: (Street, Apt. #)		Social Security Number	
City, State, Zip:		Telephone: (Area Code and Number)	
E-mail Address:		Date of Birth: (Month, Day, Year)	
SECTION 2			

2013–14 CITYWIDE INSTRUCTIONAL EXPECTATIONS

INTRODUCTION

In 2010, the New York State Education Department (NYSED) raised expectations for the quality of student work and teacher practice with the adoption of the [Common Core standards](#). The New York City Department of Education (DOE) has continued to raise the bar through the introduction of [Charlotte Danielson’s Framework for Teaching](#), our [College and Career Readiness benchmarks](#), and our [special education reform, A Shared Path to Success](#).¹ In 2011, these reforms led to the development of the first set of citywide instructional expectations and the engagement of our school system in a long-term process to ensure that students at every grade level are on track to graduate from high school ready for college, careers, and other meaningful postsecondary opportunities.

In spring 2013, students in grades 3–8 took State English language arts (ELA) and math tests aligned to the Common Core standards for the first time. Tests for high school students will begin to change in the 2013–14 school year. The results of the new State tests will provide baseline information about where our students are on their path to college and career readiness. Identifying and addressing the gap between what the standards demand and what students know and are able to do is at the heart of what we aim to accomplish as a system. With time, our students will rise to the challenge. In the meantime, the Progress Report will continue to control for changes in State exams, maintaining stability and fairness. Promotion and other policies will adjust gradually to align with this higher standard, supporting students and schools through the [transition](#).

In the fall of 2013, to support shifting teacher practice, we will implement a [new system of teacher evaluation and development](#).² The current system has been in place for over 80 years, and the adjustment to the new system will be a challenge for schools. However, it will allow us to understand and support teachers’ growth in a more nuanced, differentiated way. This change is critical because high-quality teaching is the most powerful tool for helping students reach these higher standards.

The simultaneous transition to a new set of standards and a new system of teacher evaluation and development will require hard work and new learning. Schools will develop expertise at different rates. What matters most is that we all keep the needs of our students at the center of every decision we make. The 2013–14 citywide instructional expectations build upon the practices we have engaged in over the past few years. Together with the 2013–14 [Quality Review Rubric](#), these expectations are intended to guide school communities as they focus their efforts and resources toward the goal of creating a rigorous and coherent instructional experience for students and educators.

SUMMARY OF EXPECTATIONS

Prepare: Set up to meet higher standards

- Ensure curricula are aligned to standards in all content areas. (QI 1.1, 2.2)³
- Prepare to implement a new system of teacher evaluation and development. (QI 4.1, 4.2)
- Organize the school to meet the needs of all students.
 - Establish an instructional focus. (QI 1.2, 3.1, 3.4)
 - Ensure school time is used strategically. (QI 1.3, 4.2)
 - Plan for both short-term and sustained professional learning experiences. (QI 1.4, 3.1, 4.1, 4.2)

Implement: Move students toward meeting higher standards

- **Students:** Experience rigorous instruction. (QI 1.1, 1.2, 1.4, 3.4)
- **Teachers:** Shift classroom practice. (QI 1.2)
- **School leaders:** Actively support teacher growth. (QI 1.2, 4.1, 4.2)

Assess: Review evidence of meeting higher standards

- Create systems to look for evidence of growth and gaps and make adjustments. (QI 2.2, 4.2, 5.1)

¹A Shared Path to Success is the DOE’s special education initiative to ensure that all students have access to rigorous curriculum and inclusive communities and classrooms, with appropriate supports and services, to prepare them for college, careers, and independent living.

²The new teacher evaluation and development system, aligned to New York State Education Law 3012-c, is rooted in assessing a teacher’s practice based on multiple measures to increase the accuracy of the assessment. Details of the DOE’s new evaluation system will be available in June 2013.

³“QI” denotes each expectation’s alignment with quality Indicators in the Quality Review Rubric.

PREPARE: SET UP TO MEET HIGHER STANDARDS

Ensure curricula are aligned to standards in all content areas. (QI 1.1, 2.2)

- In PreK–9 ELA and math,⁴ ensure curricula are aligned to the Common Core standards.⁵
- In other grades and content areas, ensure curricula are aligned to the applicable content standards.⁶

Schools should work toward closing curricular gaps during spring and summer 2013, whether through purchasing and integrating publisher-made materials or by adjusting current materials.⁷ Schools must provide dedicated time, resources, and support for reviewing and revising curricula, using [Universal Design for Learning](#) to ensure access for all learners.

