

Educator Standards Board

A. OHIO MASTER TEACHER PROGRAM

Ohio Senate Bill 2 directed the Educator Standards Board (ESB) to define a *master teacher* in a manner that can be used uniformly by all districts and to adopt criteria to use in determining whether a person is a master teacher.

House Bill 1, signed by Gov. Strickland in July 2009, made minor modifications to the Master Teacher (MT) Program. Effective in 2011, the MT Program will become part of * the new licensure structure. By successfully completing the MT program, a candidate will be eligible for an advanced teaching license. Also under HB 1, districts are no longer required to report their number of master teachers in the education management information system (EMIS).

DEFINITION OF A MASTER TEACHER

A master teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A master teacher strives for distinguished teaching and continued professional growth as specified by *The Ohio Standards for the Teaching Profession*:

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Educator Standards Board

CRITERIA

To be designated as a Master Teacher in Ohio, eligible educators must clearly demonstrate each of the following criteria as described in the *Ohio Standards for the Teaching Profession* (<http://esb.ode.state.oh.us>). Master Teachers will achieve exemplary scores in four of five areas on the scoring guide.

- A. *Consistent Leadership:*** Master Teachers ensure student learning and well being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.
- B. *Focused Collaboration:*** Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively and support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.
- C. *Distinguished Teaching - Focus on Students and Environment:*** Master Teachers analyze individual and group student development to connect instruction to students' needs, interests and prior knowledge. They strive to create an environment that engages learners in inquiry, promotes high levels of learning for all students and creates a culture of civility and success.
- D. *Distinguished Teaching - Focus on Content, Instruction and Assessment:*** Master Teachers have a deep and reflective understanding of the academic content they teach. They use multiple assessments to evaluate student learning and inform instruction. They continually reflect on student outcomes and make decisions to promote high levels of learning for all students.
- E. *Continued Professional Growth:*** Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.

Educator Standards Board

B. MASTER TEACHER PROCESSES AND PROCEDURES

To ensure consistency across the state for reporting purposes, each district will use Form C, Master Teacher Application/Narrative, for designation.

- I. To be eligible for the Master Teacher designation, *educators must at least
 - A. Hold a valid professional teaching license or certificate;
 - B. Have taught a minimum of seven years (currently eighth year of teaching);
 - C. Work a minimum of 120 days during the current school year;
 - D. Work under a teaching contract/employed as a teacher.

*Teachers and other instructional personnel working outside of traditional classroom roles and core academic areas are eligible to apply.

Candidates who are not designated as Master Teachers in a given year may re-apply the following year.

II. Master Teacher Committee

A. District Requirements

1. Each district will assemble a committee of at least five total members to facilitate the application process, confirm candidates' eligibility, review applications and determine its Master Teachers. The committee will consist of a majority of teachers and may include building and central office administrators and board members as appropriate. It is suggested the teachers be involved in selecting the teachers to serve on this committee and the superintendent/designee appoint the other seats.
2. Districts may consider using a selection process already in place such as that of the LPDC. Small districts and schools may consider forming consortiums.
3. In future years, as Master Teachers are identified, teacher members of the committee will be comprised of Master Teachers.
4. The district committee is subject to the Sunshine Law.

B. Committee Requirements

1. At least two members of the committee will score each application using the Scoring Guide (Form D) and the scores for each criterion will be compared to determine a candidate's final score. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

Educator Standards Board

2. Committees will provide each candidate with a compilation of his/her final scores (Form F). It is the responsibility of each district and committee member to ensure that the candidates' responses and scores are maintained in a confidential and professional manner. They may only be disclosed to or discussed with individuals who are authorized to have access to them such as the candidate, district administrators and committee members.
3. Each committee will establish an appeal process for teachers who believe that the processes and procedures outlined in this application were not followed. No appeals will be considered based on scoring of a candidates' application.
4. Each committee will maintain the following records:
 - a. Candidate Score Report (Form F)
 - b. Candidate's written narrative (evidence should be returned to the teacher, who must make it available upon request for the remainder of the designation).

Please note: Form I is no longer a requirement and has been deleted.

