

THE NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
BROOKLYN, NEW YORK 11201

POSTED DATE: June 10, 2015

DEADLINE DATE: June 22, 2015

TEACHER VACANCY CIRCULAR NO. 9 (2015-16)
(SUBJECT TO FUNDING AVAILABILITY)

POSITION: MASTER TEACHER

OVERVIEW:

The new Teacher Career Pathway roles offer opportunities for effective teachers to become part of a clearly articulated career pathway for growth which encourages talented teachers to stay in the system longer. Teacher leaders can expand their reach beyond their classroom, by sharing their expertise with colleagues and developing a strong school culture through peer support, collaboration, and trust.

The Master Teacher position is an opportunity for extraordinary educators to take on a formal leadership to influence the instructional practice and collaborative environment school wide or across multiple schools. Given the competitive nature of the process for becoming a Master Teacher and the very select number of positions anticipated for this upcoming school year, applicants are strongly encouraged to apply to either the Peer Collaborative Teacher or/and Model Teacher qualifying pools in addition to the Master Teacher pool.

POSITION SUMMARY:

Master Teachers are highly skilled educators with a passion and drive to improve the instructional quality of their schools by extending their impact as teachers. They are exemplary educators tasked with promoting excellent teaching through purposeful sharing of best practices and peer coaching and creating a collaborative learning culture that bolsters instruction. By working closely with school and/or district leadership, Master Teachers support the development of their peers by creating professional learning opportunities, leading teacher teams, and facilitating coaching conversations with colleagues across school communities or within a school district.

After honing their expertise and knowledge, Master Teachers will use their skills to develop the knowledge and skill base of their colleagues and promote a collaborative environment that positively affects every member of their school community. Collaboration, trust, and sharing are part of the professional values that are expected of a Master Teacher; they work effectively and efficiently with colleagues who have diverse experiences; they are self-guided and work autonomously with superior communication skills; and feel confident in their ability to lead others.

SCHOOL AND DISTRICT LOCATIONS:

- **Please note that Renewal Schools have discretion to fund Master Teacher roles with approval from the District Superintendent.** Visit [this link](#) to learn more about the Renewal Schools and view a school list. Master teacher applicants may be current teachers from within the school community or transfers in the event of a vacancy.
- Schools may elect to establish the Master Teacher position at their school. Applicants are encouraged to consult with their principal about the possibility of this position being created at their school prior to applying for the pool.
- At the discretion of the District Superintendent, multiple schools may elect to utilize a Master teacher across schools. Please review the schedule selection of the posting for more information on requirements. Very few district level positions are expected for SY15-16. Check back for more information on open positions.

RESPONSIBILITIES:

Master Teachers will have four (4) main responsibilities within or across school communities:

- **Support the professional learning of other teachers either by grade or subject area.** This may include but is not limited to:
 - Understand colleagues' comfort and skill with specific aspects of curriculum and instruction
 - Structure, design and facilitate ongoing professional learning sessions
 - Align professional learning agenda with skills and knowledge most needed to enhance student learning
- **Facilitate the development of individual teachers through focused coaching via classroom visits, debriefing, and designing meaningful growth opportunities.** This may include but is not limited to:
 - Provide one-on-one peer coaching
 - Model best practices
 - Pre- and de-brief with colleagues before and after intervisitations

- Organize the work of teacher teams – either by grade level or subject area
- Create and support ongoing opportunities for shared leadership regarding protocols, team member roles, and collaborative strategies
- **Impact learning initiatives and school-wide decision-making by working with school leadership and incorporating the knowledge-base and work of colleagues.** This may include but is not limited to:
 - Meet with leadership on a regular basis to discuss school goals and plans
 - Develop communication strategies to influence decision-making within the school community
 - Align schedule, resources, and expertise of colleagues to advance teaching and learning school-wide
 - Cultivate and develop partnerships among members of the school community
 - Experiment with instructional and socio-emotional supports for students
 - Plan and manage ongoing professional learning initiatives
- **(As applicable for Renewal Schools) Support the work associated with being a part of the Renewal Schools plan.** This may include but is not limited to:
 - Help coordinate partnerships with community-based organizations, particularly after-school programs and social services
 - Aid in determining and implementing the best use of the extended learning time
 - Prepare school staff for needs assessments across all six elements of the Framework for Great Schools and help identify key areas for additional resources
 - Along with school leadership, aid in the creation and ongoing refinement of a School Renewal Plan and road map for success
 - Keep colleagues accountable to this School Renewal Plan – build consensus and support colleagues in the process of change

