

teacher salary nyc public schools

teacher salary nyc public schools is a critical topic for educators, policymakers, and prospective teachers considering a career in one of the largest public school systems in the United States. Understanding the pay scale, benefits, and factors influencing compensation in New York City's public schools is essential for making informed career decisions. This article explores the various components of teacher salaries in NYC public schools, including base pay, salary schedules, additional stipends, and the impact of education and experience. Furthermore, it delves into comparisons with other districts, the role of unions, and recent developments affecting teacher compensation. This comprehensive overview provides valuable insights into how teacher salary nyc public schools operate within the broader context of education funding and labor agreements. The following table of contents outlines the key areas covered in this discussion.

- Overview of Teacher Salary Structure in NYC Public Schools
- Factors Influencing Teacher Salary
- Additional Compensation and Benefits
- Comparison with Other School Districts
- Role of Unions and Contract Negotiations
- Recent Trends and Developments

Overview of Teacher Salary Structure in NYC Public Schools

The teacher salary nyc public schools system is governed by a structured salary schedule that determines base pay according to rank, education level, and years of experience. The New York City Department of Education (NYCDOE) follows a detailed salary guide that outlines pay increments and scales for teachers at different stages of their careers. Entry-level teachers typically start at a competitive salary compared to other metropolitan areas, with significant increases available as they gain experience and further qualifications. The salary structure is designed to reward longevity and professional development, encouraging educators to advance their skills while remaining within the public school system.

Base Salary and Salary Steps

NYC public school teachers' base salaries are arranged in steps corresponding to years of service, typically increasing annually until reaching a maximum step. The salary steps are also linked to different salary levels based on educational attainment, such as a bachelor's degree, master's degree, or additional graduate credits. As a result, a teacher with a master's degree and 10 years of experience will earn substantially more than a novice teacher with only a bachelor's degree. This

step-and-lane system ensures transparency and fairness across the board.

Salary Ranges by Rank

The salary ranges vary depending on the teacher's rank, which includes titles such as Teacher Level 1 (new teachers), Teacher Level 2, and higher ranks for advanced certifications or administrative roles. For example, a new NYC public school teacher might start with a base salary around \$60,000, while experienced teachers with advanced degrees and certifications can earn upwards of \$100,000 annually. These figures are periodically adjusted through contract negotiations and inflation considerations.

Factors Influencing Teacher Salary

Several factors influence the teacher salary nyc public schools, including educational qualifications, years of experience, subject taught, and school location. Teachers with advanced degrees or certifications in high-demand subjects, such as STEM fields, often receive higher salaries or additional stipends. Experience plays a critical role, with incremental salary increases granted annually or biannually until reaching the top step. Additionally, geographic factors within NYC can affect compensation, as some schools offer incentives to attract teachers to challenging or underserved areas.

Education and Certification

Teachers holding master's degrees or higher graduate credits typically receive salary increases, reflecting their advanced training and expertise. Certification levels, including permanent and provisional certifications, also impact pay. The NYC DOE incentivizes continued education by offering salary lanes that increase compensation as teachers complete further coursework or earn additional credentials.

Experience and Longevity

Years of experience are a primary driver of salary progression. Teachers earn step increases annually or every two years, depending on contract terms, which gradually raise their base pay. This system rewards commitment and skill development within the school system, making longevity an important factor in overall earnings.

Subject and School Location

Certain subject areas, especially those with teacher shortages such as math, science, and special education, may come with higher starting salaries or bonuses. Additionally, teachers working in high-need or geographically challenging schools within NYC may receive differential pay or incentives aimed at addressing staffing challenges.

Additional Compensation and Benefits

Beyond base salary, NYC public school teachers receive various forms of additional compensation and comprehensive benefits. These include stipends for extra duties, bonuses, health insurance, retirement plans, and paid leave. Understanding these components is essential for a complete picture of teacher compensation in NYC.

Stipends and Extra Assignments

Teachers can earn additional income through stipends for roles such as coaching sports, leading extracurricular activities, or taking on administrative responsibilities like department chair or mentor teacher. These stipends vary depending on the assignment and the time commitment required.

