



Teacher Career Pathways Frequently Asked Questions

November 2017

Table of Contents

Table of Contents	1
About Teacher Career Pathways.....	2
What is NYCDOE's Teacher Career Pathways (TCP)?	2
Why is the NYCDOE expanding teacher leadership opportunities?	2
Why apply for TCP?	2
Which schools can staff teacher leaders through NYCDOE's Teacher Career Pathways?.....	2
Can principals hire a qualified teacher leader who does not currently teach at their school?.....	2
Teacher Career Pathway Roles	2
What roles are available through Teacher Career Pathways?.....	2
What are the benefits and commitments associated with taking on a role within Teacher Career Pathways?.....	3
How will the salary addition be distributed?	3
Do TCP teacher leaders continue to teach classes?.....	3
What supports do teacher leaders acquire through TCP?	4
Eligibility and Selection	4
Who is eligible to apply?	4
How are teachers selected for Teacher Career Pathways roles?	4
Does earning a teacher leader qualification mean one will be staffed in a teacher leader role?	4
For what length of time can teacher leaders remain in their role?	4
Do teacher leader qualifications expire?	4
Can teachers hold more than one teacher leader qualification?	4
For Principals.....	5
How do principals choose teacher leaders?	5
What role do principals play in supporting teacher leaders?	5
What does the staffing process look like?	5
Do teacher leaders work additional days/hours?	6
Other	6
How can I offer feedback and suggestions to Teacher Career Pathways?	6
I'm an interested in becoming a teacher leader. How can I learn more about Teacher Career Pathways?	6
What do current TCP teacher leaders say about their experience?	7

Teacher Career Pathways Frequently Asked Questions

November 2017

About Teacher Career Pathways

What is NYCDOE's Teacher Career Pathways (TCP)?

The New York City Department of Education (NYCDOE) and United Federation of Teachers (UFT) hold a common belief that by extending educators' skills beyond their individual classroom, teachers can be powerful levers of change for school communities. The Model Teacher and Master Teacher roles were created as part of the [2014 UFT-DOE teacher contract](#). During the spring of 2015, the NYCDOE and UFT agreed to amend the [contract](#) to further expand the teacher career pathway through the creation of the Peer Collaborative Teacher.

Why is the NYCDOE expanding teacher leadership opportunities?

The TCP approach in teacher leadership is a strategy to increase access to highly effective teaching, support student achievement, promote teacher retention, and provide development opportunities for teachers to build instructional practice.

Why apply for TCP?

Teacher Career Pathways roles provide opportunities 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.

Which schools can staff teacher leaders through NYCDOE's Teacher Career Pathways?

Teacher Career Pathways teacher leader roles are available to [all NYCDOE schools](#). Select NYCDOE schools have been allocated funds to staff teacher leader roles. Schools and teachers interested in Teacher Career Pathways teacher leader roles can refer to the [Teacher Eligibility and Selection](#) and [School Eligibility and Selection](#) in this document for more information.

To learn more, please contact teacherleadership@schools.nyc.gov.

Can principals hire a qualified teacher leader who does not currently teach at their school?

If a school has a teaching vacancy, the school leader may interview and staff a candidate from the qualified teacher leader pool prior to the close of the Open Market Transfer Period. The pool of qualified candidates includes teachers who are seeking Teacher Career Pathways teacher leader positions at schools outside of their current school.

Teacher Career Pathway Roles

What roles are available through Teacher Career Pathways?

TCP offers the following teacher leadership roles:

- [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*. Teachers who 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 the school or district level. Teachers who qualify for the Master Teacher role also qualify for the Peer Collaborative Teacher and Model Teacher roles.

Teacher Career Pathways Frequently Asked Questions

November 2017

Please note that because of the competitive nature of Master Teacher positions and the limited number of roles, Master Teacher applicants must apply and qualify as a Peer Collaborative Teacher before applying for a Master Teacher role.

Please note that the Lead Teacher position is no longer offered. Former Lead Teachers may consider applying for one of the Teacher Career Pathways roles above. Please e-mail teacherleadership@schools.nyc.gov with specific questions about the Lead Teacher role.

What are the benefits and commitments associated with taking on a role within Teacher Career Pathways?

