

Teacher Development Facilitator

Responsibilities, Benefits, and Qualification Overview






What is the Teacher Development Facilitator Role?

Teacher Development Facilitators (TDFs) are highly skilled educators with a passion and drive to host and mentor future teaching candidates for NYC DOE schools. TDFs extend their impact citywide by **opening their classroom, modeling and coaching on foundational skills and practices, and gradually releasing their teaching and planning responsibilities to a pre-service teacher**. Additionally, they create a welcoming environment within their classroom for aspiring teachers to reflect, grow, and engage in rich clinical preparation.

<p>TCP Teacher Leader Essential Understandings</p>	<p>Growth Mindset</p> <ul style="list-style-type: none"> Creates transparency around their own professional and pedagogical practices Models the processes for accepting feedback and reflecting on and adjusting their own practices to improve student learning. <p>Culturally Responsive and Sustaining Education</p> <ul style="list-style-type: none"> Demonstrates how knowledge of one’s own identity and background, as well as that of their students, sets the foundation for authentic relationships and a supportive and thriving classroom environment. Examines curriculum and supplemental resources from multiple perspectives, and amplifies student voice in how they learn and make meaning of the content. <p>Equity</p> <ul style="list-style-type: none"> Recognizes inequities that exist within and outside of the school system that have an impact on the school experience for teachers and students, and disrupts them through advocacy and inclusion. Modifies approach in providing feedback, management, and/or coaching such that the result is an inclusive and empowering relationship.
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What are the Core Responsibilities of the TDF Role?

<p>Models and articulates effective teaching and planning practices</p> 	<ul style="list-style-type: none"> Articulates instructional choices and supports pre-service teachers in taking innovative steps in the selection of instructional strategies, lesson planning, and task design Experiments with and models the use of a variety of research-based instructional strategies Regularly analyzes and uses student data to plan instruction
<p>Facilitates feedback and coaching cycles</p> 	<ul style="list-style-type: none"> Develops an action plan for pre-service teacher development Models and conducts inquiry around student learning and instructional practice with the pre-service teacher, including modeling self-reflection Facilitates regular debrief conversations by providing feedback and engaging pre-service teachers in guided reflection
<p>Gradually releases teaching and planning to pre-service teachers</p> 	<ul style="list-style-type: none"> Supports the development of instructional skills by providing opportunities to try instructional strategies in small groups and lead whole-group instruction Models and facilitates professional collaboration with colleagues Models effective lesson and unit planning by co-planning with pre-service teachers and providing them with their own thoughtfully designed lesson plans Gradually releases planning and teaching responsibilities to pre-service teachers

Manages and supports pre-service teachers' experience



- **Creates a supportive environment** for the pre-service teacher
- **Has a vested interest** in the pre-service teacher's development and demonstrates this through consistent communication and support
- **Assesses performance** benchmarks, and communicates pre-service teacher progress and performance with program staff

What are the responsibilities and benefits of taking on the TDF role?

The TDF responsibilities and benefits below are per the [UFT-DOE teacher contract](#).

- Receive **\$3,000** salary addition for each semester they host a pre-service teacher.
- Relieved of their professional duties period
- Work prior to the start of the semester.
- Work **four additional hours** per month to be scheduled in collaboration with their school leader
- In elementary schools with a seven period per day schedule, TDFs 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 TDFs doing in their schools?

TDFs are operating in designated NYC Teaching Academies to support clinically rich preparation pathways for aspiring new teachers, including:

- **The NYC Teaching Collaborative**
- **Residency-style student teaching experiences** in partnership with select colleges and universities in NYC

What is the qualification and selection process?

A joint DOE-UFT committee completes application reviews and interviews in order to establish a qualified pool of TDFs. TDF qualifications are valid for two consecutive school years, at which point they must requalify for the role. The qualification is valid in any public school in New York City that hosts a New York City Teaching Academy.

Eligibility: To be eligible to apply for a TDF 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. Have at least three years of experience on or before the first day of the school year serving in the role (2020-21 SY)
3. Received an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year (2018-19 SY)

Qualification: In order to qualify for the Teacher Development Facilitator 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. Classroom Visit

Selection: Principals have final selection of TDFs from the pool of eligible candidates.