



Teach NYC Pre-K: New York's Future Starts with You!

Prepared by:

Office of the Mayor

Department of Education

*With recognition to the Universal Pre-Kindergarten
Implementation Working Group*

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EXECUTIVE SUMMARY

This coming school year, New York City is planning to increase the number of 4-year-olds with access to high quality, full-day pre-K to more than 53,000. And the mayor and chancellor are committed to ensuring every single pre-K student has an excellent teacher.

This unprecedented expansion will require 1,000 new lead teachers in the 2014-15 school year, and up to 1,000 more in the following and final year of implementation.

To meet that challenge, the city is making an unprecedented investment in the local workforce by directly assisting New Yorkers—including people from community-based organizations—pursuing a career in early education.

Based on those strategic workforce investments, on past experience with applications from early childhood certified teachers and on the significant increase already evident in the number of applications coming from both early childhood certified teachers and others interested in teaching pre-K next year, the administration is confident it is ready to assist principals and community-based organizations with recruiting, training and retaining the very best teachers.

The pipeline of teachers includes an estimated 7,000-8,000 that can potentially fill new pre-K teaching positions.

Individuals with a Birth-Grade 2 state teaching certificate: 2,400-2,500

On average, around 2,000 candidates with Birth-Grade 2 teaching certification — the state credential currently issued to teach pre-kindergarten — apply to the Department of Education each year. In just the first month of open applications for new teachers this year, 55 percent more candidates with the Birth-2 certification applied than during the same period last year. DOE estimates that the growth already evident in this early round, coupled with additional pre-K recruitment efforts, could bring the overall number of Birth-2 certified candidates ready to teach in September to 2,400-2,500.

Candidates with interests and backgrounds that make them promising candidates for positions and that could potentially earn certification through supports DOE is putting in place: 4,600-5,500

Last year, across all DOE application deadlines, the DOE received applications from 4,000 applicants with elementary certification (not included in the 2,000 with Birth - Grade 2 certification). This year, 700 such individuals have already applied to the DOE and expressed interest in teaching pre-K. Through targeted recruitment efforts, the DOE expects to bring in between 600 and 1,500 additional candidates. These efforts include strategic outreach to a wide range of organizations, including but not limited to, educational leadership organizations such as Teach For America and early education specific organizations such as Jumpstart, CUNY's Early Childhood Professional Development Institute (PDI), and the New York affiliate for the National Association for the Education of Young Children (NAEYC).

To support those professionals entering a pre-K classroom but not yet certified, the city is forming a groundbreaking partnership with the City University of New York (CUNY) and CUNY's New York Early Childhood Professional Development Institute (PDI).

The initiative will certify up to 400 professionals by September 2015, funded through a \$6.7 million partnership with CUNY, making a tremendous investment in training New Yorkers to take part in the expanding pre-K workforce. The DOE will contribute to the ongoing development of teachers acquiring new credentials through Aspire, the workforce registry for monitoring and supporting certification.

In order to create a diverse set of pathways for teacher applicants that meets the needs of professionals at various stages of their careers located throughout the city, in addition to the CUNY partnership, the DOE is committed to opening options for other universities to partner to continue to deepen the pipeline of teachers, the DOE has initiated a multi-pronged recruitment campaign, including new online instruction and application materials engaging pre-K teachers for our public schools and community-based organizations. The DOE is also holding hiring events throughout the city, and launching a "Teach NYC Pre-K" subway advertising campaign.

With these measures in place, New York City will be well prepared to ensure every child has a high-quality teacher as they begin their education.

Update on the city's efforts to ensure every pre-K student has an excellent teacher

This coming school year, New York City is planning to increase the number of 4-year-olds with access to high quality full-day pre-K by nearly 170 percent. And the mayor and schools chancellor are committed to ensuring all pre-K students have excellent teachers.

These adults have the unique and important responsibility of welcoming our children into the city's public education system. They will set the tone for the time our students and their families spend in elementary, middle and high school. Teachers from all grade levels are on the front lines, every day, working hard to provide their students with the chance to realize their potential. And pre-K teachers are the first line of defense against educational inequities and missed opportunities for long-term success. Their ability to meet the needs of all learners during a critical time in their development can mean the difference between a child entering kindergarten already behind, and a child moving on to elementary school with the confidence, problem solving skills, vocabulary, and overall solid foundation needed to excel. Pre-K teachers also have a unique opportunity to engage families in what is often their first experience with the public school system. Establishing strong home-school connections from the beginning can be a powerful force in parents becoming school leaders and active partners in their children's education.

