What is the Peer Collaborative Teacher (PCT) Role?

Peer Collaborative Teachers are highly skilled educators with a passion to support many aspects of school-wide growth. Like Model Teachers (MoT), PCTs promote critical reflection on local instructional practices in order to increase effectiveness for diverse groups of students. **PCTs may also support their colleagues through focused mentoring or coaching, structured intervisitation initiatives, collaborative teacher teams, and/or designing meaningful opportunities for professional growth.**

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 Peer Collaborative Teacher Vision?

PCTs take on a more expansive role, centered on coordination and collaboration. PCTs learn about the strengths and needs of their school community, and work to build school-wide coherence.

Leading a Laboratory Classroom	● **Designs a lab classroom initiative,** determining goals and action plan in partnership with colleagues and school leaders. ● **Hosts lab classroom visits** and experiments with a variety of research-based instructional strategies, curricula, and teaching methods. ● **Coordinates school-wide intervisitation initiative** in order to promote low-inference pedagogical reflection and develop common language around instructional practices.
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. ● **Partners 1:1 with colleagues** as coach or mentor in order to establish and pursue pedagogical goals through reflection, classroom visits, lesson planning, and task design.
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). ● **Structures ongoing inquiry or action-research** initiatives based on the school's "problem of practice" and/or instructional focus.
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. ● **Researches and experiments with structures, protocols and tools** to support positive and effective teacher-team environments.

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 PCT Role?

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

- Receive **$12,500** salary addition for the school year
- Relieved of a minimum of one teaching period per day (**20% release time**), and their professional duties period

- Work **five additional hours** per month to be scheduled in collaboration with their school leader
- Work **five additional summer days** to be scheduled during the week preceding Labor Day (note that the required symposium accounts for one of these days)

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

1 **Eligibility**: To be **eligible** to apply for a PCT 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 PCT 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.