THE NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
BROOKLYN, NEW YORK 11201

Posted Date: **May 15, 2015**
Deadline Date: June 12, 2015

TEACHER VACANCY CIRCULAR NO. 8 (2015-2016)
(SUBJECT TO BUDGET AVAILABILITY)

POSITION: PEER COLLABORATIVE TEACHER

OVERVIEW:
The new Teacher Career Pathway role offers opportunities for effective teachers to become part of a clearly articulated career pathway for growth which encourages talented teachers to stay in the system longer. 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 effective educators to take on a formal leadership role, influencing the instructional practice and collaborative environment of their school.

POSITION SUMMARY:
PCTs are highly skilled educators with a passion and drive to improve the instructional quality of their schools by extending their impact as teachers. They are exemplary teachers tasked with promoting excellent teaching through purposeful sharing of best practices and peer coaching to create a collaborative learning culture that bolsters instruction. PCTs support the development of their peers by creating professional learning opportunities, leading teacher teams, and facilitating coaching conversations with colleagues. After honing their expertise and knowledge, PCTs will use their skills to develop the knowledge and skill base of their colleagues and promote a collaborative environment that positively affects every member of their school community. Collaboration, trust, and sharing are part of the professional values that are expected of a PCT; they work effectively and efficiently with colleagues who have diverse experiences; they are self-guided and work autonomously with superior communication skills; and they feel confident in their ability to lead others.

RESPONSIBILITIES:
Peer Collaborative Teachers will have three (3) main responsibilities:

- **Support the professional learning of other teachers either by grade or subject area.** This may include but is not limited to:
  - Working collaboratively with colleagues to understand their individual skills and knowledge related to curriculum and instruction
  - Structuring, designing and facilitating ongoing professional learning sessions
  - Aligning the professional learning agenda with skills and knowledge most needed to enhance student learning

- **Facilitate the development of individual teachers through focused coaching via classroom visits, debriefing, and designing meaningful growth opportunities.** This may include but is not limited to:
  - Providing one-on-one peer coaching
  - Modeling best practices

- Pre- and de-briefs when visiting colleague's classrooms in order to identify and clearly explain their strengths and opportunities for professional growth
- Organizing the work of teacher teams – either by grade level or subject area
- Creating and supporting ongoing opportunities for shared leadership regarding protocols, team member roles, and collaborative strategies

- **Impact learning initiatives and school-wide decision-making by working with school leadership and incorporating the knowledge-base and work of colleagues.** This may include but is not limited to:
  - Meeting with leadership on a regular basis to discuss school goals and plans
  - Developing leadership strategies to influence decision-making within the school community
  - Aligning schedule, resources, and expertise of colleagues to advance teaching and learning school-wide
  - Cultivating and developing partnerships among members of the school community
  - Experimenting with instructional and socio-emotional supports for students
  - Planning and managing ongoing professional learning initiatives

QUALIFICATIONS:

Required

- Must be a current, tenured classroom teacher with at least 40% of the school day spent in the classroom
- New York City license and/or New York State teaching certificate
- Exemplary Teaching Practice, Skills, and Knowledge
  - Demonstrate proficient knowledge of content, curriculum, and standards in teaching area
  - Plan rigorous instructional lessons for all students with a variety of needs using varied instructional methods
  - Actively and systematically assess student work to track progress and inform exemplary instruction
  - Apply effective classroom management techniques to engage students and make efficient use of time
- Driving Teaching and Learning Initiatives
  - Set clear, measurable goals for your professional growth related to increasing student achievement
  - Demonstrate a reflective attitude regarding your practice
  - Constructively adapt to changing and challenging environment, problem-solve, and persevere
  - Use multiple school-wide or grade-wide data sources to identify school goals and make improvements
  - Able to build consensus when setting shared goals among diverse adult learners
- Desire to enhance the collaborative culture of your school by working with colleagues and school leaders
- Excellent record of attendance and punctuality

Preferred

- Experience planning and executing professional learning for colleagues
- Experience with one-on-one peer coaching
- Experience leading teacher teams – by grade level or subject area
- Prior experience making academic progress with a range of student populations and needs
  - Able to communicate expectations connected to a path to college and career readiness
- Extensive knowledge of the *Danielson's Framework for Teaching* and Common Core Learning Standards
- Ability to foster trust with colleagues and nurture a professional learning community
- Excellent written and verbal communication skills

SCHEDULE/WORK YEAR: As per NYC DOE/UFT agreement, **in addition to normal school hours,** the Peer Collaborative Teacher will:

- Be relieved from a minimum of one teaching period per day and will use this time as well as their professional periods to perform responsibilities associated with their position. The PCT's duties will take the place of all other out-of-classroom "professional responsibilities" during the contractual professional period.
- Participate in a five day teacher leadership orientation/conference during the week prior to Labor Day
- Conduct PCT responsibilities (listed above) for a minimum of five (5) hours per month
- Participate in development activities periodically throughout the school year to support development in role as a PCT
- Utilize professional periods (where applicable) for this role.

SALARY: Peer Collaborative Teachers receive additional compensation of $12,500 over and above applicable contracted annual salary for one year, contingent upon the selected candidate remaining in the position at the school through the 2015-2016 school year.

SELECTION PROCESS: Selection will take place in a two-stage process:

First, qualification screenings will be conducted by a joint UFT-DOE Committee. The Committee will screen applicants to establish a pool of qualified candidates. The first stage of selection will be finalized by mid-June. Interested applicants should be prepared to be available for an in-person interview from early May to early June.

In the second stage, principals will make hiring selections of PCTs from the pool of qualified candidates (from their school, or externally hired, if done before the Open Market deadline). Individuals in the pool selected by a principal are not obligated to accept an offer for a PCT position. Hired PCTs will take on the role for a term of one year, renewable for a second year, at the discretion of the principal.

APPLICATION PROCESS:

- Eligible applicants complete a full application and submit through **THIS LINK**.
- DOE/UFT Human Resources committee will screen applications and interview applicants to create a qualified pool.
- School-based committee selects from the eligible pool. Selections may be made only from teachers who have qualified for the central pool.

APPLICATIONS WILL ONLY BE ACCEPTED ONLINE at **https://nycdoe-careerpathways.fluidreview.com/**.

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APPROVED: _____

Charles Peeples, Executive Director, Office of Field & Information Services

Division of Human Resources