Health and Retirement Benefits

NYC public school teachers are eligible for robust health insurance plans, including medical, dental, and vision coverage. Retirement benefits are provided through the New York State Teachers' Retirement System (NYSTRS), which offers pension plans based on salary and years of service. These benefits significantly enhance the overall compensation package for teachers.

Paid Leave and Professional Development

Teachers receive paid leave for personal days, sick days, and professional development. The system encourages ongoing training and education, sometimes providing financial support for courses and certifications that can lead to salary increases.

Comparison with Other School Districts

When comparing teacher salary nyc public schools with other districts, NYC salaries often rank among the highest in the country, reflecting the city's high cost of living and large, diverse student population. However, differences in benefits, cost of living adjustments, and school funding levels can affect the real value of teacher pay across districts.

Salary Comparisons with Nearby Districts

Compared to nearby suburban districts in New York State and neighboring states like New Jersey and Connecticut, NYC public school teachers generally receive higher base salaries. However, these comparisons must consider factors such as housing costs, taxes, and commuting expenses that impact overall compensation.

National Comparisons

On a national scale, NYC teacher salaries are competitive with other large metropolitan districts such

as Los Angeles, Chicago, and Boston. The city's commitment to teacher pay aims to attract and retain qualified educators in a demanding urban environment.

Role of Unions and Contract Negotiations

Teacher unions play a significant role in shaping the teacher salary nyc public schools. The United Federation of Teachers (UFT) negotiates contracts with the NYC Department of Education to determine salary scales, benefits, and working conditions. These negotiations are crucial for ensuring fair compensation and addressing teacher concerns.

Collective Bargaining Process

The collective bargaining process involves discussions between union representatives and city officials, resulting in multi-year contracts that establish salary schedules and benefits. These agreements often include provisions for salary increases, stipends, and improvements in working conditions.

Impact on Salary and Benefits

Union negotiations have historically secured substantial salary increases and enhanced benefits for NYC teachers. The strength of the union provides a platform for teachers to advocate for competitive compensation aligned with cost of living and professional demands.

Recent Trends and Developments

Recent years have seen various changes affecting teacher salary nyc public schools, including adjustments due to inflation, budgetary constraints, and policy reforms. Efforts to address teacher shortages and equity issues have also influenced compensation structures.

Salary Adjustments and Raises

Periodic salary increases have been negotiated to keep pace with inflation and the rising cost of living in New York City. These adjustments aim to maintain the competitiveness of teacher salaries and support retention.

Incentives for High-Need Areas

New initiatives have introduced incentives for teachers working in high-need schools or shortage subject areas. These incentives include signing bonuses, loan forgiveness programs, and additional stipends to attract qualified educators to challenging environments.

Impact of Budget and Policy Changes

Budget fluctuations at the city and state levels can impact teacher salaries and benefits. Policy changes aimed at improving educational outcomes sometimes affect compensation models, requiring ongoing attention to the evolving landscape of teacher pay in NYC public schools.

- Base salary and step increases based on education and experience
- Additional stipends for extra duties and high-demand subjects
- Comprehensive health insurance and retirement benefits
- Union-negotiated contracts influencing pay scales
- Comparative competitiveness with other districts and national averages
- Recent trends include raises, incentives, and policy impacts

Frequently Asked Questions

What is the starting salary for a public school teacher in NYC?

The starting salary for a NYC public school teacher is approximately \$61,070 as of 2024, depending on qualifications and certification.

How does teacher salary increase with experience in NYC public schools?

Teacher salaries in NYC public schools increase with experience and education level, with regular step increases typically occurring annually or biannually, potentially reaching over \$100,000 for veteran teachers.

Are NYC public school teachers eligible for annual raises?

Yes, NYC public school teachers usually receive annual raises based on union contracts and step increases tied to years of service and additional credits earned.

Do NYC public school teachers receive additional compensation for advanced degrees?

Yes, teachers with advanced degrees such as a Master's or Doctorate in education typically receive higher salaries due to salary differentials outlined in the union agreements.

How does NYC public school teacher salary compare to other US cities?

NYC public school teacher salaries are generally higher than many other US cities due to the high cost of living, but this varies depending on specific districts and cost-of-living adjustments.

What benefits do NYC public school teachers receive in addition to their salary?

In addition to salary, NYC public school teachers receive benefits including health insurance, pension plans, paid leave, and professional development opportunities.

