

Running Head: MASTER TEACHER

The Master Teacher:
Role and Responsibilities in the Reform Process

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Statement of the Problem

The primary purpose of the study is to determine the opinions of educators about the “master teacher” concept within the school system. The concept of the “master teacher” refers to the ideological approach used to implement a “master teacher” initiative or programme in the school reform process. A secondary purpose is to determine the role and responsibilities of the “master teacher” by questioning educators about their views and opinions. The role and responsibilities of the “master teacher” as mentor, curriculum leader/developer, expert/ excellent teacher will be investigated, as well.

Research Questions

1. What are the views of educators about:
 - i) the “master teacher” concept in educational reform?
 - ii) the role of the “master teacher” within the classroom and school environment?
 - iii) the responsibilities of the “master teacher” in the school reform process?
 - iv) the master teacher as mentor, curriculum leader/ developer within the school?

Significance of the Study

At the Special Needs Primary school at which the researcher is employed, there are at least four (4) senior teachers who can be identified as teachers who excel in their disciplines and could be trained and qualified as “master teachers”. If only the concept of the master teacher was established in our educational system. It is the opinion of the researcher that the reform process can be used to advocate the necessity for the “master teacher” in the school system. The need to research the role of the master teacher in educational reform within this Special Needs Primary school in Barbados is of significance to the effective management of the human resources and the need to recognize and reward the expert teacher.

In Jamaica and the Bahamas, there is a post called Master Teacher in their educational systems. The researcher is trying to determine if the teachers with whom she works are aware of this post and the role and responsibilities of the position of Master Teacher, in relation to the Barbadian school system. According to the Jamaica Teachers’ Association (n.d.) Incoming President Ruel Reid states that, “every teacher should focus on becoming a Master Teacher. The position is based on continuous performance and is renewable every five years.” Hence, Doyle (1984) states that “mastery is also a temporary status.”

Background to the Study

Currently, in Barbados there are some teachers who are excellent or expert teachers. They are very knowledgeable about the curriculum, the pedagogy, practice and methodology of education. These expert teachers are not willing to move in to educational administration, but prefer to remain within the classroom and work at that level.

The establishment of a post called the Master Teacher would provide the opportunity for the expert teacher to be remunerated at a level commensurate with the post of principal. The “master teacher” would serve as mentor, facilitator, curriculum specialist, collaborator and advocate for professional development and other vital policies within the educational institution. According to White (June, 1991) the master teacher shall be...maintained in the classroom and shall not be assigned duties of an administrator. This provision shall not prohibit the master teacher from serving as an evaluator.

At the primary school at which the researcher works there are some teachers who can be considered expert/ master teachers. They are not being utilized in the most effective and efficient ways for maximizing human resource development. Currently, none of these teachers are able to perform the role and duties associated with their senior status at the school. Not one of these teachers is being paid on the level of the salary scale that would allow them to be fulfilled with their career/profession based upon their years experience and contribution to the education of the student population at the school.

Ruel Reid, Incoming President of the Jamaica Teachers' Association, proposes a compensation and career-pathing strategy and competency-based model for a Master Teacher level. He states that the teachers' professional performance determined the status of Master Teacher, since every one cannot be in administration. He suggests that this method was to be "consistent with any performance management system or effective human resource management strategy."

Definition of Terms

Differentiated Staffing: is an arrangement for staffing school which involves a greater variety of educational personnel than is common.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3b/19/c9.pdf

Excellent Teacher: takes a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

http://www.tda.gov.uk/upload/resources/pdf/s/standards_excellentteacher.pdf

Expert Teacher: someone that not only commands mastery of the subject material (the so-called "99th percentile scoring instructor), but more importantly someone who is a master in teaching the subject material to students of all abilities.

<http://www.eprep.com/about/difference>

Master Teacher: demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning.

<http://oh.aft.org/index.cfm?action=article&articleID=651d007d-d927-4338-b3bb-eee0d2628a06>

Reform: *n.* correction of abuses or malpractices, a programme of economic reforms.

