



Master Teacher Role Overview

What is a Master Teacher?

Teacher Career Pathways teacher leader roles offer opportunities for highly effective teachers to innovate and hone their practice through continuous learning and frequent professional learning opportunities. Teacher leaders can expand their reach beyond the 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 a small group of educators to work closely with their school and/or district leadership to promote excellent teaching through purposeful sharing of effective practices, peer coaching, and creating a collaborative learning culture that enhances the instructional capacity of school communities. A Master Teacher may have responsibilities across more than one school in a district or may provide support to special citywide initiatives.

What Does an Ideal Master Teacher Look Like?

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. In addition to the skills demonstrated by Model Teachers and PCTs, Master Teachers have a wealth of experience facilitating professional learning for colleagues and leading school-wide initiatives. 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.

What do Master Teachers Commit to do?

Drive Teaching and Learning Initiatives with School and District Leadership	<ul style="list-style-type: none"> Meet with school and/or district leadership on a regular basis to discuss school goals and plans Align schedule, resources, and expertise of colleagues to advance teaching and learning school-wide Cultivate and develop partnerships among members of the school- and district-wide community
Facilitate Professional Collaboration and Learning by Grade or Subject	<ul style="list-style-type: none"> Work collaboratively with colleagues to understand their knowledge and skill related to 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
Strategic Design of Opportunities for Colleagues' Development of Teaching Practice	<ul style="list-style-type: none"> Organize the work of teacher teams – either by grade level or subject Provide one-on-one peer coaching Pre- and post debriefing when visiting colleagues' classrooms Model best practices Create and support ongoing opportunities for shared leadership regarding protocols, team member roles, and collaborative strategies
<p><i>Master Teachers are relieved 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. They work eight additional hours per month and eight additional summer days according to a schedule and plan set with their principal.</i></p>	



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What are the Benefits?

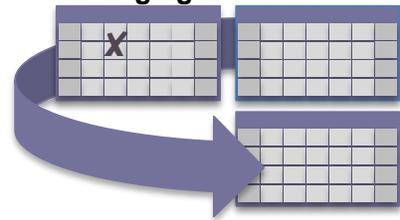
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| <ul style="list-style-type: none">• Work collaboratively with colleagues• Work with school leadership and/or district leadership to improve curriculum and maximize use of the Danielson <i>Framework for Teaching</i> and Common Core Learning Standards | <ul style="list-style-type: none">• Professional peer leadership skill building• Influence the instructional practice of schools• Learn alongside a community of teacher leaders across the DOE• Receive a \$20,000 salary addition for the year |
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How do Master Teachers Balance Priorities?

A strong Master Teacher will need to employ a range of strategies for managing limited time and juggling multiple commitments.

Below is an example of how a Master Teacher could structure time:

- Ongoing commitments
 - ✓ Prep materials/develop resources for team meetings and PD
 - ✓ Lead department, grade, or team meetings and PD
 - ✓ Conduct one-on-one conversations about growing teacher practice and/or debrief meetings with teachers
 - ✓ Meet with school leadership in person to identify goals and needs
- Every other week
 - ✓ Email easy-to-read updates on goals and on-going issues to the principal
 - ✓ Schedule classroom visits and debriefs with diligence and flexibility
- Once per month
 - ✓ Select a component from the Danielson *Framework for Teaching* to focus work with teachers



What is the Selection and Application Process?

To be **eligible** to participate in the application and selection process for a Master Teacher qualification, teachers must be:

- A current, full-time NYCDOE educator
- Tenured on or before the first day of the school year
- Receive an *Advance* Overall Rating of “Highly Effective,” “Effective,” or “Satisfactory,” if applicable for the preceding school year

Interested teachers can qualify to take on a Teacher Career Pathways teacher leader role by participating in a joint NYCDOE-UFT screening process. The application is anticipated to open between the winter and spring of 2015-16. Teachers who become qualified through this process are eligible to be hired to take on a Master Teacher role during the 2016-17 school year. Teacher leader qualifications are valid for two consecutive school years, and those who would like to continue in their role must participate in another screening and selection process to renew their qualification in the eligible pool of teacher leaders. Please visit our website at schools.nyc.gov/teacherleadership to learn more about the selection and application process.

Principals make selections of teacher leader positions only from the pool of eligible candidates selected by the Joint Selection Committee. All teachers interested in taking on the Model Teacher role are encouraged to speak to their principal and then apply.