Has there been any recent change in NYC public school teacher salaries?

Yes, recent contract negotiations have led to salary increases for NYC public school teachers, with some agreements including multi-year raises to improve retention and recruitment.

Are NYC public school teacher salaries affected by budget cuts?

Teacher salaries are generally protected by union contracts, but budget cuts can affect hiring, resources, and potentially future salary negotiations.

How can NYC public school teachers increase their salary?

Teachers can increase their salary by earning advanced degrees, gaining more years of experience, obtaining certification in specialized areas, and taking on leadership roles.

Where can I find the official NYC public school teacher salary schedule?

The official NYC public school teacher salary schedule is available on the NYC Department of Education website and the United Federation of Teachers (UFT) website.

Additional Resources

1. Paying the Price: Teacher Salaries in NYC Public Schools

This book explores the complexities of teacher compensation in New York City's public school system. It examines how salary scales are determined, the impact of union negotiations, and the disparities among different boroughs. The author also discusses the challenges teachers face in balancing fair pay with budget constraints.

2. The Economics of Education: Teacher Salary Trends in NYC

Focusing on the economic factors influencing teacher salaries, this book provides a detailed analysis of salary trends over the past two decades in New York City public schools. It highlights the effects of

policy changes, funding allocations, and the cost of living on educators' earnings. Readers gain insight into the broader economic landscape affecting teachers.

3. Behind the Paycheck: Understanding Teacher Compensation in NYC

This book offers a comprehensive look at the components of teacher compensation, including base salary, bonuses, and benefits in New York City public schools. It also covers the role of seniority, education level, and performance evaluations in salary determination. The narrative includes personal stories from teachers navigating the pay system.

4. Negotiating Fair Pay: The Role of Unions in NYC Teacher Salaries

Delving into the influence of teacher unions, this book analyzes how collective bargaining shapes salary structures in NYC public schools. It details key negotiation milestones, strikes, and agreements that have impacted teacher pay over the years. The author also reflects on the balance between union power and school budgets.

5. Teacher Salary Disparities: A Study of NYC Public Schools

This work investigates the disparities in pay among teachers across different districts and schools within New York City. It explores factors such as school location, subject specialization, and experience level. The book also discusses the implications of these disparities on teacher retention and student outcomes.

6. Funding the Classroom: How NYC Allocates Teacher Salaries

Examining the budgeting process behind teacher salaries, this book reveals how NYC public schools allocate resources for compensation. It provides an overview of local, state, and federal funding streams and their impact on salary levels. The author critiques the efficiency and equity of funding distribution in the system.

7. Teacher Pay and Policy: Reforming NYC Public School Salaries

This book reviews various policy proposals aimed at reforming teacher pay in New York City. It evaluates the potential effects of merit-based pay, salary caps, and incentive programs. Through case studies and expert interviews, the book presents diverse perspectives on improving teacher compensation.

8. The Cost of Living and Teacher Salaries in NYC

Highlighting the relationship between the high cost of living in New York City and teacher salaries, this book discusses how expenses affect educators' financial stability. It compares NYC salaries with those in other major cities and examines the challenges faced by teachers in maintaining a reasonable standard of living. The book also suggests strategies for addressing these economic pressures.

9. Voices from the Classroom: Teachers Reflect on Salary and Work in NYC

This collection of essays and interviews presents firsthand accounts from NYC public school teachers regarding their experiences with salary and work conditions. It sheds light on the personal and professional impacts of current compensation structures. The book aims to humanize the debate around teacher pay through authentic educator voices.

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teacher salary nyc public schools: *Funding Public Schools in the United States, Indian Country, and US Territories* Philip Westbrook, Eric A. Houck, R. Craig Wood, David C. Thompson, 2023-05-01 The National Education Finance Academy has once again convened university faculty members, state-level administrators, officials from state level chapters of the Association of School Business Officials, and others to provide a single-volume reference of school funding mechanisms for each of the states, the District of Columbia, Indian Country, and the US territories. This volume supplements the annual "state-of-the-state" profiles produced by the National Education Finance Academy so that educators, policymakers, and researchers can have access to accurate and concise information on how K12 education functions are supported across multiple jurisdictions. In addition, each profile addresses state level efforts to provide education funding to support schools during the COVID- 19 pandemic. The second edition expands upon groundbreaking work in the first edition, which for the first time reported comprehensively on the multiple jurisdictions and mechanisms impacting funding for Native American students, by also reporting on policies and funding mechanisms for public schools in US Territories.