<http://www.collinslanguage.com/results.aspx>

Responsibilities: *n. pl.* The state, quality, or fact of being responsible. Something for which one is responsible; a duty, obligation, or burden

<http://www.thefreedictionary.com/responsibilities>

Role: function: the actions and activities assigned to or required or expected of a person or group; "the function of a teacher"

<http://wordnetweb.princeton.edu/perl/webwn?s=role>

Review of Literature

The Concept of the “Master Teacher”

According to White (June, 1991) after examining over one hundred and forty (140) journal abstracts in the period 1986-1989 relating to the key words, “master teacher” only one study identified the characteristics of a “master teacher”. Allen (1987) (as cited in White, 1991) lists a total of eighteen behaviours of a “master teacher”. These behaviours include superior preparation, exceptional teaching strategies, motivation and communication skills, sound curriculum knowledge, interpersonal competence and classroom management proficiencies.

The “master teacher” has been perceived as an effective teacher (Doyle, 1986), a staff developer (Caldwell, 1985), a stimulus of curriculum leadership (Abeles, 1987) and the strong provider of instructional leadership (Zumwalt, 1986) (as cited in White, 1991). White (June, 1991) states that the concept of the “master teacher” is plagued by the fact that: no hypothesis testing of the “master teacher” behaviours can be verified. No data has been collected and there are no known criteria for evaluating the effectiveness of the “master teacher”.

Natriello & Dornbusch (1981) (as cited in White, June 1991) suggest that teachers typically do not attribute positive effect of their teaching to the teacher evaluation process, since attempts to measure teacher performance and programmes have been such a pronounced failure. Wise, Darling-Hammond, McLaughlin & Bernstein (1985) state that in order for a teacher evaluation system to be successful, it must suit the management style, educational goals, conception of teaching and community values of the school district. They suggest that the “educational landscape is littered with unsuccessful procedures and mandates generated by

authoritarian oriented school administrators who have intended to control and manage teachers and their teaching.”

One of the major thrusts of the education reform process has been the search for the ‘excellent’ teacher. Career ladders for professional development and merit pay have been proposed to identify the “best teachers” or the “outstanding teachers”. Parents have been asking for those “great teachers” who are going to make great students out of their children (White, June 1991). Since excellence for teachers is demonstrated by bringing the best learning out of each student. The legislature to generate excellence in teaching has been a failure, and the search for the identification of criteria for effective teaching has been a serious educational research question for over forty (40) years.

The concept of the master teacher will be a multivariate measure of the classroom environment created by an individual called a “master teacher”. The school reform movement has generated a complete body of rules to govern the behaviours of teachers, students and administrators. There are rules and mandates that would manipulate and control the teachers, students and the school administrator, and therefore, guarantee a return to excellence in institutions and among individuals (White, June 1991).

Since there are many definitions of the “master teacher” concept, Stinnett (1957) states that the concept would employ a superior or master teacher to head “a team of ordinary ‘run –of –the –mill, sub-standard teachers or non professional persons.” He says that the master teacher would serve as the directing, supervising or helping teacher for the group. Doyle (1984) adds that a master teacher is one who is consistently able to design tasks that accurately carry the curriculum to students. Klein (1984) views the master teacher concept as a desirable way for

improving the education of young people and the careers of outstanding teachers. White (1991) believes that the concept of the master teacher is founded upon the research of effective teaching.

Identifying “Master Teachers”

Sparks & Lipka (1991) state that for several years the identification of “master teachers” has been an on-going topic. Since the publication of *A Nation at Risk* in 1983, the major question facing educators has been “What is a master teacher?” and the search has intensified in order to identify master teachers. Klein (1985) suggests that specific behaviours can be used to identify master teachers. These include demonstration of expertise in traditional knowledge and skills, classroom management, curriculum adaptation, knowledge of content area and instructional techniques.

Caldwell (1985) says that if teachers are rewarded, recognized and reinforced for excellent performance, they will stay in the classroom. Or the view that once master teachers are identified, they will become mentors for novice teachers. They will have performed well in the classroom, and be respected and recognized for classroom teaching excellence by their peers and administrators (Klein 1985).