Educator Standards Board

C. MASTER TEACHER APPLICATION/NARRATIVE

SECTION I: Candidate Information

A. Name _____

B. School district and building(s) _____
List all that apply

C. Current assignment _____

D. Teaching license/certificate number _____

E. Area(s) of licensure _____

F. Total number of years teaching _____

G. Degree(s) earned _____

H. Date submitted _____

Educator Standards Board

SECTION II: Writing and Evidence Guidelines

Responses must reflect excellence in the given area inside and/or outside of the classroom and demonstrate an impact on student learning. Refer to the *Ohio Standards for the Teaching Profession* and the *Ohio Standards for Professional Development from the Standards for Ohio Educators* as well as the enclosed list of examples of evidence for guidance. Examples referenced and evidence provided must be no more than five years old.

- Respond to each of the following prompts for each criterion in two to three pages, not to exceed 12 total pages.
- Responses must include references to the *Ohio Standards for the Teaching Profession* in one or more of the five criteria, and evidence must be submitted to support responses.
- The Recommendation Form is to be completed and signed by two supervisors or colleagues who know and observed your professional practice.
- Responses may not exceed 12 total pages of text and 10 total pieces of evidence. The committee may stop scoring after page 12.
- Each district committee will determine specific directions for formatting, assembling and submitting the application.
- When considering areas to focus on in the written narrative it would be better to focus on a few areas and provide an in-depth reflection as opposed to many developed areas.

Candidates should choose evidence that best exemplifies their work based on the response provided for each criterion.

- Evidence should be referenced within the written text and labeled accordingly.
- A piece of evidence may be referenced in other criterion.
- Evidence should not exceed 10 pieces. No maximum number of pages (see Examples of Evidence).
- If a teacher is submitting three levels of work samples (high, med and low), the teacher should group them all together as one piece of evidence.
- Evidence should be numbered consecutively in the upper right hand corner of the paper or document and the number is what should be referenced in the written narrative.
- A minimum of one piece of evidence for each criterion is required.
- Evidence should be used to support the writing, not to verify. (Submitting 10 certificates of attendance to workshop is not recommended; rather submit student work after implementing new learning from the workshop.)

Educator Standards Board

SECTION III: Written Narrative

Below are descriptive statements to consider when writing your response. They are aligned with the scoring rubric.

** The number and letter in parenthesis after the statement refers to the *Standards for Ohio Educators*.

- A. Describe how you have demonstrated **consistent leadership** in your school community and the teaching profession.

Within your narrative, address the following:

- How you participate in decision-making and initiating innovations and improvements for school change focusing on improving teacher quality and student achievement (7.1e)
- How you seek opportunities to positively impact teaching quality, school improvement and student achievement (7.3)
- How the leadership roles (building, district, association, state, etc.) you are involved in have strengthened the student learning and/or the teaching profession (7.3c)
- How your consistent leadership has had an impact on student learning (across all seven standards)

Candidates must provide labeled and referenced evidence to support their responses to this item.

- B. Describe how you have contributed to **focused collaborative efforts** with other educators, students, families and/or the community to support student learning.

Within your narrative, address the following:

- How you learn from others by engaging in professional dialogue, peer observation, and feedback, peer coaching and other collegial learning activities (6.3c)
- How you advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement (6.3e)
- How you contribute to **focused collaborative efforts** with other educators, students, families and/or the community to support student learning (6.4)
- How focused collaboration has had an impact on student learning (6)

Educator Standards Board

Candidates must provide labeled and referenced evidence to support their responses to this item.

- C. Describe how you have demonstrated distinguished teaching through a **focus on students and environment**, fostering rich learning opportunities and creating a safe, enthusiastic learning environment in which all students can achieve at high levels.

Within your narrative, address the following:

- How you analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development (1.1c)
- How you adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level (1.5f)
- How you involve learners in self-assessment and goal setting to address gaps between performance and potential (3.5)
- How you create a classroom in which students take active roles in maintaining and enriching the environment that is conducive to learning (5.2f)
- How you effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning (5.4e)
- How your focus on students and environment has had an impact on student learning (1 and 5)

Candidates must provide labeled and referenced evidence to support their responses to this item.

- D. Describe how you have demonstrated distinguished teaching through a **focus on content, instruction and assessment**.