teacher salary nyc public schools: *Who is Leading Our Schools?* Susan M. Gates, 2003 There is concern that schools and districts will be unable to attract and retain enough qualified school administrators. The authors analyze data on school administrators' careers and the factors influencing decisions to enter these careers. They find no national crisis but do find three primary areas of concern: state and local variation in financial rewards, barriers to entry into the field, and the number of administrators nearing retirement.

teacher salary nyc public schools: Fellows in Arms: A 21st Century Teaching Saga Aaron Roston, 2009-02-06 This story begins as war stories often do: as a call to arms. In the wake of 9/11, Aaron Roston joined the New York City Teaching Fellows program, created to parachute elite career-changers into the schools euphemistically known as hard-to-staff. Thousands answered the call; few were chosen. 25 members of Roston's class began their service in 2002; by the summer of 2005, only 7 remained in the system. FELLOWS IN ARMS is the view from the sharp end of educational reform, and dramatizes what the term teacher accountability really means. The story of idealistic teachers in urban school settings has become cliché. But FELLOWS IN ARMS is different: It uses memoir, history and reportage to create a narrative that finds humor and drama in equal measure. No dry policy book, this is the maddening, sometimes tragic, often comic saga of what ensued when the school bell sounded.

teacher salary nyc public schools: Evaluating and Rewarding the Quality of Teachers: International Practices OECD, 2009-11-06 This book identifies good practices in the design and implementation of evaluation and teacher incentive systems from various perspectives through formulation, stakeholder negotiation, implementation, monitoring and follow-up.

teacher salary nyc public schools: Respect for Teachers Brian Ford, 2012-12-27 For over

30 years we have been in the midst of a paradox. Following a questionable logic that sees education as a means to economic ends, efforts to reform education have focused on keeping the US from slipping in international economic competition. Relying on testing as a standard, in the end we may have decreased our human potential and become less competitive. Our system has gotten worse at its core, in its philosophical tenets and in its ultimate effects, by placing unwonted pressure on our youth and in stifling their creativity. While this goes back decades, Respect for Teachers takes its title from a phrase --perhaps a codeword-- in President's 2011 State of the Union address and sits down to consider its implications. Connecting attacks on teachers, unions and schools and the misrepresentation of research to the promotion of new economic models in education, it suggests that the Obama administration may be, without quite realizing it, setting the stage for rapid privatization of the public system. As this endangers the egalitarian basis of democracy, it also reminds us that schooling is big business - many trillions of dollars world-wide. Joseph Schumpeter once said, "No bourgeoisie ever disliked war profits." Respect operates under the premise that no bourgeoisie ever disliked the spoils of school reform, either.

teacher salary nyc public schools: School Law Charles J. Russo, 2012-08-16 Education of America's school children always has been and always will be a hot-button issue. From what should be taught to how to pay for education to how to keep kids safe in schools, impassioned debates emerge and mushroom, both within the scholarly community and among the general public. This volume in the point/counterpoint Debating Issues in American Education reference series tackles the topic of school law. Fifteen to twenty chapters explore such varied issues as academic freedom, copyright, privacy rights of students and of teachers, due process rights, unions and collective bargaining, and more. Each chapter opens with an introductory essay by the volume editor, followed by point/counterpoint articles written and signed by invited experts, and concludes with Further Readings and Resources, thus providing readers with views on multiple sides of legal issues within the school setting and pointing them toward more in-depth resources for further exploration.

teacher salary nyc public schools: The Charter School Experience Michael Bitz, 2016-10-26 The Charter School Experience: Voices from the Field is a unique book that presents readers with balanced perspectives from teachers, students, parents, and school leaders at charter schools across the United States. Through first-person narratives, the book highlights the delicate intricacies of what makes a school charter succeed or fail. Unlike a book written by academics far removed from the practice of education, this book gives voice to the people most impacted by charters: the families and educators who have embraced these schools for better or worse, and who now have enriching stories to tell. These experiences—embodied in introspective and moving chapters—go well beyond the news headlines and politicized studies that have spotlighted charters in the past. In this book, teachers highlight their successes and failures in charter school classrooms, parents explore decisions to enroll in charters, school leaders discuss the social missions of charters, and students write about how charter schools have impacted their lives. The result is an engaging collection of ideas for a wide audience, including people researching, attending, and making policy on charter schools in the United States and around the world.