The city is proactively working to fulfill its commitment to provide an excellent teacher for every pre-K child and family. And to meet that obligation, the city is putting in place recruitment, training and retention plans that will equip up to 1,000 more pre-K teachers with the tools they need to serve 4-year-olds this coming September.

Putting Quality First

Existing standards for pre-K instruction are determined by state certification regulations, state pre-K learning standards, and city-level guidelines for providing children with developmentally appropriate learning experiences that set them up for long-term success.

Per state regulations, lead pre-K teachers must have a valid early childhood state certification. In public schools, pre-K teachers must be certified to start teaching. In community-based organizations, lead teachers must be certified within five years and be working toward certification from Day 1 of teaching with a study plan. Also from Day 1, if the lead teacher is not certified, someone else on site within the CBO's pre-K program must be certified – for example, an education director who provides ongoing support and feedback to the teacher. Coursework and fieldwork required for early childhood certification provide teachers with insight into how young children develop and learn before and after they enter pre-K. Teachers who understand that continuum of development and learning are able to build on the strengths children bring into the classroom and support alignment with environments children will encounter in the early grades.

Pre-K teachers in New York City—in both community-based organizations and public schools—are expected to orient instruction around the New York State pre-K learning standards, known as the Prekindergarten Foundation for the Common Core (PKFCC). Curricula must integrate these standards into units of study that focus on meaningful and engaging topics. Lead teachers must observe children, collect their work regularly, and use that information to individualize instruction.¹ They must also actively engage families to make them feel welcome and identify ways they can extend learning beyond the classroom.

The breakdown of funding in the administration’s plan reflects this priority on quality teaching and ensures New York City has the resources to provide pre-K children in both new and existing pre-K classrooms with a quality lead and assistant teacher. The \$10,239

- Scholarship and other workforce development support to help teachers not yet certified get certified as soon as possible;
- Lead teachers and assistants to attend DOE professional development during the summer and school year;
- Lead teachers and assistants to plan jointly throughout the school year;
- Public school administrators and CBO directors to attend professional development focused on ways they can support pre-K lead teachers and assistants in providing high quality instruction;
- 55 more DOE instructional coaches who together, with the existing set of 40 coaches, will have a caseload of approximately 45 classrooms each, where they can provide targeted support to teachers, assistants and administrators²;
- 90 more social workers focused on high-need areas to support children and families transitioning into and out of pre-K³; and
- CBO lead teachers with an early childhood certification to earn a salary sufficient to attract and retain them.

per child spending includes funding for:

The funding will ensure we meet the need for high quality instructors starting in Year 1 of implementation. Based on our targets for each year and the 18 to 2 student to adult ratio, we will need up to 1,000 lead teachers in the 2014-15 school year, and up to 1,000 in the following and final year of implementation.

Finding the best teachers for our youngest learners

The current pool of potential candidates for lead teaching positions includes thousands of educators already certified, on their way to be certified, or who are likely to be interested in teaching pre-K and could become certified with targeted support. New York City will need up to 1,000 lead teachers with the Birth-Grade 2 Teacher Certification or on a path toward attaining Birth-Grade 2 certification for services starting this September. We estimate that between candidates applying through the DOE, and those who may come through other channels, the pool of individuals to draw from who will be ready to teach in September will be between 7,000 and 8,000.⁴

Through aggressive recruitment, rigorous selection, and comprehensive training and support, the city will work toward an end goal of ensuring all children are in pre-K classrooms with early childhood certified, high quality teachers.

These efforts start with direct messaging to draw in candidates from universities, education service organizations, and other sources, all under the initiative now known as **Teach NYC Pre-K: New York's Future Starts with You!**

We expect candidates to be drawn in by both compelling research on the short and long-term benefits of high quality pre-K and our intent to offer pay levels across the system sufficient to attract and retain the best certified teachers to lead full-day pre-K classrooms.

