

# NYCDOE Teacher Career Pathways Frequently Asked Questions

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## About the Teacher Career Pathway

### What is the NYCDOE teacher career pathway?

The NYCDOE and UFT believe that teachers should have multiple, differentiated opportunities to grow professionally and take on additional responsibilities throughout their careers as classroom teachers. Expanding career pathways roles provides a new way to recognize effective teaching practices, provide opportunities for teachers to grow professionally, and collaborate with colleagues to support their development while remaining in the classroom.

### Why is the NYCDOE creating an expanded teacher career pathway?

Expanding teacher career pathways creates an opportunity to recognize effective teachers for their contributions to the success of their students and peers. Teacher leader roles provide teachers with opportunities to improve the quality of instruction for our City's children and extend their reach beyond their classrooms to share their practices with colleagues and facilitate deeper collaboration within and across schools.

### What schools are eligible to staff teacher career pathway roles?

During the 2015-16 school year, in addition to [schools designated to receive central funding](#), schools interested in self-funding the Peer Collaborative Teacher, Model Teacher, and/or Master Teacher roles may do so.

Additional information about the roles and resources to support schools as they explore this option are available on the "Resources" section of the [Teacher Career Pathways website](#) and the "Staff Development" tab of [the Principal's Portal page](#) (updates will be made throughout the spring/summer). School leaders are also welcome to email [teacherleadership@schools.nyc.gov](mailto:teacherleadership@schools.nyc.gov) for additional information.

Schools and teachers interested in Teacher Career Pathways teacher leader roles can refer to "[Teacher Eligibility and Selection](#)" and "[School Eligibility and Selection](#)" in this document for more information.

## About the Teacher Leader Roles

### What types of leadership opportunities will be available to teachers through the teacher career pathway?

The Model Teacher and Master Teacher roles were created as part of the 2014 teachers' contract. During the spring of 2015, the NYCDOE and UFT agreed to amend the teachers' contract to further expand the teacher career pathway through the creation of the Peer Collaborative Teacher.

- **Model Teachers** use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies
- **Peer Collaborative Teachers** support their colleagues through coaching and intervisitations to improve instructional and student learning aligned to the Danielson *Framework for Teaching*.
  - Please note that teachers that qualify for the Peer Collaborative Teacher role also qualify for the Model Teacher role
- **Master Teachers** work closely with school and/or district leadership to promote excellent teaching through purposeful sharing of best practices, peer coaching, and creating a collaborative learning culture that bolsters instruction at a school- or district-wide level.

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- Please note that teachers that qualify for the Master Teacher role also qualify for the Peer Collaborative Teacher and Model Teacher roles.
- Given the competitive nature of the process for becoming a Master Teacher and the very select number of positions anticipated for the 2015-16 school year, applicants are strongly encouraged to apply to either the Peer Collaborative Teacher or/and Model Teacher qualifying pools in addition to the Master Teacher pool.

All eligible teachers are welcome to apply; please note, applications are screened centrally and final hiring decisions are made by the school principal. Please see [this question](#) for additional details about benefits and requirements of each role.

Teachers at schools participating in the [Learning Partners Program \(LPP\)](#) may also have the opportunity to take on a teacher leader role through the LPP Model Teacher and LPP Master Teacher roles (*Teachers at LPP schools who are interested in learning more about the LPP Model Teacher application process should connect directly with their principal*).

## **Is the Lead Teacher role available during the 2015-16 school year?**

No. As part of the new [Teachers' Contract](#), the UFT and DOE agreed to revisit the existing Lead Teacher position for the 2015-16 school year. With the establishment of new teacher career pathways in New York City, the DOE and UFT have agreed to convert the Lead Teacher position to better serve the needs of our schools.

As a consequence of this change, schools will no longer be able to staff Lead Teachers beginning next school year; current Lead Teachers will need submit a new application to qualify for available teacher leader roles. School will have the option of staffing the new teacher leader roles at their schools. Please review [this document](#) for additional guidance about the teacher leader roles, the teacher leader application and selection process, and funding these roles.