teacher salary nyc public schools: Situating Inquiry Linda K. Thompson, Mark Robin Campbell, 2013-01-01 This volume of Advances in Music Education Research with the idea of research as "situated inquiry." We intend this metaphor to stand for a general description of the contextualized processes music education researchers use to frame, generate, augment and refine knowledge. The works in this volume illustrate the many ways in which knowledge has been constructed out of multiple approaches to studying an idea or exploring questions. All seek to expand our knowledge of music education in some form. How we go about engaging in knowledge construction, and what we learn from the different processes involved, is a function of the activities, contexts, and cultures in which our work is "situated." Both knowledge and action is "located," that is, research is placed, positioned or embedded (Lave & Wenger, 1990). Each study illustrates these ideas: All are informed by different theoretical frameworks, use different pathways to explore problems of interest and concern, and have something important to say to different constituencies or

stakeholders. All, however, are the result of perceived phenomena or human interpretations of a context. Situated inquiry is neither a quantitative nor qualitative approach to research, nor is it a "mixed-methods" approach. Rather, situated inquiry is a function of the beliefs and behaviors of the individuals involved in it. It is also a function (and outcome) of the individuals who seek to join a community of practitioners who practice and engage in research. Although the authors in this volume identify with or have self-selected to employ specific kinds of approaches, they exemplify their communities of practices by the very discourses and structures of their reports. Active perception, however, remains central to their inquiry and to the way they frame, generate, augment and refine knowledge.

teacher salary nyc public schools: Ethnically Qualified Christina Collins, 2015-04-24 Why did the New York City school district once have the lowest ratio of minority teachers to minority students of any large urban school system in the country? Using an array of historical sources, this provocative book explores the barriers that African American and Latino candidates faced in attempting to become public school teachers in New York from the turn of the century through the end of the 1970s. Christina Collins argues that no single institution or policy was to blame for the city's low numbers of non-white educators during this period. Instead, she concludes in this deeply researched book that it was the cumulative effect of discriminatory practices across an entire system of teacher training and selection that created New York's unique lack of racial diversity in its teaching force. Because of its size and diversity, New York represents a particularly valuable case study to learn more about the history of urban teachers in the United States. And, with the current mandate for qualified teachers under the federal No Child Left Behind Act, this fascinating historical account will be essential reading as we debate who is qualified to teach in public school classrooms now and in the future.

teacher salary nyc public schools: New York's K-12 Public Education in the 21st Century, 1996

teacher salary nyc public schools: Disinherited Diana Furchtgott-Roth, Jared Meyer, 2015-05-12 Tens of millions of Americans are between the ages of 18 and 30. These Americans, known as millennials, are, or soon will be, entering the workforce. For them, achieving success will be more difficult than it was for young people in the past. This is not because they are less intelligent, they have worked less hard, or they are any less deserving of the American dream. It is because Washington made decisions that render their lives more difficult than those of their parents or grandparents. Their younger siblings and their children will be even worse off, all because Washington has refused to fix the problem. This book describes the personal stories of several members of this disinherited generation. Their experiences are not unique. It is impossible to hear these stories and not understand that holding back a nation's young is the antithesis of fairness and no way to make economic or social progress. Their stories are an indictment of America's treatment of its young. A nation that prides itself on its future has mortgaged it. A nation that historically took pride in its youth culture has become a nation that steals from its young. People who should have fulfilling, productive lives are sidelined, unemployed, or underemployed. Meanwhile, America expects millennials and others of the disinherited generation to pay higher taxes for government programs that benefit middle-aged and older Americans, many of whom have better jobs and more assets. It is time someone told the full story of the crisis facing America's young. The future of America can be saved, but only if our government's betrayal comes to an end. It is a war without victors, only victims. The birthright of the America's young must be restored, and the time to do so is now. This book explains how.