Just a month after opening the new teacher application, there is already a strong pool of candidates interested in teaching pre-K. In support of the city's plan, the DOE, for the first time, directly asked all individuals applying for a teaching position if they are interested in teaching pre-K. Out of 3,700 total applicants, 57 percent expressed interest in teaching pre-K next year. While not all of these individuals are early-childhood certified, hundreds of them have backgrounds that could make them strong candidates for early childhood certification. For example, 700 of them are certified to teach elementary education. Hundreds are certified in subject areas such as special education, English, ESL, and the arts.

Building a Stronger Pre-K Career Pipeline for New Yorkers

The city will be aided in its goal of ensuring a certified teacher is leading instruction in every classroom in large part through an unprecedented investment to help 400 educators gain certification by September 2015. Through a groundbreaking \$6.7 million partnership with the City University of New York (CUNY) and CUNY's New York Early Childhood Professional Development Institute (PDI), the city will offer:

- **Expedited certification pathways** for early childhood professionals who commit to teach at least a minimum of two years in a full-day pre-K classroom in a public school or a community-based organization after getting certified; with coursework, supervised fieldwork, and peer cohorts, conveniently located in each borough, differentiated for individuals at different stages of their career trajectory.
- **Career development consultation and coaching** designed to ensure candidates stay on track toward certification and find a pathway that best meets their needs.
- **An easy-to-use online system for tracking progress toward certification at the individual, program and citywide level**, using Aspire, New York State's established registry and statewide training calendar for early childhood and school-age professionals.

CUNY and its PDI will create two tracks designed to expedite the teaching certification for individuals who are already teaching pre-kindergarten and for those who are about to teach pre-kindergarten.

The first track is modeled after the highly successful NYC Teaching Fellows program. Students with Bachelor's degrees will be recruited this spring and placed into borough-based cohorts. They will begin a rigorous full-time 6-8 week Summer Institute program, consisting of orientation and fieldwork with 4-year-old children and including up to 12 credits of graduate coursework. Coursework will consist of child development; observing, recording and planning for young children; curriculum development, and the support of families in communities – all major tenets of the mayor's vision of high quality pre-K programs. PDI will work closely with the DOE to embed in these courses opportunities to learn about UPK expectations and to visit high quality early childhood programs.

Students who successfully complete the Summer Institute will be eligible to begin work in a New York City full-day universal pre-kindergarten classroom in community-based organizations. Once the DOE expands full-day pre-K with new funding, participants will be supported in their job search to ensure a strong match with a pre-K program. The candidates will be well-supervised by college faculty and supported through a relationship established over the summer with their PDI advisor. Each student will complete the balance of required coursework in the evenings across the two semesters at their CUNY school. Remaining coursework and primary (grade K – 2) student teaching experience will take place in the second summer. New York City has education programs for primary-aged children over the summer that ensure these children retain the skills they have developed over the traditional school year, creating an ideal primary student teaching placement for the track one cohorts. Students would then have earned a Master’s degree and would submit their application for the Birth - Grade 2 Certification.

The second track targets individuals who are currently teaching in the NYC early childhood system with a study plan. These individuals are in need of guidance, advice and support to complete their study plans. Each individual recruited to participate in the second track will meet with a PDI advisor to revise their study plan and to place them on a fast track. Resources will be leveraged to expedite the study plan, and include tuition, student teaching stipends, substitute teachers to facilitate student teaching, and other support tailored to each study plan.

The PDI will support the DOE and programs in tracking and helping teachers adhere to their plans by enrolling each teacher in Aspire, New York State’s registry and statewide training calendar for early childhood and school-age professionals. The system was piloted in August 2012 and has an established, tested infrastructure allowing targeted tracking and the development of reports that will provide the DOE with critical information. The mayor’s pre-K plan devotes funds to the development and maintenance of tools within Aspire specifically designed to support UPK-NYC certification requirements and other teacher quality expectations. For example, in addition to tracking certification coursework, Aspire provides a single location where early childhood professionals can find professional development that enriches their practice. The DOE and PDI will work together to identify opportunities tailored to quality expectations in the mayor’s plan such as supports for students whose primary language is not English. Teachers can already sign up in Aspire.