Prepare to implement a new system of teacher evaluation and development.⁸ (QI 4.1, 4.2)

- For the remainder of the 2012–13 school year, continue to use Danielson’s *Framework for Teaching* for formative observations and feedback to support teacher growth.⁹
- Participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning), leading to principal certification and accurate use of Danielson’s *Framework for Teaching*.¹⁰
- Plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community. More specific information on the new system is forthcoming.
- Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to a new system of teacher evaluation and development in the fall.
- Between June 1, 2013 and the beginning of the 2013–14 school year, agree on a plan for selecting the school’s approach to measures of student learning. More specific information is forthcoming.

Organize the school to meet the needs of all students. (QI 1.2, 1.3, 1.4, 3.1, 3.4, 4.1, 4.2)

- Establish an instructional focus that creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources (see Appendix).
- Continue to ensure school time is used strategically. The school’s schedule should provide students with: [access to advanced coursework](#), tiered interventions as needed (e.g., [Response to Intervention](#)), special education services in the [least restrictive environment](#) appropriate, language support in the chosen [model of English language learner instruction](#), and [time for teachers to work in teams](#).
- Plan for both short-term and sustained professional learning experiences that connect to school needs.
 - Plan for the use of professional development time to support implementation of the school’s curricula.
 - Ensure [opportunities](#) for staff to collaboratively build a school-wide understanding of the components of Danielson’s *Framework for Teaching* included in the new system of teacher evaluation and development. More specific information is forthcoming.
 - Engage teacher leaders to support the school’s instructional agenda.

⁴Grade 9 ELA and math refers to Incoming (cohort S) 9th graders taking Algebra 1 and English courses which ultimately culminate in Common Core-aligned Regents exams.

⁵See the [standards for PreK](#) and information about students who are [alternatively assessed](#).

⁶NYSED has [commencement-level learning standards](#) in the following subject areas: ELA; social studies; math, science, and technology; the arts (including visual arts, music, dance and theater); Languages Other Than English; health, physical education, family and consumer sciences; and career development and occupational studies. The Common Core standards are the first set of standards NYSED has adopted to align to college and career readiness expectations. The NYSED will consider revisions to standards in social studies (draft NYSED K-12 and College of Chief State School Officers College, Career, and Civic Life frameworks), science (Next Generation Science Standards), and the arts (National Coalition for Core Arts Standards), among others.

⁷See [DOE’s Core Curriculum offerings](#). Schools can reference the [DOE’s curricular reviews](#) and these [literacy](#) and [math](#) tools for reviewing other curricular materials.

⁸These expectations may change upon full implementation of a new teacher evaluation system as regulated by Education Law 3012-c. This law regulates annual professional performance reviews of classroom teachers and school principals. Its implementation is subject to a collective bargaining agreement or State mandate.

⁹A new teacher evaluation and development system will employ Danielson’s *Framework for Teaching* as a formal rating tool and require evidence of teacher impact on student learning. Prior to implementation of this new system, work on both fronts can be used only to inform teacher development and not to rate teachers.

¹⁰Education Law 3012-c requires that all lead evaluators are certified in their district’s model of teacher evaluation. In New York City, principals will serve as lead evaluators. More information surrounding certification requirements will be shared in June 2013.

IMPLEMENT: MOVE STUDENTS TOWARD MEETING HIGHER STANDARDS

Students will:

Experience rigorous instruction. (QI 1.1, 1.2, 1.4, 3.4)

- Learn content by engaging with standards-aligned curricula in all content areas.
- Reflect on their work products and work habits based on their understanding of the [academic and personal behaviors](#) required for postsecondary success.

Teachers and teacher teams will:

Shift classroom practice. (QI 1.2)

In the 2013–14 school year, teacher teams should focus on changes to classroom practice. In the first year of the transition to the Common Core (2011–12), teachers embedded a performance task into at least one unit. In the second year (2012–13), they worked to integrate selected shifts into at least two units. This work laid a strong foundation for shifting pedagogy, including the use of performance tasks to assess learning.

- In all grades and content areas, plan and teach lessons and units that integrate the literacy and math [Common Core instructional shifts](#) where appropriate. While not every lesson in every content area will include integration of the shifts, students should experience all of the instructional shifts and associated standards over the course of the year. Teachers are responsible for students' content knowledge while at the same time sharing responsibility for students' literacy skills. Identify authentic opportunities for reading, writing, speaking, and listening in service of meeting the content standards of the discipline.
- Know their students as individuals, including their academic and personal behaviors, language development, knowledge, interests, strengths, and special needs.
- Adjust their lessons, units, and classroom assessments to address the [gap](#) between what the standards require and what their students know and are able to do.
 - Work with peers, coaches, and school leaders to achieve both [rigor and access](#) for all students. Plan for interventions as appropriate.
 - In the early grades, pay special attention to the developmental appropriateness of activities.¹¹
 - For students with [Individualized Educational Plans](#), ensure that individual supports and specialized instruction are aligned to the needs of the student and that goals are aligned to Common Core standards where relevant.
- Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process.
- Actively participate in their own [development](#) as teachers, supported by the implementation of a new system of teacher evaluation and development.