However, Zumwalt (1985) implies that teacher –educators will attempt to identify master teachers via a technological view composing knowledge, skills and attitudes rather than by examining the teacher’s values, goals and consideration of contextual variability. According to Willoughby (1986)(as cited in Sparks & Lipka, 1991) some educators have advocated cognitive testing and teacher review by a panel of master teachers as a method of identifying master teachers. Caldwell (1985) emphasize the use of a teaching performance instrument with thirty

six (36) indicators classified in seven areas for identifying master teachers with principals serving as formal evaluators.

Another proposal has been a career ladder approach in which teachers would be evaluated by a performance assessment team composed of an administrator from the district, a peer teacher from another district and a representative of the department of public instruction Burke & Lind (1987). The master teacher would have to receive outstanding ratings in the categories of Plans and Prepares for Instruction [Instructional Planning and Preparation], Implements and Evaluates Instructional Plan [Implementation and Evaluation of Instructional Plan] and Provides a Classroom Climate Conducive to Learning [Provision of Positive Classroom Climate Conducive to Learning].

Azumi & Lerman (1987) (as cited in Sparks & Lipka, 1991) develop an 11-criteria rank-ordering procedure for selecting master teachers. Sparks & Lipka (1991) have a nomination technique, which involves students, teachers and administration to identify master teachers. They found that students ranked ratings different from those for teachers and administrators. In the Sparks & Lipka (1991) study the teachers whom students ranked highest as master teacher were those teachers who ranked craftsman criteria. These teachers use strategies to meet needs of all students, give positive reinforcement, monitor student progress and provide feedback.

However, teachers and administrators assign “master teacher” to those teachers who ranked highest in the commander criteria. These teachers demonstrate subject matter competence; maintain an organized and disciplined classroom. The conclusion is that when asked to nominate master teachers a variety of belief systems and perceptions are utilized by a variety of participants in the educational system (Sparks & Lipka, 1991).

Lortie (1983) as cited in Zumwalt (1984) suggests that outside credentialing might take away some of the resentment amongst a school staff when some are chosen as master teachers and others are not. Kane, Sandretto & Heath (2004) emphasize that “master teachers are not born they become. They become primarily by developing a habit of mind, a way of looking critically at the work they do; by developing the courage to recognize faults and by struggling to improve.”

According to Athey & Hoffman (2007) selection of the Master Teacher Coordinator should be carefully considered. The Master Teacher Initiative is best coordinated by a senior faculty member, who is well-respected for their teaching. Sparks & Lipka (1992) suggest that the rationale for identifying master teachers varies from the notion that if master teachers are identified and rewarded, they will stay in the classroom, to the view that once master teachers are identified, they can serve as mentors for novice teachers. They add that however the rationale is constructed; the intension is to improve our educational system by improving classroom teaching.

If teachers are identified by administrators to be master teachers, the role of the master teachers would be relegated to that of assistant principal, making the master teacher another supervisor (White 1991). The simplest way to identify the criteria for the master teacher is the master’s degree and five years classroom experience. The education reform is dedicated to the “outstanding” classroom teacher; therefore the Texas concept states that the teacher identified for master teacher must be clearly outstanding for five years and pass the master teacher comprehensive examination (Doyle, 1984; White, 1991).

Role and Responsibilities of the Master Teacher

According to Copas (1984) the master teacher's job as mentor, is to help the student teacher develop a deep and meaningful concept of teaching, to assist the student teacher to analyze the various facets of teaching, to provide the student teacher with sources and resources and to facilitate and encourage the unique teaching behaviour of the student teacher. Beginning teachers need help from master teachers in instruction, classroom management, planning, recordkeeping, parent conferences and audio-visual equipment operations (Irvine, 2001).

In the USA the Secretary of Education Terrell Bell states, "we're not attracting the desired numbers of bright and talented people into the teaching profession. We don't have anything in our system beyond the single salary schedule, and we don't have a method of rewarding our truly outstanding teachers ["Bell asks", 1983, March. p. 518] (as cited in Irvine, 2001).