The PDI is well positioned to support teachers in reaching the important career milestone of certification. Over the course of several years, PDI studied certification challenges and identified a number of factors that act as barriers to completion of coursework and other requirements essential for successful certification. These include — but are not limited to — academic, financial, testing, student teaching, and social challenges. The PDI’s Career Development Services Center is committed to mitigating these challenges and barriers with the support of their team of advisors, coaches, mentors, and on-site consultants.

In addition to supporting candidates pursuing certification through CUNY, the PDI’s career services center will help professionals who may need to complete already begun coursework in colleges and universities other than CUNY. Early childhood certification programs in New York City outside of the CUNY system produce an average of about 140 graduates per year.

It is estimated that up to 200 individuals would participate in each of the tracks, with a total of 400 professionals impacted. The city will use start-up funds devoted to workforce development to fund this initiative. A portion of funds from the expansion budget will go to recurring costs to support Aspire, the workforce registry for monitoring and supporting certification.

In order to create a diverse set of pathways for teacher applicants that meets the needs of professionals at various stages of their careers located throughout the city, in addition to the CUNY partnership, the DOE is committed to opening options for other universities to partner, possibly through an RFP.

Aspire is New York State’s registry and statewide training calendar for early childhood and school-age professionals. The system was piloted in August 2012 and has an established, tested infrastructure which allows for targeted tracking and the development of reports that will provide the DOE with critical information. The tool is also helpful to educators who can use their Aspire Professional Profile to organize and track their employment, education and ongoing training in the early childhood or school-age fields.

To learn more about Aspire, visit <https://nyworksforchildren.org/Aspire.aspx>

Promising Early Results

Recruitment efforts are already ahead of pace compared to last year with Birth-Grade 2 certified applicants. After the first month of the new teacher application being open, 55 percent more candidates with the Birth-Grade 2 Certification applied than during the same period last year.⁵ With additional application deadlines in April and June and several proactive recruitment measures, we are confident that our pool of certified teachers will exceed last year's final results of 2,000 B-2 certified applicants. The DOE estimates that the growth already evident in this early round, coupled with additional pre-K recruitment efforts, described below, could bring the overall number of Birth -Grade 2 certified candidates to 2,400-2,500.

Our total applicant pipeline includes thousands of individuals with interests and backgrounds that make them promising candidates for full-day pre-K teaching positions.⁶

In addition to the 460 applicants who have a Birth-Grade 2 certification, other individuals who have already applied include 715 with elementary education certification who expressed interest in teaching pre-K and individuals with other early childhood certificates (e.g., pre-K-6, Students with Disabilities, Birth-Grade 2) who expressed interest in teaching pre-K.

Deepening the Pool of Qualified Applicants, Especially for Community-Based Organizations

The DOE is using a multi-pronged recruitment campaign to draw in these prospective educators. First, the DOE is making it easier for applicants to express interest in teaching pre-K and to connect with CBOs and schools.

Starting this week, applicants will find a "Teach NYC Pre-K" button located on the DOE main page, as well as a pre-K teacher recruitment page: **TeachNYCPreK.org**.

The link takes them to a page detailing expectations of a quality pre-K teacher, basic requirements, and where they might teach. Candidates will also find an initial interest survey that will help the DOE and ultimately CBO directors and principals determine whether they meet criteria for teaching in full-day pre-K classrooms. Candidates will find easy access to a list of CBOs and schools that have pre-K, to facilitate further research of programs where they might want to teach.

The DOE is partnering with CBO and public school pre-K programs to develop “Teach NYC Pre-K” materials and selection resources for directors and principals.

“We are looking for teachers who incorporate play into their daily classroom routine, and who understand the value of play as a way to support young children’s development of interpersonal, communication and self-regulation skills.”

– Paraphrased from a CBO focus group with CBO directors from multiple boroughs

“The ideal pre-K teacher is an energetic, patient and responsive educator who fully understands the cognitive, physical, social, emotional and language development of 4-5 year olds.

A stellar pre-K teacher should be able to construct an organized learning environment that invites youngsters to explore, collaborate and discover.

Pre-K teachers should be adept communicators who know how to involve the families and the community in a meaningful way.”