## **What are the benefits of taking on a teacher career pathway role?**

The teacher career pathway roles provide opportunities to improve the quality of instruction for our City's children while also providing ways for teachers to grow their own professional practices, assume leadership roles, and collaborate with colleagues to share their instructional practice while remaining in the classroom.

Because teacher leader roles include responsibilities in addition to regular classroom duties, teachers taking on these roles are eligible to receive added compensation in addition to their contracted salary, and may receive release time to fulfill the obligations of their role, as follow:

- **Model Teacher**
  - Receive \$7,500 additional compensation for work related to the role
  - In middle and high schools, their daily professional period responsibilities are dedicated to the Model Teacher role; in elementary schools, Model Teachers are required to have one release period per week.
  - Additionally, Model Teachers work 2 additional hours per month and 2 additional days over the summer, including participation in the annual teacher leader conference.
- **Peer Collaborative Teacher (PCT)/Peer Instructional Coach (PIC)**
  - Receive \$12,500 additional compensation and 20% release time from teaching schedule to dedicate to the responsibilities of their teacher leader role
  - In middle and high schools, their daily professional period responsibilities are dedicated to the PCT/PIC role

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- Additionally, PCT/PICs work 5 additional hours per month and 5 additional days over the summer, including participation in the annual teacher leader conference
- *Please note that teachers that qualify for the Peer Collaborative Teacher role also qualify for the Model Teacher role*
- **Master Teacher**
  - Receive \$20,000 additional compensation and 20% release time from teaching schedule to dedicate to the responsibilities of their teacher leader role
  - In middle and high schools, their daily professional period responsibilities are dedicated to the Master Teacher role
  - Beginning in the 2015-16, responsibilities for the Master Teacher position have been expanded. Master Teachers work an additional 8 hours per month and 8 days prior to the start of the school year, including participation in the annual teacher leader conference.
  - *Please note that teachers that qualify for the Master Teacher role also qualify for the Peer Collaborative Teacher and Model Teacher roles*

*There will be a separate application and selection process for teachers within schools that are accepted into the Learning Partners Program (LPP) for the 2015-16 school year. Should you have any questions concerning LPP Model Teacher positions or Showcase schools, please email [learningpartners@schools.nyc.gov](mailto:learningpartners@schools.nyc.gov).*

## **How do the teacher career pathway roles differ from merit pay?**

Teacher career pathway positions represent career growth and development opportunities, not merit pay. These positions give teachers the opportunity to collaborate and help their peers while strengthening their own practice. Teacher leaders are compensated for the extra time and added responsibilities they perform to help peers develop their practice.

## **Will teachers hired for teacher career pathways roles continue to teach while taking on that role?**

Yes. The teacher career pathway is designed to provide teachers with opportunities to take on a leadership role, advance their careers, and share best instructional practices while remaining in the classroom.

Full-time coaches or any teacher that does not have a class of record is not eligible to take on a teacher career pathway teacher leader role. Please read [this FAQ](#) for more information about the classroom responsibilities of each teacher leader role.

## **What type of training will teacher career pathway roles receive?**

Teacher career pathway teacher leaders receive targeted professional learning opportunities and support throughout the school year.

## **Teacher Eligibility and Selection**

### **Who is eligible for teacher career pathways roles?**

To be eligible for a teacher career pathway role teachers must be:

- A current, full-time NYCDOE educator (with at least one class of record for the 2015-16 school year)

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- Tenured as of the first day of the school year (September 9, 2015 for the 2015-16 school year)
- Receive an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the 2014-15 school year

Each teacher leader role has unique qualifications and selection criteria; please see the [job descriptions](#) for specific criteria associated with each position. Please note that teachers may only apply for each teacher leader role once per school year, the 2015-16 Teacher Career Pathways Application will be available for eligible teachers to apply beginning in late April 2015.

## **How are teachers selected for teacher career pathways roles?**

For all teacher career pathway roles a joint DOE/UFT committee will establish criteria and screen applicants to create a pool of qualified candidates. Participating schools will interview and select candidates from the qualified pool; hiring decisions are made by the school principal.

