



Job Title: Master Team Reach Teacher (MTRT)
Status: Exempt

Wage/Hour

Reports to: Campus Principal
Pay Grade: Step plus stipend

Dept./School: To be assigned

Days: 187

Supervises: Team Teacher(s) and Resident Associate(s)

Primary Purpose:

The Master Team Reach Teacher (MTRT) serves on a multi-classroom leader's (MCL's) team, directly teaching more students than usual (at least 50% increase), but typically without raising instructional group sizes. *Master* team reach teachers also help the MCL lead a larger team (e.g., by coaching/supervising part of the team or mentoring a teacher resident).

Additionally, the MTRT has previously produced consistently high-growth student learning.

With guidance from the team's MCL, MTRTs plan and deliver instruction for multiple classes in a school where students rotate between face-to-face learning with the teacher and digital or offline learning supervised by a paraprofessional known as a reach associate or a teacher resident. While one class of students is with a reach associate or teacher resident, the MTRT teaches another class of students, focusing on delivering personalized and enriched instruction. Each MTRT is responsible for co-planning, co-preparing, and delivering instruction, and co-monitoring student progress to determine instructional needs. MTRTs are also responsible for monitoring the effectiveness of instruction supervised by the reach associate(s) or teacher resident and making or recommending changes. The MTRT collaborates with others working with the same students or subjects, including other members of the multi-classroom leader's team as well as teacher residents or reach associates, to review student progress and change instruction to ensure high-progress, enriched learning for every student. In elementary schools, teachers may specialize by subject.

Qualifications:

Education/Certification:

- Bachelor's Degree
- Valid Teacher Certification
- Minimum of three years of successful classroom teaching experience

Special Knowledge/Skills:

- Knowledge of subject matter being taught
- Prior evidence of high-progress student outcomes and evidence of superior prior academic achievements in relevant subjects and organizing and influence skills indicating very high potential to perform at this level.
- Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

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Major Responsibilities and Duties: (with guidance from MCL and in collaboration with team colleagues):

Planning and Preparation:

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments in designated subject(s)
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design personalized digital or offline assignments for students while under reach associate supervision
- Design assessments that accurately assess student growth
- Determine how students spend all instructional time

Classroom Environment:

- Hold students accountable for high expectations of behavior and engagement
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction:

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Identify and address individual students' development of organizational and time-management skills
- Invest students in learning with several influence methods
- Incorporate questioning and discussion in student learning
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Incorporate questioning and discussion in student learning
- Model instructional tasks to aid development of Teacher Resident or additional team teacher
- If applicable, provide feedback, developmental advice, and assignments to develop the effectiveness of a teacher resident or additional team teacher.

Critical Competencies

- **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers
- **Planning Ahead:** A bias toward planning in order to reach goals and avoid problems
- **Impact and Influence:** Acting with the purpose of influencing what other people think and do
- **Cultural Engagement:** Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics, including race, gender, sexual orientation, religious, economic, and/or other backgrounds in order to create positive impact on individual and the group
- **Teamwork:** The ability and actions needed to work with others to achieve shared goals.
- **Developing Others:** Influence with the specific intent to increase the short- and long-term effectiveness of another person.

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- **Flexibility:** The ability to adapt one’s approach to the requirements of a situation and to change tactics.
- **Believe in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent districtwide and statewide travel; occasional prolonged or irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. I have read, understand, and attest to the above description and funding relating to my daily activities.

Signature _____

Date _____

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