Within your narrative, address the following:

- How you deepen your knowledge of content through new learning and use it to support the growth of other educators (2.1g)
- How you extend and enrich curriculum by integrating school and district curriculum priorities with *Ohio's Academic Content Standards* and/or national content standards (2.2b)
- How you use assessments (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities (3.2d)

Educator Standards Board

- How you analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction to close the achievement gap (3.3 & 4.2)
- How you participate actively in the development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap (4.1d)
- How your focus on content, instruction and assessment has had an impact on student learning (2 and 3)

Candidates must provide labeled and referenced evidence to support their responses to this item.

E. Describe your professional growth activities from the last three to five years.

Within your narrative, address the following:

- How you analyze your professional knowledge, strengths and weaknesses to develop targeted goals for professional growth (PD 2.2a)
- How your professional development is linked to daily practice and student achievement data (PD 1.4d and 2.1c)
- How your professional development integrates relevant and current best practices (PD 6.2)
- How your professional development has had an impact on student learning (7)

Candidates must provide labeled and referenced evidence to support their responses to this item.

Note: Professional growth activities referenced in your written narrative must have occurred during the past three to five years.

SECTION IV: Scoring

- Master Teachers must achieve exemplary scores in four of five areas on the enclosed scoring guide. (Per SB 2)
- Please refer to the *Standards for Ohio Educators (Ohio Standards for the Teaching Profession and Ohio Standards for Professional Development)* and scoring guide before writing your narrative.
- A candidate will receive a score summary sheet upon the completion of scoring by the review committee. (Form F)
- The Master Teacher Committee must use the Scoring Guide (Form D) and feedback provided should be connected to the Scoring Guide.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____

Evaluator # _____

D. SCORING PROCEDURES

To be designated as a master teacher in Ohio, educators must clearly demonstrate each of the following criteria as described in the *Standards for Ohio Educators*. Master Teachers will achieve exemplary scores in four of five areas on the scoring rubric.

At least two members of the Master Teacher Committee will score each application and the scores for each criterion will be compared to determine a candidate's final score. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

The scoring rubric is based on the *Standards for Ohio Educators*. The number and letter in parentheses after each statement refers to either the *Ohio Standards for the Teaching Profession* or the *Ohio Standards for Professional Development*. Candidates should be advised to refer to the *Standards for Ohio Educators* for guidance in completing their applications (<http://esb.ode.state.oh.us>). Committees will provide candidates with a copy of the scoring guide prior to submitting their applications as well as a compilation of each candidate's final scores. It is the responsibility of each district and committee member to ensure that the candidates' responses and scores are maintained in a confidential and professional manner.

The descriptors in the rubric must be considered in the local context.

Directions

Read the complete application and review the evidence provided by the candidate.

Make notes as needed.

Respond to the Essential Questions for criterion A.

Follow instructions for scoring criterion A.

Score criterion A.

Write comments/feedback for the candidate.

Repeat for each criterion.

Complete the scoring summary page.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE
Educator Standards Board

Candidate: _____

Evaluator # _____

Criterion A: *Consistent Leadership.* Master Teachers ensure student learning and well-being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.

For a Master Teacher candidate to meet criterion A, the candidate must demonstrate consistent leadership that has a direct impact on student learning.

Criterion A: Consistent Leadership

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____ Evaluator # _____

2 points each	1 point each	0 points each	Score for Criterion A
<ul style="list-style-type: none"> The teacher helps shape policy at the building, district or state level focused on improving teacher quality and student achievement. (7.1e) 	<ul style="list-style-type: none"> The teacher is involved in professional efforts to advance teaching and learning. 	<ul style="list-style-type: none"> The teacher is not involved in efforts to advance teaching and learning. 	
<ul style="list-style-type: none"> The teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement. (7.3) 	<ul style="list-style-type: none"> The teacher proactively implements change with school, district and state direction. 	<ul style="list-style-type: none"> The teacher implements change as mandated by the principal. 	
<ul style="list-style-type: none"> The teacher takes multiple leadership roles in department, school, district, state and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design. (7.3c) 	<ul style="list-style-type: none"> The teacher acts in leadership roles that are narrow in scope or limited. 	<ul style="list-style-type: none"> The teacher participates in meetings as required 	
<p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.</p>			<p>Total Score _____ of 6</p>
<p>Comments:</p>			<p>5-6 exemplary 3-4 adequate 0-2 area for growth</p>

OHIO MASTER TEACHER APPLICATION SCORING GUIDE
Educator Standards Board

Candidate: _____

Evaluator # _____

Criterion B: *Focused Collaboration.* Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; and communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