School leaders will:

Actively support teacher growth. (QI 1.2, 4.1, 4.2)

- Strengthen the school's system for supervising and supporting teacher development, paying particular attention to the instructional focus.
- Support teachers and teacher teams in planning lessons and units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments to narrow the gap between what the standards require and what students know and are able to do.
- Ensure teachers' deep understanding of the components of Danielson's *Framework for Teaching* included in the new teacher evaluation and development system to help improve instruction and student learning. More information is forthcoming.
- Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards.
- Align supervisory practices to the new teacher evaluation and development system.
- Support teachers with implementation of measures of student learning.

¹¹The Instructional resource "[We Are Experts](#)" (located on the Common Core Library) has been annotated to highlight opportunities for experiential learning, learning centers, and family engagement.

ASSESS: REVIEW EVIDENCE OF MEETING HIGHER STANDARDS

Create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments. (QI 2.2, 4.2, 5.1)

All staff will:

- Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support their children in rising to this new challenge.
- Continue to share evidence of student progress with families.

Teachers, teacher teams, and school leaders will regularly:

- Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.
- Share successful instructional practices, and the evidence of their success, through formal and informal structures.
- Reflect on their work to identify areas for growth and actively participate in their own development.

School leaders will regularly:

- Review evidence of teacher effectiveness, including student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson's *Framework for Teaching* and the new teacher evaluation and development system.
- Engage in calibration practice on Danielson's *Framework for Teaching*.
- Make evidence-based adjustments to school-wide practices based on goals that are tracked for progress.
- Reflect on their work and actively participate in their own development based on their understanding of effective school practice as defined by the Quality Review Rubric.

APPENDIX: INSTRUCTIONAL FOCUS GUIDANCE

The citywide instructional expectations ask schools to identify an instructional focus as part of their preparation for the 2013–14 school year. It is important for schools to use their goal-setting process as an opportunity to prioritize improving classroom practice across the school. While the goal-setting process will remain in the Quality Review Rubric for 2013–14, the term “instructional focus” will not be added, as this is a practice that supports goal-setting rather than an additional aspect of accountability.

The DOE offers this guidance on identifying an instructional focus based on a belief that a focus creates coherence among multiple initiatives, clearly frames the work teachers and school leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do, and allows for strategic use of resources. The focus is one high-leverage instructional priority that is aligned with a school’s vision and its “coherent set of beliefs about how students learn best.” (QI 1.2)

Characteristics of a strong instructional focus:

- It directly impacts classroom practice.
- It is evident across classrooms, in teacher feedback, and in the school’s year-long professional development plan.
- It is developed collaboratively based on multiple types of data and rooted in the needs of the school.
- It is worthy of study and can be assessed repeatedly over time.
- It allows for multiple teaching strategies that are supported through professional development.

Instructional focus examples include, but are not limited to the following:

Evidence in argument	Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
Student-to-student discussion	Students will engage in high-quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate upon their thinking.
Collaborative learning	Through teachers’ strategic use of intentional groupings, students will develop the ability to learn and get along with others through small-group activities with their peers.
Productive struggle	Students will engage in activities that are both cognitively challenging and accessible. Teachers’ planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students’ persistence through new or challenging tasks.
Language development	Interdisciplinary teacher teams will scaffold language demands to support the development of syntax as well as general and domain-specific academic vocabulary across all content areas.
Multiple entry points	Rather than relying only on printed materials and whole-class lecture notes, teachers will incorporate multiple formats to represent information and enhance student engagement, e.g. multiple versions of a story or of a math or scientific process; teachers will use multimedia collections, including images, sounds, text, video, concept maps, Web links, or animation of text-meaning.
Using assessing and advancing questions	Math: Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan questions that both check and deepen students’ understanding of challenging instructional tasks. Literacy: Based on learning goals, teachers will identify possible interpretations of text and anticipated challenges to plan carefully sequenced text-dependent questions that both check and deepen students’ understanding of new content/text. Students will develop persistence and patience while grappling with new and complex tasks and concepts.
Connecting learning to experience	Teachers will ensure that texts and experiences enhance each other to strengthen students’ background knowledge and engagement with learning. Text-based activities will take place in addition to rich, shared experiential learning through hands-on projects, activities, and trips. Students will reflect on their experiences and understanding of new content.

Teacher Leadership at the NYCDOE

Key link:

<http://schools.nyc.gov/AboutUs/leadershippathways/default.htm>

Teacher leaders are the foundation of our district's leadership pipeline as they assume a wide range of roles to support student and school success. Opportunities are available for current teachers within the context of their role and as they prepare for advancement, demonstrating the DOE's commitment to teacher leadership.