– Principal of a Brooklyn Elementary School

While historically CBOs relied solely on their own recruitment mechanisms, whereas public schools had access to a centralized database of teacher applicants, CBOs can now connect with candidates who apply through the DOE’s system, known as The New Teacher Finder. Approximately 90 CBO users participated in the piloting of this system in the 2012-2013 school year. With the pre-K specific enhancements to DOE’s teacher recruitment resources and greater involvement of CBOs in shaping those resources, DOE expects a significant increase in the number of CBO hiring managers signing on to the system.

The DOE plans to increase awareness of opportunities for candidates and create opportunities for candidates and employers to meet in the coming months. These efforts will include:

- Hiring events with a particular emphasis on areas of the city with high numbers of new classrooms;
- “Teach NYC Pre-K” subway campaign in May; and
- Targeted informational webinars on teaching pre-K in New York City.

See Appendix for a description of hiring processes in CBOs and public schools.

This city is starting with intensive local engagement. Local universities with established early childhood programs, non-profit educational leadership organizations, and other stakeholders, as well as early childhood certified teachers who typically apply to the DOE each year, together establish a pool of thousands of individuals who would potentially be interested in and have the skills to teach full-day pre-K.

Sources of Early Childhood Talent

2014 Birth-2 certified candidates include:

- 430 from the CUNY system
- 150 from other universities such as NYU, Bank Street and Fordham

Additionally, DOE is engaging with educational service and leadership development organizations to broaden the pool of new and experienced early childhood educators.

Through Jumpstart, an Americorps program that provides college students with direct classroom experience supporting pre-K children in high-need areas with early literacy development, DOE can engage up to 300 prospective teachers. These candidates come from several institutions of higher education across the city, such as LIU-Brooklyn, Brooklyn College, Monroe College, Lehman College, St. John's University, Barnard College/Columbia University, and Pace, as well as the Tri-State area. Teach For America teachers who teach or have taught pre-K or the early grades include 160 in New York City and an estimated 500 from other cities who taught pre-K and may be interested in NYC pre-K teaching positions.

Thousands more teacher candidates may also be drawn in from other sources, to be determined, in collaboration with CUNY's Professional Development Institute.

Certification Support: Putting Educators on a Path to Long-Term Growth and Success

The DOE and other partners involved with implementing the city’s plan recognize that the work of ensuring that every 4-year-old has an excellent pre-K teacher does not end when a teacher is hired.

DOE will create a continuum of support and professional development for teachers. Building on a cadre of 40 coaches, the DOE’s Early Childhood Education Instruction and Performance Team is ready to recruit and select additional instructional coaches to deliver professional development workshops and provide ongoing, on-site support. Instructional coaches will use a more manageable caseload of 45 classrooms, instead of the current 60-65 classrooms. They will offer intensive coaching tailored to the needs of programs,⁷ with a particular focus on ensuring that all students, including those whose primary language is not English and those with special needs, have access to curricular content and concepts in order to advance an inclusive model for teaching and learning that promotes achievement for all students. The DOE is currently updating the job description to reflect expansion plan needs. The job posting will go up in April, so that these coaches can be trained and support teachers through the summer.

As described in the “Ready to Launch” report, DOE plans to provide an intensive training institute for pre-K teachers and assistants during the summer for the first time. Sessions will bring together CBO and public school teachers and assistants. In support of the mayor’s plan for truly universal pre-K that serves all children and sets children up for long-term success, these sessions will equip teachers with the skills and knowledge needed to provide instruction based on the state pre-K learning standards, tailored to the diverse needs of individual children. The DOE’s Early Childhood Instruction and Performance Team has established an internal working group with representatives from the Office of Special Education and the Office of English Language Learners to ensure that professional development content advances pedagogy that provides all students seamless entry points for learning. The group will engage external partners in the coming months.

Ready to Launch

Under the administration's plan, this September, 54,000 4-year-olds will have access to a full day of exploring, learning, and making friends, every day, during a critical time in their development. The time they spend in these environments will provide our youngest students with the foundation of skills needed for long-term success. The quality of those experiences depends largely on the person who will greet them each day at one of the hundreds of CBOs or public school programs that will now have full-day pre-K.