This statement holds true for the teaching profession of the 21st Century as well where in Jamaica, Ruel Reid, Incoming President of the Jamaica Teachers' Association states the need for more teachers to be appointed as Master Teachers, with less than fifty (50) Master Teachers appointed in a system of thousands of teachers. Errol miller (n.d.) states that the main rationale for appointing master teachers, in both the Bahamas and Jamaica, is to expand the career paths within the teaching profession. He emphasizes that the "master teacher option is alternate to that of becoming a school administrator."

According to the State of New Jersey, Department of Education, the primary role of the master teacher is to visit classrooms and coach teachers using reflective practice to improve instruction. Specific responsibilities of the master teacher include curriculum and professional

development and support such as providing individual support and planning small group meetings/training for teachers.

Persiani-Becker, Hamm, Moguel, Rockett, & Falvey (n.d.) identify the basic role of a master teacher is to supervise, model, guide and evaluate the student teacher in order to assist with the development of his/her teaching skills. Some master teacher plans propose that in addition to teaching the master teacher should design teacher preparation programs, teach gifted students in the summer, design and develop curriculum, serve as curriculum and area specialist and conduct research projects (Moore, 1984) (as cited in Irvine, 2001).

According to Greene, Griffin, Doyle, Klein, & Zumwalt (1984) an administrator who is committed to curriculum improvement would find this as a reality when supported by a skilled competent, master teacher who is a curriculum leader/developer. The master teacher would be the key person to carry the primary responsibility for the necessary planning and organization of curricula within the varying time frames (Greene et al, 1984).

The master teacher as curriculum leader/developer to improve the curricula by developing and adapting the curricula at the school level would be a significant step toward curriculum development. Klein (1984) suggests that a master teacher with a firm footing in classroom practice and with qualifications in curriculum development would be in the unique position to become an effective curriculum developer.

The statement which Stinnett (1957) made over fifty (50) years ago still needs to be accomplished. He emphasizes that he was all for master teachers, but for “a master teacher in every classroom.” Zumwalt (1984) expands on these views by stating that teachers are not

getting the “3R’s” ‘respect, reinforcement and recognition’ which are necessary for all teachers to remain within the classroom.

Irvine (2001) highlights that not all experienced teachers would make good master teachers since experienced teachers are not the same as master teachers. He adds that “master teachers should demonstrate mastery of teaching skills.” The master teacher plan can be a challenge for some supervisors because their previous responsibilities are being assigned to master teachers. Therefore the administrators and the master teachers must have distinctive criteria of their roles and responsibilities in the school system.

Methodology

The primary school chosen for this research study is an urban Special Needs school. There are fifteen (15) staff members, four (4) are part-time teachers. Out of the eleven (11) full-time staff members, only five (5) are trained teachers, with two out of the five (5) teachers holding Master degree. There are two trained teachers who are experts in their areas, who only have the Erdiston Teachers’ Certificate, basic teacher training. The Principal and Senior Teacher are administrators and each hold a Master degree but have not been included in the survey.

The full staff compliment, whether part-time or full-time, was given questionnaires. However, some discussions were carried out with five (5) trained, senior members of staff to determine their views about the master teacher concept. More than fifty percent (50%) of the staff are untrained teachers who need to be mentored and guided by the Principal and Senior Teacher and five (5) senior members who are trained and qualified to mentor the untrained teachers.

The methods of data collection were through the use of a questionnaire and survey/discussion with senior members of staff. The questionnaire was designed for the collection of data from educators at an urban Special Needs school, at which the researcher is employed. The objectives of the questionnaire and discussion were to determine if the educators were aware of the master teacher concept and to find out the views and opinions of the educators about the role and responsibilities of the master teacher in the school environment.

The limitation of the questionnaires was that the educators could only give their views on what was being asked specifically for the research study. The questionnaire was beneficial because it helped to keep the focus of the information needed on the topic being researched. The survey/discussion was used because several persons were not willing to be engaged in formal interview sessions.

