



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 domains: knowledge of content, knowledge of pedagogy and knowledge of their students, their families, and their communities. These domains are described in detail on the NYS Master Teacher Program (NYSMTP) [website](#).

The time commitment per program year for Master Teachers is a minimum of 50 hours in NYSMTP-created professional learning activities. This is in addition to any professional development requirements of your school or NYS.

The specific type, focus, frequency and timing of activities are developed at each region's SUNY host campus depending upon the regional cohort's interests and goals for growth. Activities take place outside of school time on evenings and/or weekends. Scheduling takes 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 maintain eligibility as a New York State Master Teacher and to 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 public secondary schools in NYS
 - with a minimum of 60% of your teaching hours being classroom instruction within your STEM discipline(s) if you are a teacher in grades 7-12.
 - you are teacher of record* for Science, Technology/Computer Science, Engineering or Mathematics (STEM) content if you are a teacher in grades K-6.
- 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 program year. This requirement is satisfied by regular participation in cohort meetings, professional learning teams, mini-courses, or 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.

Cohort meetings are opportunities for Master Teachers to collaborate, learn, share, and reflect with a group of their peers. Scheduled throughout the program year, Master Teachers 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 Master 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 are composed of multiple sessions with a consistent schedule over several weeks. Workshops are often one-time events with a focus on one or more of the NYSMTP knowledge domains.