

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

Posted Date: September 2, 2014
Deadline Date: September 26, 2014 EXT.

Teacher Vacancy Circular No. 9 (2014-2015)
(Subject to Budget Availability)

POSITION: MODEL TEACHER

OVERVIEW: The new teacher leadership roles offer greater opportunities for effective teachers. With these new positions, teachers can become part of a clearly articulated career pathway for growth which encourages talented teachers to stay in the system longer. Teacher leaders—integral members of a school team who are closely connected to its unique needs and culture—can expand their reach beyond their classrooms by sharing best practices with colleagues, facilitating deeper collaboration within and across schools. Teacher leader roles can augment important work of developing teachers through peer support, collaboration and leadership, and add critical instructional capacity school-wide. In this first year of implementation, the new teacher leadership positions will be available in a small subset of schools, which can be viewed [here](#). Applicants must currently teach at a participating school with a Model Teacher vacancy. The Model Teacher position is a unique opportunity for effective educators to share their practice as a vehicle for supporting teacher development.

POSITION SUMMARY: Research shows that teachers learn and develop most effectively through the support of their peers. Model Teachers are educators who demonstrate success in achieving instructional goals with students and have an interest in sharing their classroom practice with others in an effort to support the professional growth of their peers. Model Teachers are reflective practitioners who are skilled in communicating about their instructional approach with others. The Model Teacher is a school-based teacher leadership role in which the selected teacher allows his/her classroom to serve as a laboratory classroom 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.

RESPONSIBILITIES: Model Teachers will have all of the duties and responsibilities of a teacher as well as the additional duties and responsibilities outlined below. The Model Teacher duties will take the place of all other out-of-classroom “professional responsibilities” during the contractual professional period.

In addition to their duties as classroom teachers, the Model Teacher will have two main responsibilities:

- (1) Establish and maintain a laboratory classroom to serve as a resource to colleagues to demonstrate practice aligned to the *Danielson Framework for Teaching*. The Demonstration Teacher will utilize the laboratory classroom to support the professional growth of colleagues by using strategies including but not limited to:
 - a. Demonstrating and narrating effective teaching practices
 - b. Visually showcasing teaching strategies, tools and decisions
 - c. Creating a welcoming and open environment for teacher reflection and growth
- (2) Support the growth of their colleagues’ practice by reflecting and sharing about their own practice. Supportive activities may include: demonstrating lessons; exploring emerging instructional practices, tools or techniques; reflecting on and debriefing own lessons with colleagues; debriefing a visit from a colleague during a professional period.

- a. In elementary schools organized on a seven-period day, Model teachers will be relieved for a minimum of two periods per week to perform professional duties.
- b. In elementary schools organized on an eight-period day, Model teachers will be relieved from a minimum of one period per week in addition to their weekly professional period to perform professional duties related to work of being a Model Teacher.

ELIGIBILITY:

Required

- New York City license and/or New York State certificate
- Ability to share examples of successfully impacting student achievement
- Ability to communicate effectively (written and oral)
- Tenured teacher with effective or highly effective service or a satisfactory rating where applicable.
- Currently on staff [at a participating school](#) with a Model Teacher vacancy; please talk with your principal.
- Excellent record of attendance and punctuality

Preferred

- Extensive knowledge of *Danielson's Framework for Teaching*, Common Core Learning Standards, and varied assessments
- Prior experience making academic progress with a range of student populations and needs
- Proven ability to use data to inform instruction
- Record of modeling interactive, ongoing collaborative learning
- Prior experience in creating model classroom learning environments
- Ability to nurture a professional learning community
- Ability to be deeply reflective about teaching practice and articulate clearly what approaches have led to successes

SELECTION PROCESS: Selection will take place in a two-stage process. First, selections will be made by a joint UFT-DOE Selection Committee. The central personnel committee will screen applications according to qualifications and create the pool from which school committees can select, beginning in late-October. Interested applicants should be prepared to be available for in-person interviews from September 13th through October 4th. Interviews will take place after school and on the weekends.

In the second stage, school committees will make selections of Model Teachers only from the school-based pool of eligible candidates selected by the Joint Selection Committee. Individuals in the pool selected are not obligated to accept an offer for a Model Teacher position. The position will be for a term of one year.

SCHEDULE/WORK YEAR: As per NYC DOE/UFT agreement, **in addition to normal school hours**, Model Teachers will also complete their responsibilities during the following times:

- Participate in a teacher leadership orientation/conference which will likely take place in early November 2014.
- Two (2) hours per month to conduct Model Teacher's responsibilities listed above, and receiving or delivering professional development.
- Participate in professional development activities to support development in their role as a Model Teacher periodically throughout the school year and relay this information to the principal and staff.
- Professional periods (where applicable) shall be utilized for this role.
- Note: Given the delayed start of the Model Teacher position, individuals will be expected to participate in extra hours to meet the expectations for added time for the role and receive the full \$7,500 differential. Added time may include meetings, professional development sessions and/or school-based activities.

SALARY: Model Teachers receive additional compensation of \$7,500 over and above applicable annual salary for one year contingent upon the selected candidate remaining in the position at the school through the 2014-2015 school year. The candidate will be required to sign a document agreeing to the terms and conditions of the position as agreed upon by the NYC Department of Education (NYC DOE) and the United Federation of Teachers (UFT).

APPLICATION PROCESS:

- Eligible applicants complete a full application and submit through [THIS LINK](#).
- Citywide personnel committee screens applications and interviews applicants to create an eligible pool.
- School-based personnel committee interviews and selects from the eligible pool beginning in late-October. Selections may be made only from staff members who were are currently on staff and admitted to the central pool.

APPLICATIONS WILL BE ACCEPTED ONLINE at <https://nycdoe-careerpathways.fluidreview.com>.

By **September 26, 2014**

An Equal Opportunity Employer

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APPROVED:  _____

Charles Peeples, Executive Director, Office of Field Services

Division of Human Resources