The benefit of the discussion was that persons were opened with their views and opinions when they were not being video-taped or recorded. The limitation of the discussion session was that the persons who gave information cannot be quoted and the information can only be used as general views and information for the study. The major fear of the teachers/educators was victimization for saying or having views which are not in keeping with their employers and the society at large. (Refer to the discussion schedule in Appendix B)

The researcher began the data collection procedure by discussing the research proposal with the Principal of the school. A formal letter of permission was submitted by the researcher to the Principal of the school. The necessary permission to survey the educators at the school was granted by the Principal. There were fifteen questionnaires distributed altogether, ten were hand delivered and five were sent via the internet. Within three days, all five questionnaires sent

via the internet were returned. After a week, five of the ten questionnaires which were hand delivered were returned, eventually. Altogether, a total of ten (10) questionnaires were returned to the researcher. (Refer to the questionnaire in Appendix B)

The survey/ discussion was conducted with five (5) senior members of staff during the luncheon hour, at least three days a week for a period of four weeks to ascertain their views and opinions about the master teacher, what is the concept of the master teacher about, the role of the master teacher and the responsibilities of the master teacher. The general views and trends of these educators have been solicited in order to determine their knowledge of the master teacher and the role and responsibilities of the master teacher in the school system. The educators' opinions of the master teacher as mentor and curriculum leader /developer were queried as well.

Analysis of Data

The general trends based on the data collected suggest that the educators surveyed were aware of the term "Master Teacher" and the concept of the master teacher with in the school system. The responses of the questionnaires provided the views of the educators about the role and responsibilities of the master teacher. The main role of the master teacher was identified as that of mentor for the young/new teachers. Some of the responsibilities included the facilitation of professional development workshop, in-house training sessions and curriculum team leader.

Seventy percent (70%) of the respondents of the questionnaire thought that the master teacher should not be paid on a salary scale commensurate with the principal. They held the view that the principal's role was more responsible than the master teacher's role, would be; therefore there should be some difference in the salary scale of the two posts.

This view was not upheld by the literature where (Miller n.d.) stated that in Bahamas and Jamaica, the grade of Master Teacher allows the appointees to be paid on the same level as the school administrators while maintaining their positions as classroom teachers. In several states in the USA, the best way to assess teacher performance and merit pay has been from outside of the district, with master teachers, who have been identified as talented teachers and rewarded for working with other teachers in their districts.

Fifty percent (50%) of the educators believed that the master teacher does not necessarily have to hold a Master degree, in order to be able to excel in his/her field. They felt that being an expert teacher did not always mean having a degree. One male respondent suggested that “the increasing practice of a discipline lead to mastery and not only having a post graduate degree.” This is in keeping with the Texas model of the master teacher which is directed towards the outstanding teacher with at least five years experience in the classroom teaching successfully (White 2001).

Ninety percent (90%) of the educators were aware of teachers or curriculum leaders who were experts in their field, who could be called “master teachers”. One hundred percent (100%) of the teachers surveyed said that they knew at least two (2) of their colleagues who were excellent teachers in the classroom. However only seventy percent (70%) of the teachers surveyed believed that there is a need for the post called “Master Teacher” in the school system. The data supports the views that even though there are expert/excellent teachers in the classroom there is some reluctance to advocate for the established post of “Master Teacher” in the school’s reform system. This might be because of the possibility of teacher resentment as stated by Lortie (1983) (as cited in Zumwalt 1984).

Eighty percent (80%) which is a significant percentage of the respondents believed that the role of the master teacher would be vital as mentor to the novice teachers in reform of the educational system and for the need to have teachers trained as “master teachers”. However, seventy percent (70%) were of the view that the “Teacher of the Year” should be qualified to be called a master teacher. The data suggest that half of the educators are mature and experienced teachers and eighty percent (80%) are teachers with over ten (10) years experience. Seventy percent (70%) of the respondents are females, which is proportionate with the teaching population in the school system.

The main views of the educators from the luncheon discussions have been that there is they are aware of the master teacher programme in Jamaica. They felt that there is a need for the post of Master Teacher as a part of the reform process in the school system however the challenges will be in the payment of the master teachers. They felt that the salary of the “master teacher” would have to be above Z2, the qualification bar of all trained graduate teachers but below S6, the salary scale of all primary school principals.

