



Peer Collaborative Teacher Role Overview

What is a Peer Collaborative Teacher?

Teacher Career Pathways teacher leader roles offer opportunities for highly skilled teachers to innovate and hone their practice through continuous learning and frequent professional learning opportunities. Teacher leaders can expand their reach beyond the classroom by sharing their expertise with colleagues and developing a strong school culture through peer support, collaboration, and trust.

The **Peer Collaborative Teacher (PCT)** position is an opportunity for highly skilled educators to support the professional learning of their colleagues through peer coaching and utilization of professional learning structures to improve student learning.

What Does an Ideal Peer Collaborative Teacher Look Like?

PCTs are **highly skilled educators who use their skills to develop colleagues' knowledge and skill base, and promote a collaborative environment** that positively affects every member of their school community. They work effectively and efficiently with colleagues who have diverse experiences, are self-guided, work autonomously with superior communication skills, and feel confident in their ability to lead others. Collaboration, sharing, and trust are core professional values that shape the PCT role.

PCTs support their colleagues through focused coaching, intervisitations, and designing meaningful opportunities for professional growth. In addition to the skills noted for Model Teachers, PCTs also have well-developed skills in data analysis as well as the ability to build consensus within teams.

What do PCTs Commit to do?

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| Drive Teaching and Learning Initiatives with School Leadership | <ul style="list-style-type: none"> Meet with leadership on a regular basis to discuss school goals and plans for professional learning activities Align schedule, resources, and expertise of colleagues to advance teaching and learning school-wide Cultivate and develop partnerships among members of the school community |
| Facilitate Professional Collaboration and Learning | <ul style="list-style-type: none"> Work collaboratively with colleagues to understand their individual skills/knowledge related to curriculum and instruction Structure, design, and facilitate ongoing professional learning Align their school community's professional learning agenda with skills and knowledge most needed to impact student learning |
| Strategic Design of Opportunities for Professional Growth | <ul style="list-style-type: none"> Facilitate individual teacher development through focused coaching via classroom visits Create and facilitate a collaborative inquiry process to analyze the impact of teacher practice on student learning Provide one-on-one peer coaching Pre- and post- debriefing when visiting colleagues' classrooms Model best practices in the classroom and with colleagues |
| <p><i>PCTs are relieved of a minimum of one teaching period each day (20% release time) and will use this time as well as their professional periods to perform responsibilities associated with their position. PCTs also work five additional hours per month and five additional summer days to be scheduled during the the week preceding Labor Day.</i></p> | |



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What are the Benefits?

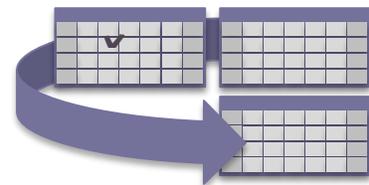
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| <ul style="list-style-type: none">• Work collaboratively with colleagues• Work with school leadership to improve curriculum, and maximize use of the Danielson Framework for Teaching and Common Core Learning Standards• Professional peer leadership skill building | <ul style="list-style-type: none">• Influence the instructional practice of schools• Learn alongside a community of teacher leaders across the DOE• Receive \$12,500 salary addition for the year |
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How do PCTs Balance Priorities?

A strong Peer Collaborative Teacher will need to employ a range of strategies for managing limited time and juggling multiple commitments.

Below is an example of how a Peer Collaborative Teacher could structure time:

- Ongoing commitments
 - ✓ Prep materials/develop resources for team meetings and PD
 - ✓ Lead department, grade, or team meetings and PD
 - ✓ Conduct one-on-one conversations about growing teacher practice and/or debrief meetings with teachers
 - ✓ Meet with leadership in person to identify goals and needs
- Every other week
 - ✓ Email easy-to-read updates on the progress of ongoing work
 - ✓ Schedule classroom visits and debriefs with diligence and flexibility
- Once per month



What is the Selection and Application Process?

To be **eligible** to participate in the application and selection process for a PCT qualification, teachers must be:

- A current, full-time NYCDOE educator
- Tenured on or before the first day of the school year
- Receive an Advance Overall Rating of “Highly Effective,” “Effective,” or “Satisfactory,” if applicable for the most preceding school year

Interested teachers can qualify to take on a teacher leader role by participating in a joint NYCDOE-UFT screening process. The 2016-17 Teacher Career Pathways Application is anticipated to open between the winter and spring of 2015-16. Teachers who become qualified through this process are eligible to be hired to take on a PCT role during the 2016-17 school year. Teacher leader qualifications are valid for two consecutive school years, and those who would like to continue in their role must participate in another screening and selection process to renew their qualification in the eligible pool of teacher leaders. Please visit our website at schools.nyc.gov/teacherleadership to learn more about the selection and application process.

Principals make selections of teacher leader positions only from the pool of eligible candidates selected by the Joint Selection Committee. All teachers interested in taking on the PCT role are encouraged to speak to their principal and then apply.