

Master Teacher

Responsibilities, Benefits, and Qualification Overview



What is the Master Teacher Role?

Master Teachers are highly skilled educators that are committed and driven to improve the instructional quality of their schools, working closely with school and/or district leadership to strategize the movement of instruction across systems. Master Teachers support the development of their school-wide colleagues, and potentially their district colleagues. **They facilitate peer coaching conversations and lab classrooms, design professional learning opportunities, and lead teams of teachers in instructional initiatives among and between school-wide groups of stakeholders (ex. grade level and/or subject areas teams) and potentially district-wide groups of stakeholders (ex. teacher leader colleagues).**

What are the Core Responsibilities of a Master Teacher?

 <p>Coaching Peers</p>	<ul style="list-style-type: none"> • Coordinates school-wide intervisitation process with colleagues in order to develop a common understanding and language around instructional practices • Facilitates peer-reflection in various ways around pedagogy, instructional strategies, and student impact • Leads debrief conversations anchored in an asset-based mindset, using evidence-based low-inference notes and student work artifacts
 <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 • Serves as a 'lead learner' by facilitating ongoing cycles of collaborative action research in the form of student learning inquiry • Articulates instructional choices and 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 impact of professional learning on student outcomes with the collaboration of colleagues and school leaders • Designs research-based professional learning using adult learning principles, while continually seeking opportunities for reflection, differentiation, and feedback • Leads ongoing inquiry and analysis efforts around the instructional focus through 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 teacher teams and student learning inquiry efforts • 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 instructional practice
 <p>Advocating in Leadership Conversations</p>	<ul style="list-style-type: none"> • Conducts strategic leadership conversations with school leaders on teacher leadership efforts 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
 <p>Moving Instruction Across Systems</p>	<ul style="list-style-type: none"> • Facilitates high-leverage instructional initiatives that integrate and address needs across the system, i.e., district, campus, or school-wide • Cultivates partnerships among stakeholders, meeting regularly with them and discussing plans • Aligns schedule, resources, and expertise of colleagues to advance teaching and learning for ALL students • Creates opportunities for smaller learning communities of colleagues across the system to tackle a problem of practice & collaboratively test theories of action

What are the Responsibilities and Benefits of Taking on the Master Teacher Role?

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

- Receive \$20,000 salary addition for the school year
- Relieved of a minimum of one teaching period per day (20% release time), and their professional duties period
- Work eight additional hours per month to be scheduled in collaboration with their school leader
- Work eight additional summer days to be scheduled during the week preceding Labor Day

What are Current Master Teachers Doing?

The resources below illustrate the systems and structures that Master Teachers 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 schools should consider when teacher leaders are starting or refining intervisitations.
- [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.

What is the Qualification and Selection Process?

Only qualified Peer Collaborative Teachers can interview and qualify for the Master Teacher role. A joint DOE-UFT committee completes the in-person interviews in order to determine the qualified pool of Master Teachers. Teacher leader qualifications are valid for two consecutive school years, at which point teacher leaders must re-qualify for the role.

1 Eligibility: To be **eligible** for a Master Teacher qualification for the 2019-20SY, teachers must be:

1. A qualified Peer Collaborative Teacher
2. A current, full-time NYCDOE educator (with at least: one class of record; 40% of time spent in the classroom)
3. Tenured on or before the first day of the school year serving in the role (2019-20 SY)
4. Received an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the preceding school year (2018-19)

2 Qualification: In order to **qualify** for the Master Teacher role, teachers must complete the following:

1. Qualify for the Peer Collaborative Teacher (PCT) role
2. In-person interview with a joint DOE-UFT panel

3 Selection: Principals have final **selection** of teacher leaders from the pool of eligible candidates. Additionally, the Master Teacher role is funded in select schools throughout the city and any school wishing to self-fund a teacher leader must first receive approval from the Superintendent.