

Peer Collaborative Teacher

Responsibilities, Benefits, and Qualification Overview



What is the Peer Collaborative Teacher (PCT) Role?

Peer Collaborative Teachers (PCTs) are highly skilled educators that are committed and driven to improve the instructional quality of their schools. As lead learners, PCTs promote local effective instructional practices that are beneficial for a diverse groups of students. **PCTs support their colleagues through focused coaching, intervisitations, and designing meaningful opportunities for professional growth.** In addition to the skills noted for [Model Teachers](#), PCTs also are experts at consensus-building and data analysis.

What are the Core Responsibilities of a PCT?

 <p>Leading a Laboratory Classroom</p>	<ul style="list-style-type: none"> • 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 in their school • Serves as a 'lead learner' by facilitating ongoing cycles of collaborative action research in the form of student learning inquiry • Articulates instructional choices and learning task decision-making through debrief conversations that encourage reflection that supports colleagues to take innovative steps in the selection of instructional strategies, lesson planning, and task design
 <p>Strategizing Adult Learning</p>	<ul style="list-style-type: none"> • Analyzes the impact of professional learning on student outcomes with the collaboration of colleagues and school leaders • Explores research-based practices for adult learning in the creative design and facilitation of intervisits, teacher team meetings and professional learning, while continually seeking opportunities for reflection and feedback • Leads ongoing professional learning efforts around the instructional focus through inquiry and analysis of patterns and trends of teaching practices and student learning
 <p>Facilitating Professional Collaborations</p>	<ul style="list-style-type: none"> • Researches and experiments with protocols and tools to support intervisits and student learning inquiry efforts (i.e., debriefing with colleagues to discuss strong practices observed and share feedback) • 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 a problem of practice
 <p>Coaching Peers</p>	<ul style="list-style-type: none"> • Coordinates classroom visits with colleagues and hosts classroom visits in order to develop a common understanding and language around instructional practices • Facilitates self- and peer-reflection in various ways around pedagogy, instructional strategies, and student impact • Takes on asset-based mindset to anchor debrief conversation on evidence-based, low-inference notes and student work artifacts
 <p>Advocating in Leadership Conversations</p>	<ul style="list-style-type: none"> • Conducts strategic leadership conversations with school leaders on teacher leadership action plan, 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

"Being a PCT has allowed me to create structured time for teachers in which we are either learning something new from each other or learning something new altogether. We've worked to foster a culture of experimentation in which teachers are always willing to try new ideas to spur student learning."

--Bryan Miltenberg,
Scholars' Academy, MS



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 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

What are Current PCTs Teachers Doing?

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

- [Establishing an Intervisitation Protocol for Your School Community](#)
After visiting three schools and conducting multiple interviews with teacher leaders and school leaders, four practices stood out as commonalities in each school's implementation of their intervisitation protocol. While the four attributes may look different in each school, the attributes highlight key steps and structures school should consider when teacher leaders are starting or refining intervisitations at their school
- [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 Career Pathways Contributions and Commitments Video](#)
Learn about Teacher Career Pathways teacher leaders and the impact they are making in NYCDOE schools from the teacher leaders themselves

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 re-qualify for the role. The qualification is valid in any public school in New York City.

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Eligibility: To be **eligible** to [apply](#) for a PCT qualification, 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 (2018-19 SY)
3. Received an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year (2017-18 SY)

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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. In-person interview with a joint DOE-UFT panel

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Selection: Principals have final **selection** of teacher leaders from the pool of eligible candidates. Ultimately, selection and staffing is at the discretion of the principal.