



What does being a NYS Master Teacher entail?

Master Teachers are strong classroom teachers with clear goals for further developing their breadth and depth in the three knowledge areas: knowledge of STEM content, of pedagogy and of their students' families and communities. These areas are described in detail on the NYS Master Teacher Program (NYSMTP) [website](#).

The time commitment *per program year (PY)* for Master Teachers is 50 hours in *MTP-created professional development activities*. The PY runs from September 1 through August 31 of the following year. This is in addition to any professional development requirements of your school or NYS.

The specific type, focus, frequency and schedule of activities are developed at each region's SUNY host campus depending upon the Master Teachers' interests and goals for growth. Activities take place evenings and/or weekends, and scheduling will take into consideration the fact that people will have to travel to their SUNY campus and other meeting locations within their region for programming activities.

To remain a New York State Master Teacher and receive the associated financial and professional benefits, you must meet the following requirements for each of the four years of your participation:

- Teach full-time in a NYS public school.
 - K-5 grade teachers must be the teacher of record for at least one STEM content area, and
 - 6-12th grade teachers must maintain a minimum of 60% of your teaching hours dedicated to one or more STEM content areas.
- Maintain a rating of “effective” or “highly effective” on your Annual Professional Performance Review.
- Participate in a minimum of 50 hours of NYSMTP-created programming each PY. This requirement is satisfied by regular participation in regional meetings, Professional Learning Teams, mini-courses or single-session workshops.
 - A percentage of the 50 hours must be spent assisting in the professional development of other in- or pre-service teachers through mentorship or other activities.
- Remain in good standing in your school community and continue to demonstrate the qualities of a professional educator.

Monthly regional meetings are workshops where Master Teachers collaborate, learn, share, and reflect with a group of their peers. In monthly regional meetings, Master Teachers will engage in high-level content discussions and problem solving, have the opportunity for small group work that looks at recent education research and STEM research, and share best practices.

Professional Learning Teams (PLTs) are small teams of teachers who meet together monthly to collaboratively learn, investigate and implement best practices. Engaging in a PLT is a deliberate process that requires attention, focus and a willingness to move beyond sharing lessons and ideas to critically examining practice, research and implementation. PLTs are co-facilitated by Master Teachers.

Mini-Courses provide an opportunity to explore new content, new applications of content, or new pedagogical techniques with a Master Teacher or outside expert. Mini-courses meet for an agreed-upon number of sessions with a consistent schedule over several weeks.