For a Master Teacher candidate to meet criterion B, the candidate must demonstrate focused collaboration that has a direct impact on student learning.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____ Evaluator # _____

2 points	1 point each	0 points each	Score for Criterion B
<ul style="list-style-type: none"> The teacher consistently learns from others by engaging in professional dialogue, peer observation, peer feedback, peer coaching and/or other collegial learning activities. (6.3c) 	<ul style="list-style-type: none"> The teacher is involved in occasional collegial learning activities. 	<ul style="list-style-type: none"> The teacher is not involved in collegial learning activities. 	
<ul style="list-style-type: none"> The teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement. (6.3e) 	<ul style="list-style-type: none"> The teacher collaborates with other teachers and/or administrators/staff. 	<ul style="list-style-type: none"> The teacher's collaboration is limited to required activities or groups. 	
<ul style="list-style-type: none"> The teacher collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning. (6.2 & 6.4) 	<ul style="list-style-type: none"> The teacher occasionally collaborates with the parents. 	<ul style="list-style-type: none"> The teacher does not collaborate with the local community or community agencies. 	
<p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.</p>			<p>Total Score _____ of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p>
<p>Comments:</p>			

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____

Evaluator # _____

DISTINGUISHED TEACHING

Criterion C: *Focus on Students and Environment.* Master Teachers analyze individual and group student development to connect instruction to students' needs, interests and prior knowledge. They strive to create an environment that engages learners in inquiry, promotes high levels of learning for all students and creates a culture of civility and success.

For a Master Teacher candidate to meet criterion C, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____ Evaluator # _____

2 points each	1 point each	0 points each	Score for Criterion C
<ul style="list-style-type: none"> The teacher analyzes individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. (1.1c) 	<ul style="list-style-type: none"> The teacher demonstrates an understanding of student development to design instruction that meets learner needs. 	<ul style="list-style-type: none"> The teacher does not use knowledge of student to develop or design instruction. 	
<ul style="list-style-type: none"> The teacher adapts the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. (1.5f) 	<ul style="list-style-type: none"> The teacher identifies approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> The teacher does not seek approaches for students who have difficulty learning or are advanced. 	
<ul style="list-style-type: none"> The teacher involves learners in self-assessment and goal setting to address gaps between performance and potential. (3.5) 	<ul style="list-style-type: none"> The teacher provides opportunities for learners to set goals or self-assess. 	<ul style="list-style-type: none"> The teacher does not involve learners in self-assessment or goal setting. 	
<ul style="list-style-type: none"> The teacher creates a classroom in which students take active roles in maintaining an enriching environment that is conducive to learning. (5.2f) 	<ul style="list-style-type: none"> The teacher sets an expectation that students care and respect each other. 	<ul style="list-style-type: none"> The teacher does not establish a respectful environment. 	
<ul style="list-style-type: none"> The teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning. (5.4e) 	<ul style="list-style-type: none"> The teacher uses independent, collaborative and whole-class learning situations. 	<ul style="list-style-type: none"> The teacher uses one learning strategy the majority of the time. 	
<p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.</p>			<p>Total Score _____ of 10</p>
<p>Comments: _____</p>			<p>8-10 exemplary 5-7 adequate 0-4 area for growth</p>

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____

Evaluator # _____

DISTINGUISHED TEACHING

Criterion D: *Focus on Content, Instruction and Assessment.* Master Teachers have a deep and reflective understanding of the academic content they teach. They use multiple assessments to evaluate student learning and inform instruction. They continually reflect on student outcomes and make decisions to promote high levels of learning for all students.

For a Master Teacher candidate to meet criterion D, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____ Evaluator # _____

