

Peer Collaborative Teacher Role Overview

What is a Peer Collaborative Teacher?

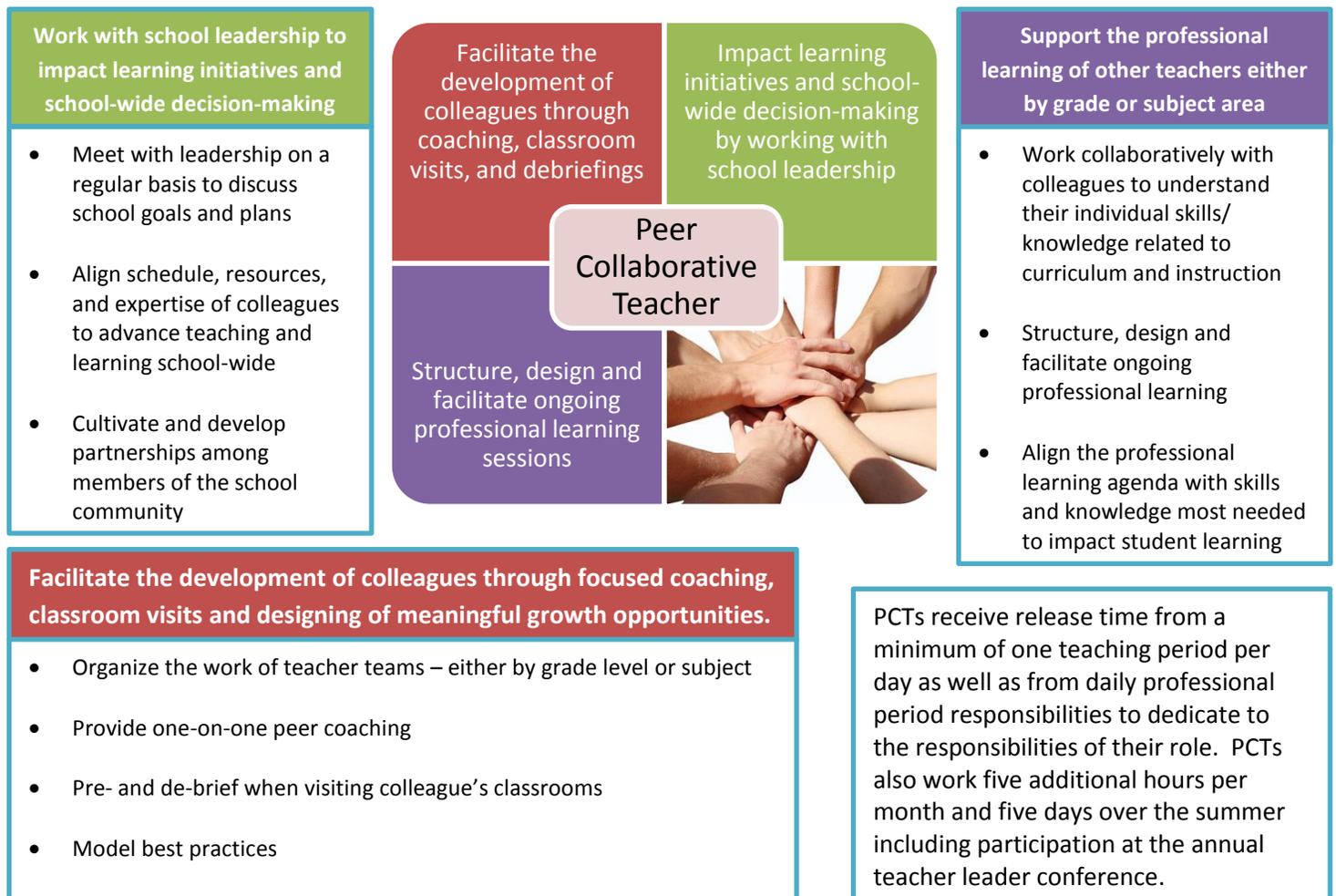
The Teacher Career Pathways (TCP) teacher leader roles offer opportunities for excellent teachers to innovate and hone their practice through continuous learning and frequent professional collaboration. Teacher leaders can expand their reach beyond the classroom, by sharing their expertise with colleagues 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.

What does an ideal PCT look like?

PCTs are **exemplary 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. **Collaboration, sharing, and trust** are core professional values that are expected of a Peer Collaborative Teacher. They work effectively and efficiently with colleagues with diverse experiences; they are self-guided and work autonomously with superior communication skills; and they feel confident in their ability to lead others.

What does the work of a PCT entail?



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What are the benefits of taking on the PCT role?

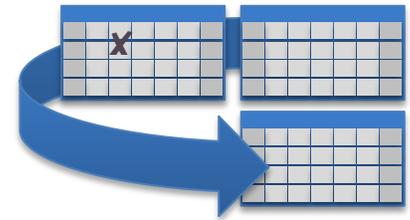
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| <ul style="list-style-type: none"> • Work collaboratively with colleagues • Work with school leadership to improve curriculum and maximize use of the Danielson <i>Framework</i> and Common Core Learning Standards • Professional peer leadership skill 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 differential for taking on the work related to the role |
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How does a PCT balance multiple 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 mentoring or debrief meetings with teachers
 - ✓ Meet with leadership in person to identify goals and needs
- Every other week
 - ✓ Email easy-to-read updates on goals and on-going issues to the principal
 - ✓ Schedule classroom visits and debriefs with diligence and flexibility
- Once per month
 - ✓ Select a component from the Danielson *Framework for Teaching* to focus work with teachers



How do interested teachers apply for the PCT role?

To be eligible for the Peer Collaborative Teacher (PCT) position, teachers must be:

- A current, full-time NYCDOE educator
- Tenured before 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

Interested teachers can qualify through a joint DOE-UFT screening process during the spring of 2015. Teachers who successfully qualify through this process may be selected by a principal to take on PCT role during the 2015-16 school year. Principals make final hiring decisions for any PCT positions they plan to staff from among the pool of qualified candidates. All teachers interested in taking on the PCT role are encouraged to speak to their principal and apply.