Because teacher leader roles include responsibilities in addition to regular classroom duties, teachers taking on these roles are eligible to additional compensation for their teacher leadership work. TCP teacher leaders are also eligible for release time to fulfill the obligations of their role.

	Commitments	Benefits	Schedule
Model Teacher	Work 2 additional hours per month and 2 additional summer days (during the week preceding Labor Day)	Receive a \$7,500 salary addition/year for work done related to the role	<ul style="list-style-type: none">• Relieved of all professional periods• Released from at least one teaching period/week if teaching in a 7-period per day elementary schedule or 2 periods/week if teaching in an 8-period per day elementary schedule
Peer Collaborative Teacher	Work 5 additional hours per month and 5 additional summer days (during the week preceding Labor Day)	Receive a \$12,500 salary addition/year for work done related to the role	Relieved of at least one teacher period per day (20% release time) and all professional periods
Master Teacher <small>*This role is approved and under auspices of the superintendent of the district.</small>	Work 8 additional hours per month and 8 additional summer days (during the week preceding Labor Day)	Receive \$20,000 salary addition/year for work done related to the role	Relieved of at least one teacher period per day (20% release time) and all professional periods

How will the salary addition be distributed?

Salary additions for teacher leadership positions will be evenly distributed over the course of 24 paychecks for the school year. This salary addition will not appear as a separate line item on your pay stub, rather it is embedded into your annual salary. Your principal must correctly designate you in Galaxy in order for you to receive your salary addition.

Do TCP teacher leaders continue to teach classes?

Yes. Teacher Career Pathways roles are 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.

A full-time coach or any teacher that does not have a class of record is not eligible to take on a Teacher Career Pathways teacher leader role. Please read [this FAQ](#) for more information about the classroom responsibilities of each teacher leader role.

Teacher Career Pathways Frequently Asked Questions

November 2017

What supports do teacher leaders acquire through TCP?

Teacher Career Pathways teacher leaders have various supports available throughout the school year, which may include in-person and/or online professional learning opportunities, such as conferences or communities of practice.

Eligibility and Selection

Who is eligible to apply?

To be eligible to apply for a Teacher Career Pathways role, a teacher must meet the following criteria:

- A current, full-time NYCDOE educator (with at least one class of record; 40% of your time spent in the classroom))
- Tenured as of the first day of the school year
- Receive an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year

How are teachers selected for Teacher Career Pathways roles?

A joint NYCDOE/UFT committee establish criteria and screen applicants to create a pool of qualified candidates. **Please note that principals make final hiring decisions from among the pool of qualified candidates.** Schools have the opportunity to interview and select qualified teacher leaders for Teacher Career Pathways roles based on the needs, context, and budget of their school community.

Should you have any questions concerning the selection process for LPP Model Teacher positions or Showcase Schools, please email learningpartners@schools.nyc.gov.

Does earning a teacher leader qualification mean one will be staffed in a teacher leader role?

No. Principals make final hiring decisions for the teacher leader roles based on the needs of their school. Principals may only staff teachers who qualified through the joint NYCDOE-UFT screening process.

For what length of time can teacher leaders remain in their role?

All teacher leader qualifications are valid for two school years. After two years, teacher leaders must submit evidence of teacher leader activities, which are reviewed and considered as part of the requalification process.

While TCP qualifications are valid for two years, each year, principals should review teacher leader staffing for the next year. Principals may opt to continue or discontinue a teacher leader role, taking into consideration the demonstrated contributions of the teacher leader, needs of the school community, and available budget.

Do teacher leader qualifications expire?

Teacher leader qualifications are valid for two consecutive school years. After every second year, candidates who are interested in continuing to serve in the same role must renew their qualification to stay in the teacher leader candidate pool.

A teacher leader's qualification also lasts for two years if they *are not* staffed in a teacher leader role. After two years, they must participate in the TCP application process as a new candidate.

Can teachers hold more than one teacher leader qualification?

Yes. Teachers who qualify for the Peer Collaborative Teacher and Master Teacher roles also qualify to serve in additional roles. Please read the chart below for additional guidance.

Teacher Career Pathways Frequently Asked Questions

November 2017

IF YOU ARE QUALIFIED AS A:	YOU ALSO QUALIFY FOR:	Model Teacher	Peer Collaborative Teacher	Master Teacher
Model Teacher		X		
Peer Collaborative Teacher		X	X	
Master Teacher		X	X	X

"X" mark indicates in which roles teachers can serve with each teacher leader qualification.