teacher salary nyc public schools: Transforming Teacher Education Valerie Hill-Jackson, Chance W. Lewis, 2023-07-03 Extracts from the text: Why are fifteen million children and youth in poverty not achieving when we know that low-income students excel in the classrooms of "star" teachers (who comprise approximately 8 percent of the teaching force)? Whose needs or interests are being met in education reform today? "In my own institution, there has not been a systematic assessment of the effectiveness of the basic teacher education program since the institution was

founded over a century ago as a teachers college. Imagine, not one ever!" Teachers who empathize with students and the life challenges they face soon realize that the dysfunctional bureaucracies will not permit them to meet the needs of their students. Half of the starry-eyed beginners are gone in five years or less. Why does teacher education focus on the managerial, instrumental or delivery system aspects of the profession? The expert advice dispensed by schools of education regarding what future teachers should do is not connected to any theory of learning, or to any reality of life in school classrooms. Why has the recruitment process resulted in a cohort of teachers who are unable to connect with their students? Does a qualified teacher equate to a quality teacher? The best hope of getting more effective teachers from university teacher preparation programs is to base their budgets on the number of their graduates who serve in challenging schools and their effectiveness with children and youth. At the district level, the salaries of hiring officials should be based on how well these officials identify and retain quality teachers. In this book, 12 distinguished scholars provide a hard-hitting, thoroughly researched, historical and theoretical critique of our schools of education, and offer clear recommendations on what must be done to ensure all children can achieve their potential, and contribute to a vibrant, democratic society.

teacher salary nyc public schools: The Teacher Wars Dana Goldstein, 2015-08-04 NEW YORK TIMES BESTSELLER • A groundbreaking history of 175 years of American education that brings the lessons of the past to bear on the dilemmas we face today—and brilliantly illuminates the path forward for public schools. "[A] lively account. —New York Times Book Review In *The Teacher Wars*, a rich, lively, and unprecedented history of public school teaching, Dana Goldstein reveals that teachers have been embattled for nearly two centuries. She uncovers the surprising roots of hot button issues, from teacher tenure to charter schools, and finds that recent popular ideas to improve schools—instituting merit pay, evaluating teachers by student test scores, ranking and firing veteran teachers, and recruiting "elite" graduates to teach—are all approaches that have been tried in the past without producing widespread change.

teacher salary nyc public schools: Expelling Public Schools John Arena, 2023-06-20 Exploring the role of identitarian politics in the privatization of Newark's public school system In *Expelling Public Schools*, John Arena explores the more than two-decade struggle to privatize public schools in Newark, New Jersey—a conflict that is raging in cities across the country—from the vantage point of elites advancing the pro-privatization agenda and their grassroots challengers. Analyzing the unsuccessful effort of Cory Booker—Newark's leading pro-privatization activist and mayor—to generate popular support for the agenda, and Booker's rival and ultimate successor Ras Baraka's eventual galvanization of the charter movement, Arena argues that Baraka's black radical politics cloaked a revanchist agenda of privatization. *Expelling Public Schools* reveals the political rise of Booker and Baraka, their one-time rivalry and subsequent alliance, and what this particular case study illuminates about contemporary post-civil rights Black politics. Ultimately, *Expelling Public Schools* is a critique of Black urban regime politics and the way in which antiracist messaging obscures real class divisions, interests, and ideological diversity.

teacher salary nyc public schools: Doing The Right Thing David Greene, 2013-11-19 Who controls today's conversation about what education should be in the classroom? Bill Gates? Arne Duncan? Michelle Rhee? Media? Politicians? Who has gained more and more control of what actually goes on in the classroom? Bill Gates? Arne Duncan? Michelle Rhee? Media? Politicians? Why? Where are the voices of the thousands of talented and loved teachers whose classrooms should be models of what works regardless of the socioeconomic environment they are located. I am but one of many. Each of us has gotten to be who we are as teachers through our own set of circumstances. We, like all other professionals learn our craft through our experiences as well as our academic preparation. Some of us get to pass on what we have learned about our craft by becoming supervisors, mentors, or university lecturers. I have mentored new teachers. I have taught a graduate education class. But those endeavors have reached relatively few. I have even spawned new teachers, inspired by me, but those are even fewer. Initially it is why started writing this book. Much of it started as advice to give to my mentees. Then some suggested to me to write a book. So I did!