The determination of the payment of the Master Teacher was a great issue in the discussions. The introduction of differentiated staffing and merit pay would according, to the educators cause significant problems with the others teachers who would not be Master Teachers, the Principals and the teachers’ union. One of the main reasons why the Master Teacher Programme/ Initiative have been riddled with challenges and failure has been the issue of merit pay and differentiated staffing.

According to Sapone (February, 1972) differentiated staffing is a plan for recruitment, preparation, induction and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than now available. Merit pay for teachers is a payment scale for the persons in the teaching profession based on performance rather than tenure. The primary issue with merit pay is how to evaluate teacher performance, since classroom performance is difficult to judge fairly. The teachers in a Special Needs school would be severely disadvantaged since student achievement and performance is not standardized and examination based.

The research questions have been answered based upon the data collected from the questionnaires and the discussions with the senior educators. One hundred percent (100%) of the educators were aware of the “master teacher” concept and its use in educational reform. The role of the “master teacher” was identified as a guide for new teachers, train teachers, mentor new teachers, create techniques and programmes to enhance teaching and learning, role model for young teachers, conduct staff development workshops, serve as curriculum team leader and act as resource person or an expert. These responses have been consistent with the role of the master teacher identified in the literature review.

Some of the responsibilities recognized by the educators are planning specific lessons and teaching them to demonstrate to new teachers how to teach effectively, teach a specific subject area, facilitate in-house workshops, assist teachers in assessment of student learning and achievements and assist teachers with daily planning and long term planning. The responsibilities recognized by the educators are consistent and relate to the review of literature, as well.

The data collected has answered the research question about the educators' views of the "master teacher" as mentor and curriculum developer/leader. The "master teacher" as mentor has been highlighted by half of the respondents with the other half of the educators suggesting curriculum team leader, training of new teachers and planning and teaching as other responsibilities. The educators felt that the term "master teacher" could still be used in the establishment of a possible post for excellent/expert teachers working in the Barbadian school system. The post of Master Teacher is already established in Jamaica, Bahamas, Canada and the United States of America, with most States training and employing master teachers.

Summary/Conclusion

The primary purpose of the study was to determine the opinion of educators about the "master teacher" concept. Based upon the research findings the educators did have very strong opinions of the "master teacher" concept which was evident in the responses of the senior members of staff involved in the discussions. The review of literature was able to show the views of the academics communities of the USA, Canada, Australia and the Caribbean.

The secondary purpose of the study was to determine the role and responsibilities of the "master teacher" by questioning educators about their views and opinions. The raw data collected has served to show the views of the educators at a Special Needs primary school in Barbados. These views were extremely consistent over a range of fifty (50) years of literature by authors such as Athey, & Hoffman (2007); Buskist (2004); Irvine (2001); Greene (1984) and Stinnett (1957).

Recommendations

The research study has served as an introduction to the process of advocating the need for further research about the post of the Master Teacher and the “master teacher” concept in the Barbadian school system.

The main recommendation of the study is to have a full scale research project of the Master Teacher and the implementation of a pilot programme for Barbados. Errol Miller (n.d.) states that in Jamaica and the Bahamas the Ministries of Education and the teachers’ unions collaborated to establish the grade of Master Teacher. Similarly, the Ministry of Education of Barbados should take the advice of the current Chief Education Officer and seek out the master teachers within the school system. Griffith-Watson (October, 2003) suggests that master teachers need to be identified and remunerated to encourage our best teachers to remain in the classroom and function as mentors.

A second recommendation is to advocate for the need for master teachers in the school system. This post/status would give graduate teachers a chance at competing for the master teacher status and to improve themselves by pursuing post graduate studies and training for their new role and responsibilities. Zumwalt (1984) suggests that being recognized as “master teachers” does not mean that teachers will be masters of the new roles without added preparation.

The final recommendation is to identify teachers who would qualify as master teachers and start a pilot project, after major in-depth research on the ‘Master Teacher Initiative and its Benefits to the Reform Process’ has been conducted. The views of educators within the primary, secondary and tertiary institutions must be surveyed for the effective employment of human resources within Barbadian educational system.