Please note that qualifying for a teacher leader role does not guarantee selection into that role, as principals make all final staffing decisions. For example, a principal may choose to staff a teacher leader as a Model Teacher, even if they are qualified as a Peer Collaborative Teacher. Please contact the NYCDOE Teacher Career Pathways Team at teacherleadership@schools.nyc.gov with any questions about teacher leader role qualifications.

For Principals

How do principals choose teacher leaders?

Principals may choose to staff teacher leader positions with qualified teachers currently on their staff. Principals are also able to recruit qualified external candidates for teacher leader positions.

Once a candidate for a teacher leader position is identified (internally or externally), principals should contact them directly and follow their school's established protocols for interviewing and hiring candidates, which may include an interview, demonstration lesson, hiring exercise, or another assessment of their choosing. Please note that all external hires must be complete before the close of the Open Market Transfer Period.

What role do principals play in supporting teacher leaders?

Principals play a critical role in supporting teacher leaders on their team. This support includes, but is not limited to: aligning the teacher leader role to the instructional focus of the school community, introducing the vision for the role and the teacher leader to the broader school community, ensuring the teacher leader has adequate time built into their program to carry out their work, and providing guidance and feedback to ensure the teacher leader has continued opportunities to hone skills as a teacher and leader.

What does the staffing process look like?

Principals should refer to the [Teacher Career Pathways Teacher Leader Selection and Hiring Guide](#) and reach out to the Borough Field Support Center and/or District budget liaison for support in staffing teacher leaders on their Table of Organization (TO).

Teacher Career Pathways Frequently Asked Questions

November 2017

Do teacher leaders work additional days/hours?

Yes, as stated in the [UFT-DOE contract](#), teacher leaders are required to work additional days/hours. Please see the chart below for detailed information on the necessary commitments. **Note that teacher leaders should not receive per session payments for the additional time, as payment is included in their salary addition.**

Role	Commitments
Model Teacher	Work 2 additional hours per month and 2 additional summer days (during the week preceding Labor Day)
Peer Collaborative Teacher	Work 5 additional hours per month and 5 additional summer days (during the week preceding Labor Day)
Master Teacher <small>*This role is approved and under auspices of the superintendent of the district.</small>	Work 8 additional hours per month and 8 additional summer days (during the week preceding Labor Day)

Other

How can I offer feedback and suggestions to Teacher Career Pathways?

Teacher leaders, teachers, and school leaders will have opportunities to offer feedback and suggestions throughout the school year. These opportunities include information sessions, online surveys, and focus groups. This feedback is used to help inform the design and implementation of Teacher Career Pathways.

Please e-mail teacherleadership@schools.nyc.gov with any additional questions or feedback.

I'm interested in becoming a teacher leader. How can I learn more about Teacher Career Pathways?

Please sign up on our [mailing list](#) to receive invites to informational webinars, invites for district-based in-person informational sessions, and other opportunities to learn about the roles and selection process.

Teacher Career Pathways Frequently Asked Questions

November 2017

What do current TCP teacher leaders say about their experience?

TCP teacher leaders and the teachers and principals that work alongside them indicate that TCP has positively affected their school communities:

KEY FINDINGS

Teachers who work with teacher leaders agree that their instructional practice has improved.

Respondents: 3922 Teachers

Teacher leaders have increased collaborative behaviors with colleagues.

Respondents: 641 Teacher Leaders

Principals are highly satisfied with the impact their teacher leaders have had on their school community.

Respondents: 178 Principals

2 OUT OF 3



TEACHERS

agree that when working with teacher leaders, they increase the use of the Danielson Framework to further improve their instructional practice.

4 OUT OF 5



TEACHER LEADERS

more than once a week or more, encourage a colleague to share or showcase a best practice.

4 OUT OF 5



PRINCIPALS

agree that teacher leadership has had a positive impact on their school in increasing instructional capacity.

4 OUT OF 5



TEACHERS

strongly agree that when teacher leaders work with them more than once a month, their instructional practice is improved.

5 OUT OF 5



TEACHER LEADERS

share professional resources more than once a week with a colleague.

4 OUT OF 5



PRINCIPALS

agree that having teacher leaders helps them retain their best teachers.