



Teacher Career Pathways

TEACHERS LEADING TEACHERS

Office of Teacher Recruitment and Quality (TRQ)



What is TCP?

Teacher Career Pathways (TCP) gives teachers the opportunity to move into leadership roles while remaining committed to their current schools and classrooms. TCP empowers capable teachers with new career options, helping them partner with their colleagues, build learning initiatives aligned with school goals, and become change agents in their school communities.

Who are Teacher Leaders?

Teacher Career Pathways has established differentiated teacher leader roles through the UFT-DOE contract:



Model Teachers use their classrooms as a laboratory and resource to support the professional growth of colleagues. *Annual salary addition: \$7,500*



Peer Collaborative Teachers support their colleagues through coaching, intervisitations, and professional development. They coordinate the schedules, resources, and expertise of their colleagues to advance teaching and learning school-wide. *Annual salary addition: \$12,500*



Master Teachers work with both their school and district leadership to promote highly skilled teaching through purposeful sharing of effective practices, peer coaching, and the creation of a collaborative learning culture that bolsters instruction. *Annual salary addition: \$20,000*

Who can participate?

The quintessential teacher leader has strong instructional knowledge, a collaborative learning stance, excellent interpersonal and communication skills, and the ability to manage time and multitask effectively. In order to be eligible, teachers must:

- Be a current, full-time NYCDOE educator (at least 40% of their time spent in the classroom);
- Be tenured or on track to receive tenure by the first day of SY 20-21; and
- Anticipate receiving an *Advance* rating of Highly Effective, Effective, or Satisfactory for SY 19-20

Click [here](#) to apply (*Application opens February 2020*)

Click [here](#) for resources for school leaders.

How does it work?

Teacher leaders undergo a rigorous selection process:

1. **Online Application**
Citywide teachers who meet eligibility requirements are invited to apply for teacher leader roles.
2. **In-person Interview**
Selected applicants will be invited to an in-person interview facilitated by a joint DOE-UFT committee.
3. **Qualified Candidate Pool**
If found qualified after interview, teachers join the pool of qualified teacher leaders.
4. **School-based Selection**
Principals will receive a list of all qualified teacher leaders in their school and have ultimate discretion in selecting and staffing teacher leaders.

How does TCP impact schools?

Increased Student Achievement

- **Students earning ELA scores at levels 3 and 4 increased by 9.25%*** in schools that staffed at least one teacher leader for two years or more.
- **Students earning Math scores at levels 3 and 4 increased by 6.52%*** in schools that staffed at least one teacher leader for two years or more.
- 86% of teacher leaders agree that their work **has a direct impact on student learning.**

Increased Collaboration

- 100% of TCP schools with a baseline Developing score for **“Structured Professional Collaboration” improved** compared to 58% of matched schools.

Improved Teacher Practice

- 74% of TCP schools with a baseline Developing score for **“Teacher Pedagogy” improved** compared to 30% of matched schools.
- Teachers who collaborate with teacher leaders at least once a week see a **43%** increase in State MOSL points**

Increased Retention

- Teacher leaders were 2 times **more likely to be retained** at their schools for two years when compared to matched teachers.
- Teachers working with 2 or more teacher leaders were **24% more likely to be retained at their school** the following year (other factors held constant).

See TCP's [2018 Beyond Incentives report](#) and our [2018 impact analysis](#) for full results and details.

statistical significance: *($p < .001$), **($p < .05$)



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Benefits



Strengthened Collaboration

83% of principals reported **consulting with their teacher leaders** about instructional goals and practices. **72%** of teacher leaders reported that teachers in their school **feel comfortable sharing strengths and areas for growth** with colleagues.



Increased Commitment and Retention

83% of teacher leaders said they **felt committed to teaching**, up from **76%** four years prior. **98%** of TIF teacher leaders were **retained in the NYCDOE**, compared to **89%** of matched teachers.



Improved Teaching and Learning

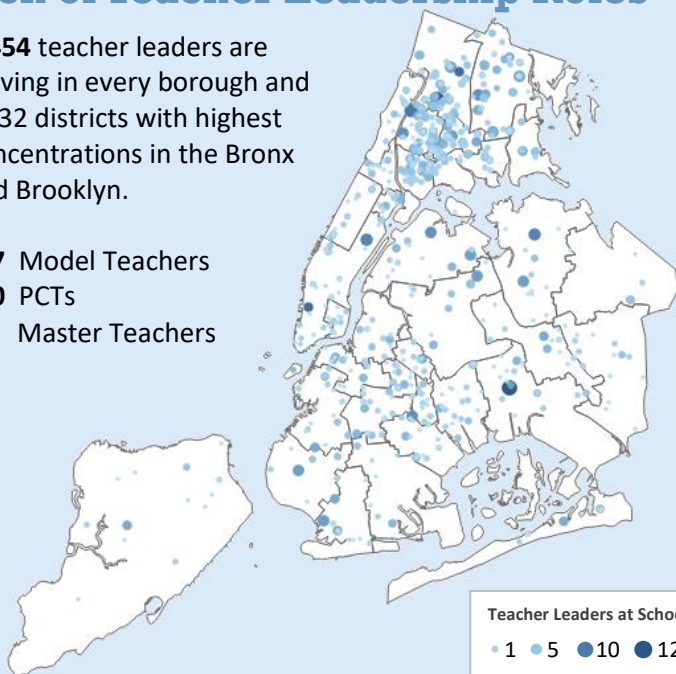
85% of principals said that staffing teacher leaders helped **to build instructional capacity**. **80%** agreed that working with a teacher leader **helped teachers deliver higher quality instructions to students**.



Reach of Teacher Leadership Roles

1,454 teacher leaders are serving in every borough and all 32 districts with highest concentrations in the Bronx and Brooklyn.

757 Model Teachers
640 PCTs
57 Master Teachers



TCP teacher leaders reach...



657 schools



28,701 teachers



371,236 students