QUALIFICATIONS:

Required

- Must be a current, tenured classroom teacher
- New York City license and/or New York State teaching certificate
- Receive an Effective or Highly Effective rating for SY14- 15.
- Driving Teaching and Learning Initiatives
 - Set clear, measurable goals for your professional growth related to increasing student achievement
 - Demonstrate a reflective attitude regarding your practice
 - Constructively adapt to changing and challenging environment, problem-solve, and persevere
 - Use multiple school-wide or grade-wide data sources to identify school goals and make improvements
- Facilitation of Professional Collaboration
 - Observe teaching practice, identify and clearly explain opportunities for growth
 - Debrief with colleagues regarding instruction and professional growth
 - Able to build consensus when setting shared goals among diverse adult learners
- Exemplary Teaching Practice, Skills, and Knowledge
 - Demonstrate proficient knowledge of content, curriculum, and standards in teaching area
 - Plan rigorous instructional lessons for all students with a variety of needs and strengths using varied instructional methods
 - Actively and systematically assess student work to track progress and inform exemplary instruction
 - Apply effective classroom management techniques to engage students and make efficient use of classroom time
- Desire to enhance the collaborative culture of your school by working with colleagues and school leaders
- Excellent record of time management including organization, attendance and punctuality

Preferred

- As applicable, knowledge of the Renewal Schools plan and a desire to be an active part of this program
- Experience planning and executing professional learning for colleagues
- Experience with one-on-one peer coaching
- Experience leading teacher teams – by grade level or subject area
- Prior experience making academic progress with a range of student populations and needs
 - Able to communicate expectations connected to a path to college and career readiness
- Extensive knowledge of the *Danielson's Framework for Teaching* and Common Core Learning Standards
- Ability to foster trust with colleagues and nurture a professional learning community
- Excellent written and verbal communication skills

SCHEDULE/WORK YEAR: As per UFT collective agreement, in addition to normal school hours, Master Teachers will:

- Be relieved from a minimum of one teaching period per day and will use this time as well as their professional periods to perform responsibilities associated with their position. The Master Teacher's duties will take the place of all other out-of-classroom "professional responsibilities" during the contractual professional period.

- Teach a minimum program of the equivalent of one period per day.
- Participate in an eight (8) day school-based and/or centrally coordinated teacher leadership orientation/conference.
- Conduct Master Teacher responsibilities (listed above) for a minimum of eight (8) hours above the contracted amount per month
- Participate in development activities periodically throughout the school year to support development in role as a Master Teacher

SALARY: Master Teachers receive additional compensation of \$20,000 over and above applicable contracted annual salary for one year, contingent upon the selected candidate remaining in the position at the school through the 2015-2016 school year.

SELECTION PROCESS: Selection will take place in a two-stage process:

First, qualification screenings will be conducted by a joint UFT-DOE Committee. The Committee will screen applicants to establish a pool of qualified candidates.

In the second stage, principals will make hiring selections of Master Teachers from the pool of qualified candidates (from their school, or externally hired, if done before the Open Market deadline, August 7 in 2015). Individuals in the pool selected by a principal are not obligated to accept an offer for a Master Teacher position. Hired Master Teachers will take on the role for a term of one year, renewable for a second year, at the discretion of the principal. If a teacher does not wish to or is not selected to continue in the Master Teacher role at the conclusion of their first year, they will revert to their previous title at the (Renewal) school at which they were staffed during the 2015-16 school year.

APPLICATION PROCESS:

- Eligible applicants complete a full application and submit through [THIS LINK](#).
- DOE/UFT personnel committee screens applications and interview applicants to create qualified pool.
- School-based committee selects from the eligible pool. Selections may be made only from teachers who have qualified for the central pool.

APPLICATIONS WILL ONLY BE ACCEPTED ONLINE at <https://nycdoe-careerpathways.fluidreview.com/>.

An Equal Opportunity Employer

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alien age and citizenship status, age, marital status, disability, sexual orientation, gender (sex) or prior record of arrest or convictions (except as provided by law), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation, as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room1102, Brooklyn, NY, 11201 or visit the OEO website at "<http://schools.nyc.gov/Administration>"

APPROVED:  _____

Charles Peebles, Executive Director, Office of Field & Information Services

Division of Human Resources