The NYCDOE believes that teachers should have regular opportunities to grow professionally and take on additional responsibilities throughout their careers as classroom teachers. In addition to providing additional growth opportunities for teachers, leadership roles increase instructional capacity and, consequently, student achievement.

NYC Department of Education
Dennis M. Walcott, Chancellor

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DOE Home Page > About Us > Leadership Pathways

Leadership Pathways

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Video: Become a New York City Principal

Approach to Leadership
Leadership Library
Careers in NYC Schools

Check out our NYC Critical Conversations School Leadership Forum from The Wallace Foundation School

EXPECT SUCCESS

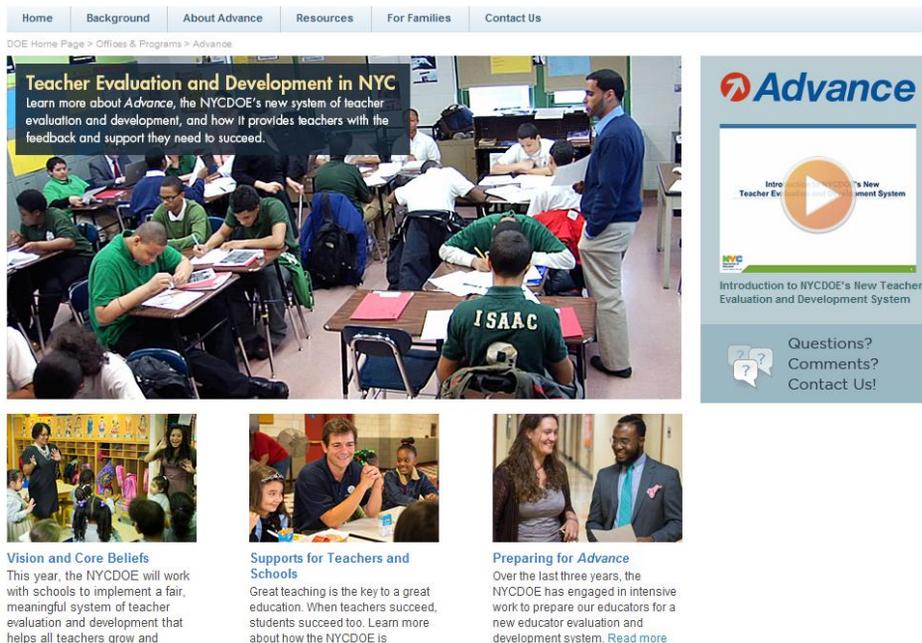
An Introduction to ADVANCE: The NYCDOE's Teacher Evaluation System

In 2013-14, the New York City Department of Education is launching a new teacher evaluation system called Advance. This system will cover all New York City classroom teachers who have been assigned primarily responsibility for a student's learning in a subject/course. Each teacher will receive an evaluation score that is comprised of student learning measures and assessment of teacher practice.

Your first step in Advance is to participate in an Initial Planning Conference with you evaluator – most likely your principal or assistant principal. During this conference, you will outline your goals as a teacher for the upcoming school year, outline a plan for your evaluation, and discuss and select which observation options and components will contribute to your evaluation. You will need to complete your Initial Planning Conference by **October 25th, 2013**.

The NYCDOE's [Advance homepage](http://schools.nyc.gov/offices/advance/default.htm) (<http://schools.nyc.gov/offices/advance/default.htm>) includes a variety of resources, including a [Webinar for Educators on Entire Advance System](#). This webinar is designed to give educators an overview of each of the key components of the entire Advance evaluation and development system.

Additional materials about Advance will be released on this site later in the 2013-14 school year. Additionally, your principal, AP, and/or mentor teacher may be able to help you to become familiarized with the Advance teacher evaluation system and support you in setting goals and choosing amongst evaluation options.



The screenshot shows the NYCDOE Advance website interface. At the top, there are navigation tabs: Home, Background, About Advance, Resources, For Families, and Contact Us. Below the tabs is a breadcrumb trail: DOE Home Page > Offices & Programs > Advance. The main content area features a large banner titled "Teacher Evaluation and Development in NYC" with a play button icon and the text: "Learn more about Advance, the NYCDOE's new system of teacher evaluation and development, and how it provides teachers with the feedback and support they need to succeed." To the right of the banner is a sidebar with the "Advance" logo, a play button icon, and the text: "Introduction to NYCDOE's New Teacher Evaluation and Development System". Below the banner and sidebar are three featured articles, each with a small image and a title:

- Vision and Core Beliefs**: This year, the NYCDOE will work with schools to implement a fair, meaningful system of teacher evaluation and development that helps all teachers grow and...
- Supports for Teachers and Schools**: Great teaching is the key to a great education. When teachers succeed, students succeed too. Learn more about how the NYCDOE is...
- Preparing for Advance**: Over the last three years, the NYCDOE has engaged in intensive work to prepare our educators for a new educator evaluation and development system. Read more