Model Teacher
Responsibilities, Benefits, and Qualification Overview

What is the Model Teacher Role?

Model Teachers are highly skilled educators with a passion and drive to improve the instructional quality of their schools. By extending their impact as teachers and lead learners in the school community, **Model Teachers promote local effective instructional practices that are beneficial for diverse groups of students**. Additionally, they create a welcoming environment within their lab classroom for teachers to reflect, grow, and continuously explore innovative instructional strategies.

What are the Core Responsibilities of a Model Teacher?

Leading a Laboratory Classroom	• **Hosts lab classroom** visits and experiments with a variety of research-based instructional strategies, curricula, and teaching methods that are beneficial for diverse student populations • **Serves as a 'lead learner'** by facilitating ongoing cycles of collaborative action research in the form of student learning inquiry • **Articulates instructional choices** and supports colleagues to take innovative steps in the selection of instructional strategies, lesson planning, and task design
Strategizing Adult Learning	• **Analyzes impact** of professional learning on student outcomes with the collaboration of colleagues and school leaders • **Designing research-based professional learning** using adult learning principles, while continually seeking opportunities for reflection, differentiation, and feedback • **Leads ongoing inquiry and analysis** efforts around the instructional focus through patterns and trends of teaching practices and student learning
Facilitating Professional Collaborations	• **Researches and experiments** with protocols and tools to support teacher teams and student learning inquiry efforts • **Conducts student learning inquiry** alongside colleagues; facilitates opportunities for colleagues to tackle a problem of practice and collaboratively test a theory of action • **Launches collaborative action research** from the lab classroom by inviting colleagues to explore instructional practice
Advocating in Leadership Conversations	• **Conducts strategic leadership conversations with school leaders** on teacher leadership efforts and continually collaborates with them in identifying and refining an instructional problem of practice • **Develops action plan** with school leaders for teacher leadership initiatives, identifying opportunities in resources, trends, and learnings • **Facilitates ongoing reflective conversations** with school leaders and colleagues to establish trust, promote buy-in, and optimize adult and student learning opportunities

"Through our lab classroom my colleagues and I are able to see each other in action, share feedback, and think collectively about our practice. Our post-observation conversations have pushed us to change our practice to better meet the needs of our students."

-- Geneviève DeBose,
Bronx Studio School for Writers and Artists

What are the Responsibilities and Benefits of Taking on the Model Teacher Role?

The Model Teacher responsibilities and benefits below are per the UFT-DOE teacher contract.

- Receive a **$7,500 salary addition** for the school year
- Relieved of their professional duties period
- Work **two additional summer days** to be scheduled during the week preceding Labor Day
- Work **two additional hours per month** to be scheduled in collaboration with their school leader
- In elementary schools with a seven-period per day schedule, Model Teachers are relieved of a minimum of two teaching periods per week. In elementary schools with eight periods, they are relieved of teaching for a minimum of one teaching period per week.

What are Current Model Teachers Doing in Their School?

The resources below illustrate the systems and structures that Model Teachers have developed in their school communities.

- Creating Collaboration as a Teacher Leader
  This guide examines the ways in which a six-person teacher leader team at I.S. 234 Arthur W. Cunningham in Brooklyn set a foundation for collaboration in their school community
- Teacher-led Learning Session
  A Model Teacher utilized a strategy to disseminate instructional skills for her colleagues through sessions called Lunch 'N' Learns. Read more about how the Model Teacher identified the needs of her school and created an interactive professional learning experience
- Common Practices Found in the Implementation of Intervisitations and Exemplar Intervisitation Artifact
  Intervisitation protocols, as articulated in the New York City Department of Education's (NYCDOE) Handbook for Professional Learning, focus on a specific instructional practice, require feedback, and are concentrated on a pre-determined outcome. These resources provide insight on how a team of teacher leaders, including Model Teachers, conducts intervisitations

What is the Qualification and Selection Process?

A joint DOE-UFT committee completes application reviews and interviews in order to determine the qualified pool of Model Teachers. Teacher leader qualifications are valid for two consecutive school years, at which point teacher leaders must requalify for the role. The qualification is valid in any public school in New York City.

1 **Eligibility**: To be **eligible** to apply for a Model Teacher qualification for the 2019-20SY, teachers must be:

1. A current, full-time NYCDOE educator (with at least: one class of record; 40% of time spent in the classroom)
2. Tenured on or before the first day of the school year serving in the role (2019-20 SY)
3. Receiving an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year (2018-19 SY)

2 **Qualification**: In order to **qualify** for the Model Teacher role, teachers must complete the following:

1. Online written application on the teacher leader application portal
2. In-person interview with a joint DOE-UFT panel

3 **Selection**: Principals have final **selection** of teacher leaders from the pool of eligible candidates.