Implications

The implications of the data collected highlight the need for further research and surveys about the post of Master Teacher. After further research and feasibility studies are completed, if the results are favourable; “master teachers” need to be identified and trained for the role and responsibilities of mentorship, curriculum development, leadership and as role models in the reform process.

The initial training of teachers would have to be reformed in order to improve the requirements for identifying teachers who would be trained further for the post of Master Teacher. As Pollard & Tomlin (2001) suggest the fact that expert teachers identified the preparation and training of teachers as the highest need of teachers. They implore that this should be a wake-up call for colleges of education, staff development officers and [policy makers]. In Barbados’ case that would be Erdiston Teachers’ Training College, The University of the West Indies, Cave Hill and the Minister and Education Officers of the Ministry of Education and Human Resource Development.

The adequate employment of teachers within the school and educational system would serve to enhance the teaching profession and address issues of teacher burn-out, attrition, powerlessness, frustration, isolation and insularity. The “master teacher” concept would assist in the human resources being utilized effectively and efficiently. This would ensure teacher advancement, satisfaction, empowerment, participation, collaboration and retention. The educators of the Special Needs School surveyed highlighted teacher stress and suggested that the “master teacher” might be able to help to alleviate the distress in the classroom.

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Appendix A

Letter of Permission to the Principal

Wilma A. Mc. Clean

Address:

Tel.No:

E-mail: wmclean@sunbeach.net

2009-06-15

The Principal

..... School

School's address

Dear Madam:

This letter serves to request permission to carry out research in the form of questionnaires for the purpose of determining the views of my colleagues on the topic:

The Master Teacher: Role and Responsibilities in the Reform Process

Thank you for you kind cooperation.

Sincerely,

Wilma Mc.Clean

Appendix B

Wilma A. Mc. Clean

C/o The School

Telephone No.

E-mail: wmclean@sunbeach.net

2009-06-07

To whom it may concern:

I am pursuing a Certificate in Educational Management and Administration with Erdiston Teachers' Training College, supported by the Ministry of Education of the Government of Barbados. As part of the requirement for the fulfillment of the programme, I am obligated to complete a final research assignment.

The topic title of this research assignment is:

The Master Teacher: Role and Responsibilities in the Reform Process.

I would greatly appreciate your assistance in completing the attached questionnaire. The information given will be used solely for reporting on the research findings of this assignment and for no other purposes.

Thank you for your kind assistance.

Sincerely,

Ms. Wilma Mc.Clean

5. I believe that the role of the “Master Teacher” as mentor is vital to educational reform in Barbados

Agree

Disagree

6. I know that there is the need for teachers to be trained as “Master Teachers” in the educational system.

Agree

Disagree

7. I believe that the “Teacher of the Year” should be qualified to be called a “Master Teacher”.

Agree

Disagree

Kindly write a brief response:

8. I believe that a “Master Teacher” should hold a post graduate degree:

9. I think that the duties of the “Master Teacher” should be to:

10. I think that a “Master Teacher” should be paid on a similar salary scale to a Principal:

Thank You!

Schedule for the Discussions

	Week 1			Week 2			Week 3			Week 4		
Teacher	Mon.	Wed.	Fri.									
One	√		√			√				√		
Two		√		√				√				
Three	√				√					√		
Four			√			√						√
Five	√				√		√			√		

Teacher One= Master degree

Teacher Two= Master degree

Teacher Three= Qualified

Teacher Four= Qualified

Teacher Five= Specialist (Part-time)

Appendix C

Ways of the Master Teacher - By William Buskist *Special to the Observer*

Master Teachers:

1. focus on thinking processes and problem-solving skills rather than merely facts and figures.
2. keep the content of their courses current.
3. are enthusiastic about their subject matter, teaching and students.
4. make learning fun, but not necessarily entertaining.
5. are high in self-monitoring.
6. show a genuine concern for their students' academic welfare.
7. view teaching as an experimental endeavour that naturally entails risk.
8. use tests for both evaluative and instructional purposes.
9. establish high academic standards.
10. possess a deep sense of humanity and a seemingly boundless capacity for caring about others.

<http://www.psychologicalscience.org/observer/getArticle.cfm?id=1637>