The lead teacher will:

- Set up his/her classroom with hands-on materials, well-defined spaces for circle time, play, and small group activities, and a variety of print-rich tools to promote early literacy growth;
- Partner with families from the beginning to make the most of the early years;
- Plan lessons based on the state pre-K learning standards; and
- Continuously gauge children's progress and refine plans to meet the needs of all learners.

While the city needs up to 1,000 teachers for September, we already have a pool of potential candidates that far exceeds that number. In partnership with CBOs, schools, institutions of higher education, and other organizations, the city is building a pipeline of leaders to take on these responsibilities and the vital role of introducing our children to school this fall.

APPENDIX

Ongoing Support of Each Child’s Learning and Development

Pre-K teachers support the development of every child by regularly collecting student work and notes that gauge how students are doing in all areas along a continuum. This information helps teachers monitor students’ developmental progress over time while informing curriculum, instruction, and family engagement.

Examples of student work may include dictations of a drawing about family, photographs of block structures, and scientific drawings based on experiments done in the discovery area. Teachers collect these notes and work samples from everyday classroom activities and experiences.

This information is collected over time and across multiple domains of development, providing a comprehensive view of the child’s learning and progress.

See a full set of student work in the context of a unit on transportation on the DOE’s website: http://schools.nyc.gov/NR/ronlyres/EF1322A6-7D75-4C78-827F-9BC8EEE1A233/0/Transportation_finalApr2013.pdf

Public School and CBO Pre-K Teacher Hiring Practices Depend on the Program Setting

New York City public schools – Pre-K programs are offered at more than 500 district public elementary schools across the city. These classes are fully integrated into their school communities and operate similarly to other grades in the building. Pre-K teachers in the public schools must have New York State teaching certification in early childhood education to be employees of the City of New York/Department of Education (DOE). Principals hire pre-K teachers directly.

More information about the public school hiring process is available here: <http://schools.nyc.gov/TeachNYC/apply/default.htm>

Community-Based Organizations (CBOs) – CBOs are independent organizations that contract with New York City to provide free pre-K programs to 4-year-olds. The over 800 sites offer diverse options for families across all five boroughs. CBOs may range in size from having a single pre-K class to many classes across multiple sites. While each CBO employs its own teachers (they are not employees of the City of New York), interested teachers applying through the DOE have the opportunity to make their information available to all hiring CBOs. Pre-K teachers at CBOs must have their state early childhood teaching certification within five years. Those who start teaching pre-K without a certification will need to have an education plan to meet that requirement. In support of the city’s goal of ensuring all children are in pre-K classrooms have early childhood certified, high quality teachers, the DOE will provide consultation and support for individuals working towards certification in collaboration with outside partners.

ENDNOTES

1. See Appendix 1 for a description and sample of authentic ways to individualize student learning through regular collection of anecdotal notes and student work created in the context of a regular pre-K day.
2. The DOE anticipates bringing on between 30 and 35 of these additional coaches in year one.
3. DOE anticipates bringing on between 55 and 60 of these Social Workers in Year one.
4. The estimated range is based on the number of applications received through the DOE last year, as well as estimates for DOE applicants this year and from other organizations. Last year, across all DOE application deadlines, 2,000 individuals with Birth-Grade 2 Certification applied. In addition, the DOE identified individuals who could be strong candidates for certification pathways available through CUNY and other institutions: 4,000 additional applicants with elementary certification. Additionally, 1,000-2,000 candidates could come from rising numbers of Birth-Grade 2 certified applicants already evident, and other DOE applicants interested in pre-K and through targeted recruitment efforts, including but not limited to, from educational leadership organizations such as Teach For America and early education specific organizations such as Jumpstart, CUNY PDI, and NAEYC could be drawn from in targeted recruitment efforts.
5. The number of Birth-Grade 2 certified teachers increased from 296 this time last year to 459 this year, as of March 18, 2014.
6. Between last year's results, described in the previous note, the increased number of early childhood certified teachers applying this year compared to last year, and a strong interest among applicants in teaching pre-K, The DOE estimates that our pipeline of pre-K teacher applicants for September will be between 7,000 and 8,000.
7. The work of coaches is cited by many researchers as a core feature of programs that have the highest impact. See Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow, Investing in our Future: The Evidence Base for Early Childhood Education, October 2013, Society for Research in Child Development, Foundation for Child Development.