For the 2015-16 school year, candidates eligible to be rated under *Advance* must receive an overall *Advance* rating of "Highly Effective" or "Effective" for the preceding school year (Please note that "Safety Net" ratings **do not** apply.) Teachers rated under the S/U system must receive a "Satisfactory" rating for the preceding school year.

*Should you have any questions concerning LPP Model Teacher positions or Showcase schools, please email [learningpartners@schools.nyc.gov](mailto:learningpartners@schools.nyc.gov).*

## **Do current teacher career pathway and Teacher Incentive Fund (TIF) teacher leaders need to renew their qualification each year to resume the same role each year?**

All teacher leader roles are for one year only. Each year each teacher leader must successfully complete a teacher leader continuation process to resume their role each year. Please see [this document](#) for additional guidance. Please contact the NYCDOE Career Development Team at [teacherleadership@schools.nyc.gov](mailto:teacherleadership@schools.nyc.gov) with any questions about this process.

*Teachers at schools participating in the [Learning Partners Program \(LPP\)](#) may also have the opportunity to take on a teacher leader role through the LPP Model Teacher and LPP Master Teacher roles (Teachers at LPP schools who are interested in learning more about the LPP Model Teacher application process should connect directly with their principal).*

## **Do teachers who previously qualified for, but did not take on, a teacher leader role in 2014-15 need to renew their qualification for the same role during the 2015-16 school year?**

Teachers who qualified for a teacher leader role during the 2014-15 school year are eligible to take on any teacher leader roles for which they qualified during the 2015-16 school year. Teachers will need to discuss their interest with their principal and are encouraged to share any self-assessment and supporting work products to guide that conversation. Following the second year in the teacher leader role, individuals must participate in a central DOE-UFT screening process to be considered eligible for the positions.

Qualifying for...	Also qualifies candidates for...
Model Teacher	N/A
Peer Collaborative Teacher	Model Teacher
Master Teacher	Peer Collaborative Teacher and Model Teacher
Lead Teacher	No longer offered beginning in 2015-16 school year; must submit a new application

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Please note that current Lead Teachers and teachers interested in taking on a role for which they did not previously qualify will need to submit a new application via the Teacher Career Pathways application.

More information can be found on the [Become a Teacher Leader page](#) of the [Teacher Career Pathways website](#).

Please note that qualifying for a teacher leader role does not guarantee selection into that role as principals make all final staffing decisions. Previously qualified candidates will need to discuss their interest in taking on the role with their principal. Please contact the NYCDOE Career Development Team at [teacherleadership@schools.nyc.gov](mailto:teacherleadership@schools.nyc.gov) with any questions about this process.

*Teachers at schools participating in the [Learning Partners Program \(LPP\)](#) may also have the opportunity to take on a teacher leader role through the LPP Model Teacher and LPP Master Teacher roles (Teachers at LPP schools who are interested in learning more about the LPP Model Teacher application process should connect directly with their principal).*

## School Eligibility and Selection

### **Which schools are eligible to staff teacher leaders?**

Beginning with the 2015-16 school year, all schools interested in self-funding the new Peer Collaborative Teacher role, and/or the existing Model or Master Teacher roles may. Additionally, [designated schools are eligible to receive funding](#) for teacher leaders during the 2015-16 school year (Model Teacher and Peer Collaborative Teacher roles only).

### **Can schools hire teachers who qualified for a teacher leader position from outside their current staff?**

If a school has a vacancy in a designated teacher leader role, the school leader may select from the qualified pool of candidates prior to the close of the Open Market Transfer period (August 7, 2015). The pool of qualified candidates will include teachers who are seeking Teacher Career Pathways teacher leader positions at schools outside of their current school.

## Other

### **How can participating schools and teachers offer feedback on the teacher career pathway implementation or design?**

Participating schools and teachers will have multiple opportunities throughout the school year to help inform the design and implementation of the teacher career pathway, including centrally-based information sessions, online surveys, and focus groups. Questions and feedback can also be emailed to [teacherleadership@schools.nyc.gov](mailto:teacherleadership@schools.nyc.gov).