teacher salary nyc public schools: Student Life Courses & Social Policies Mohammad H. Tamdgidi, 2002-03-01 The essays gathered in this debut (I, 1, Spring 2002) issue of Human Architecture: Journal of the Sociology of Self-Knowledge were written by undergraduate students enrolled in various sociology courses offered at SUNY-Binghamton and SUNY-Oneonta. the issue also includes the editor's paper on K. Mannheim, where the idea of a sociology of self-knowledge was born. What these courses shared was their common use of the sociology of self-knowledge as a strategy for learning about their respective subject matters. Each course required students to engage throughout the semester in an ongoing self-exploratory sociological research focusing on a specific unresolved issue, problem, or question still facing their everyday lives. They were required to link their self-explorations to the study of society at large through various course and outside readings and films studied in class throughout the semester. Topics were: "The Capitalist Cuckoo's Nest," "I only Thought I Knew It All: Society and the Individual," "Why Is P Afraid to Love a Woman?," "Teacher Recruitment and Retention: Personal Conflicts, Social Dilemmas," ""Alien Nation,""" "Good Mother/Daughter Hunting: A Process of Self-Healing," "For the Love of Our Many Lives," "Banana or Bridge? How Capitalism Impacts My Racial Identity," "My Asian-American Experience," "Welfare Beyond Teaching: Caring for Children and Their Parents," "The Disabled Welfare Program: The Welfare System and the Disabled," "Inadequate Programs Assisting Mothers in Poverty," "Children: The Unheard Society," and "Ideology and Utopia in Mannheim: Towards the Sociology of Self-Knowledge." Contributors include: R.F.A., Samara Cohen, Peter Dai, P. E. Gracey III, P. Heim, L. Mlecz, S. R., YuhTyng Tsuei, William Wang, Jan Michele Chilion, Erin Syron, Jessica Udice, Aaron Witkowski, and Mohammad H. Tamdgidi (also as journal editor-in-chief). Human Architecture: Journal of the Sociology of Self-Knowledge is a publication of OKCIR: The Omar Khayyam Center for Integrative Research in Utopia, Mysticism, and Science (Utopystics). For more information about OKCIR and other issues in its journal's Edited Collection as well as Monograph and Translation series visit OKCIR's homepage.

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teacher salary nyc public schools: Handbook of Research on Teachers of Color and Indigenous Teachers Conra D. Gist, Travis J. Bristol, 2022-10-15 Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America, with Black, Indigenous, and People of Color making up roughly 37% of the adult population and 50% of children, but just 19% of the teaching force. Yet research over decades has indicated their positive impact on student learning and social and emotional development, particularly for Students of Color and Indigenous Students. A first of its kind, the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers' careers, such as recruitment and retention, professional development, and the role of minority-serving institutions. Including chapters from leading researchers and policy makers, the Handbook is designed to be an important resource to help bridge the gap between scholars, practitioners, and policy makers. In doing so, this research will serve as a launching pad for discussion and change at this critical moment in our country's history. The volume's goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence-based decisions for supporting an ethnoracially diverse educator workforce, now and in the future.

teacher salary nyc public schools: Family Pledge: James L Casale Ph D, 2017-10-19 Dr. James L. Casale, both a state and national award winning educator, has authored his second parenting guide. Family Pledge is unique in that it consists of 40 individual essays that can be read in any order. Choose a topic that interests you and read that first. Select How to Say No and Mean It, or A Holocaust Survivor's Lesson to His Grandchild, or Empty Lots and Building Forts: Why Electronic Devices Suck, or Is it the Gorilla's Fault the Kid Fell into the Zoo Enclosure? or Why is School Reform Mission Impossible? These and many more essays and are designed to inform, encourage and inspire parents to accept their solemn responsibility to act as their child's first teachers and role models. Raising life-long learners and good citizens requires a loyal and devoted

commitment to establish a culture of learning at home. The key components are acquiring accurate information, creating a family mission statement, and devising a plan of action that all family members adhere to. As with his first book, *Wise Up and Be the Solution*, readers will enjoy a jargon free, no nonsense, parent friendly journey filled with practical suggestions and important information.

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