Model Teacher
Responsibilities, Benefits, and Qualification Overview

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TEACHERS LEADING TEACHERS
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What is the Model Teacher (MoT) Role?

Model Teachers are highly skilled educators with a passion to lead adult learning through their laboratory classroom. By practicing and modeling the "lead-learner" stance in the school community, **Model Teachers promote critical reflection on local instructional practices in order to increase effectiveness for diverse groups of students**. They create a welcoming lab classroom environment for teachers to continuously and collaboratively reflect, grow, and explore innovative instructional strategies.

TCP Teacher Leader Essential Understandings	*Leader as Learner* ● Learns alongside colleagues, maintains a non-evaluative position, and prioritizes deep reflection. ● Sets pedagogical and leadership learning goals for self, seeking colleague support. *Stewardship & Servant Leadership* ● Strategically collects data on school community needs prior to taking action. ● Amplifies voice and need of students, caregivers, and colleagues, with a keen eye on leveraging assets. *Equity-Centered* ● Identifies inequitable policies and practices through data and conversations with the school community and disrupts them through advocacy, inclusion, and enduring structural change.

What is the TCP Model Teacher Vision?

At the core of the MoT role is the facilitation of a lab classroom. Through this setting, MoTs structure adult learning opportunities in partnership with school leaders and facilitate ongoing deeply reflective pedagogical discourse.

Leading a Laboratory Classroom	• **Designs a lab classroom initiative,** determining goals and action plan in partnership with colleagues and school leaders, and collaborates with school leaders and colleagues to coordinate pre-brief, lab classroom visits, and debrief conversations. • **Hosts lab classroom visits** and experiments with a variety of research-based instructional strategies, curricula, and teaching methods.
Coaching Peers	• **Models & facilitates critical reflection** of instructional strategies and their impact on student learning. • **Facilitates non-evaluative debrief conversations** that are evidence-based and anchored by low-inference notes and student work artifacts.
Designing Adult Learning Opportunities	• **Designs research-based professional learning opportunities** utilizing adult learning principles, student/family input, and routine feedback. • **Analyzes impact** of professional learning opportunities at various levels (i.e., Participant Response, Participant Learning, System & Structural Change, Participant Application, and Student Impact).
Facilitating Professional Collaborations	● **Fosters collaborative relationships** with, and among, colleagues and school leaders by employing strategic communication loops, asset-based lenses, appropriate boundaries, reliability, and confidentiality. ● **Anchors teacher-team inquiry in lab classroom visits** by inviting colleagues to explore instructional practice and engage in action research.

Advocating in Leadership Conversations	• **Conducts strategic conversations with school leaders** to advocate for customized adult and student learning opportunities and structures. • **Develops goals and action plans** with school leaders for teacher leader initiatives, based on school community needs and the instructional focus. • **Schedules routine reflective conversations** with school leaders and colleagues, considering data and the impact of the lab classroom initiative.

What are the Responsibilities and Benefits of Taking on the MoT Role?

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

- Receive **$7,500** salary addition for the school year
- Relieved of their professional duties period
- Work **two additional hours** per month to be scheduled in collaboration with their school leader
- Work **two additional summer days** to be scheduled during the week preceding Labor Day (note that the required symposium accounts for one of these days)

- In elementary schools with a seven-period per day schedule, MoTs are relieved of one teaching period per week. In elementary schools with eight periods, they are relieved for a minimum of two teaching periods per week

What Have TCP Teacher Leaders Achieved in Their Schools?

Lab Classroom Collection: This collection of artifacts includes a video and resources illustrating a teacher leadership team focused on implementing a "lab classroom" initiative throughout their school community.

Teacher Teams Collection: This collection of artifacts includes a video and resources illustrating a teacher leadership team focused on both content-oriented and inquiry-oriented teacher teams.

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 MoTs. MoT qualification is valid for two consecutive school years, at which point teacher leaders must requalify for the role. MoTs can be staffed in any DOE school, and principals ultimately make all staffing decisions.

1 **Eligibility**: To be **eligible** to apply for a MoT qualification during the 20-21 SY, 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 (21-22 SY)
3. Received an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year (2019-20 SY)

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

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

3 **Selection**: Each spring, principals receive details on the pool of eligible teacher leader candidates and are required to make selections for the following school year. Note that all selection/staffing decisions are at the discretion of the principal.