

TAP Executive Master Teacher

Basic Job Responsibilities – Executive Master Teacher

1. Data Analysis with Schools

Some of the responsibilities an Executive Master Teacher will have as a member of this team are to: Aide schools with the Analysis of student data to identify and break down student learning goals by school, content area, and grade level. After the school has completed the analysis of the data, the Executive Master teacher should help develop school academic achievement plan, create school assessment plan, monitor goal setting activities, provide ideas for classroom follow-up and goal attainment for cluster groups and individual growth plans and assess teacher evaluation results and maintain inter-rater reliability. These items are best completed with the leadership team.

2. Cluster Group Planning, Implementation, and Evaluation

As a EMT, it will be necessary to work with the master teacher in developing the long range cluster plan and maintaining weekly cluster group meeting records and activities. The EMT will be involved with overseeing the implementation of cluster meetings with follow up regarding the STEPS for Effective Learning. They will provide appropriate follow-up with the master teacher on the assessment of all cluster groups' progress towards goals. The EMT should coach the master and/or mentor teachers on the reinforcement and refinement areas of the cluster and if necessary, model an appropriate cluster. The EMT should aide with the analysis of student work to verify the effectiveness of the cluster meetings. When appropriate, the EMT should work with the school leadership team to create and validate effective Cluster meetings.

3. Manage Teachers' Individual Growth Plans

Oversees Master and mentor teachers in developing goals, providing instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom and cluster based follow-up, and ensures that the progression of the master and mentor teacher skill development is aligned with changing teacher and student learning needs as it relates to effective cluster implementation.

4. Evaluations/Conferencing

Conducts cluster evaluations and conferencing for both formal and informal observations. Holds effective pre- and post- conferences with master and mentor teachers. Conducts classroom observations on Master and Mentor teachers with follow up post conferences. Conducts observations with members of the leadership team for inter-rater reliability purposes. EMT will not be involved in regular teacher observations.

5. Professional Growth

While the executive master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP Director and with other executive master teachers in an effort to enhance their skills and provide their

teachers with only the best instructional interventions and strategies. It will be expected that Executive Master Teachers conduct regional trainings for their schools on all areas of implementation of TAP.

6. School observations

EMTs are expected to visit with schools, Master and Mentor teachers, and school leadership teams consistently.

7. Planning and Follow ups

EMTs should submit a plan of action for the week no later than Monday morning for the upcoming week. This plan is a tentative plan on what areas the EMT will be working on with which schools. Additionally, the EMTs should submit a follow up detailing the work that was completed the week prior as well the effectiveness of the efforts that were seen at the school.

Follow ups should be provided to each school within 48 hours of a visit detailing what was seen with a reinforcement and refinement area to aide with growth.

Qualifications

Executive Master Teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional master teacher. They must represent the “gold standard” in teaching and professional development and serve as a role model to all other instructional staff. Master teachers should have at least five years experience at the teacher level and a proven track record in increasing student achievement at both the individual teacher level as well as the building level. Executive Master Teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences and receiving awards recognizing their educational talents. Finally, Executive Master teachers need to be excellent communicators with students and adults alike.

Specific Qualifications Required:

- Master’s degree in relevant academic discipline.
- Doctorate degree in relevant academic discipline desired.
- At least five years of successful teaching as measured by performance evaluations, promotions, and portfolio of work.
- For teachers currently in TAP schools, exemplary scores on the TAP Teacher Performance-based Accountability evaluation.
- Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
- Student data that illustrates the teacher’s ability to increase student achievement through utilizing specific instructional interventions.
- Instructional expertise demonstrated through model teaching, team- teaching, video presentations, and student achievement gains.
- Classroom demonstrations and external observations.
- Proof of effective professional development for individuals as well as large groups

- Proof of contribution to profession such as research, publications, university teaching, presentations, awards.
- Excellent communication skills and an understanding of how to facilitate growth in adults.

Overview of Master Teacher Position

Executive Master teachers function in a unique manner relative to the school level leadership teams. Their main function is to work with the leadership team to implement the professional development aspect of the Teacher Advancement Program. The Executive Master Teachers work with the Master and Mentor teachers on implementation and evaluation of cluster meetings and individual growth of teachers. Additionally, Executive Master Teachers work with the leadership teams to analyze school data to create school and cluster plans. Executive Master Teachers will be responsible for maintaining communication from the state level to the individual schools as well as inform the schools of any changes that occur with the implementation of TAP. Finally, Executive Master Teachers will conduct regional and state level trainings to build capacity of the program at the school level.

Roles and Responsibilities

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth blocks.
- Team-teach with colleagues, demonstrate model clusters, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching of the master and mentor teachers towards meeting Individual Growth Plan goals.
- Evaluate Master and Mentor teacher performance using TAP Rubrics and conduct follow-up conferences.
- Participate in all TAP trainings.
- Lead professional development meetings at region, state, and national levels
- Maintain records of implementation for each individual school
- Document and coach leadership teams
- Work an expanded calendar year