2 points each	1 point each	0 points each	Score for Criterion D
<ul style="list-style-type: none"> The teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of other educators. (2.1g) 	<ul style="list-style-type: none"> The teacher continues to enhance his/her knowledge of content. 	<ul style="list-style-type: none"> The teacher neither enhances his/her knowledge of content nor supports the growth of other educators. 	
<ul style="list-style-type: none"> The teacher extends and enriches curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and/or national content standards. (2.2b) 	<ul style="list-style-type: none"> The teacher attempts to extend and enrich curriculum. 	<ul style="list-style-type: none"> The teacher does not extend nor enrich prescribed curriculum. 	
<ul style="list-style-type: none"> The teacher uses assessments (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities. (3.2d) 	<ul style="list-style-type: none"> The teacher uses some diagnostic, formative and summative assessments. 	<ul style="list-style-type: none"> The teacher uses summative assessments only. 	
<ul style="list-style-type: none"> The teacher analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction to close the achievement gap. (3.3 and 4.2) 	<ul style="list-style-type: none"> The teacher uses data to monitor student progress and learning and to plan instruction. 	<ul style="list-style-type: none"> The teacher does not use data to monitor progress nor plan, differentiate or modify instruction. 	
<ul style="list-style-type: none"> The teacher actively participates in the development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap. (4.1d) 	<ul style="list-style-type: none"> The teacher implements district initiatives focused on improving student performance. 	<ul style="list-style-type: none"> The teacher does not implement district initiatives. 	
Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.			Total Score _____ of 10
Comments:			8-10 exemplary 5-7 adequate 0-4 area for growth

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____

Evaluator # _____

Criterion E: *Continued Professional Growth*. Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.

For a Master Teacher candidate to meet criterion E, the candidate must demonstrate continued professional growth that has a direct impact on student learning and be aligned to school and district goals.

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____	Evaluator # _____
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2 points each	1 point each	0 points each	Score for Criterion E
<ul style="list-style-type: none"> ○ The teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth. (PD 2.2a) 	<ul style="list-style-type: none"> ○ The teacher identifies areas for professional growth using minimal data sources. 	<ul style="list-style-type: none"> ○ The teacher does not use outside resources to support his/her professional growth. 	
<ul style="list-style-type: none"> ○ The teacher's professional development is linked to daily practice and student achievement data. (PD 1.4d and 2.1c) 	<ul style="list-style-type: none"> ○ The teacher's professional development is somewhat linked to daily practice and data. 	<ul style="list-style-type: none"> ○ The teacher's professional development is not linked to daily practice or data. 	
<ul style="list-style-type: none"> ○ The teacher's professional development integrates relevant and current best practices. (PD 6.2) 	<ul style="list-style-type: none"> ○ The teacher's professional development integrates some best practices. 	<ul style="list-style-type: none"> ○ The teacher's professional development does not integrate current best practices. 	
Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points			Total Score _____ of 6 5-6 exemplary 3-4 adequate 0-2 area for growth
Comments:			

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____	Evaluator # _____
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EVALUATOR'S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE
CRITERION A:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION B:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION C:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION D:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION E:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>

NOTES:

Educator Standards Board

F. MASTER TEACHER CANDIDATE'S SCORE REPORT

I. CANDIDATE NAME _____

II. SCHOOL BUILDING(S) – ALL _____

III. LICENSE NUMBER _____

IV. DATE SCORED _____

PLEASE CHECK THE DESIGNATION BASED ON THE SCORE FOR EACH SECTION

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE PROVIDED
CRITERION A:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION B:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION C:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION D:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
CRITERION E:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>

V. DESIGNATED MASTER TEACHER

YES NO

VI. COMMITTEE CHAIR SIGNATURE _____

VII. COMMITTEE COMMENTS:

Cc: Candidate
Committee chair
Original in personnel file

Need 2 recommendations

Educator Standards Board

G. OHIO MASTER TEACHER CANDIDATE RECOMMENDATION FORM

Candidate's Name _____ License Number _____

The above educator is applying for the Master Teacher designation in your school/district.

A master teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A master teacher strives for distinguished teaching and continued professional growth as specified by *The Ohio Standards for the Teaching Profession*.

To be designated as a Master Teacher in Ohio, educators must clearly demonstrate each of the following criteria as described in the *Ohio Standards for the Teaching Profession*.

- A. Consistent Leadership:** Master Teachers ensure student learning and well-being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.
- B. Focused Collaboration:** Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively and support student learning. They respond to the needs of their colleagues and students immediately and competently.
- C. Distinguished Teaching: Focus on Students and Environment:** Master Teachers analyze individual and group student development to connect instruction to students' needs, interests and prior knowledge. They strive to create an environment that engages learners in inquiry, promotes high levels of learning for all students and creates a culture of civility and success.
- D. Distinguished Teaching: Focus on Content, Instruction and Assessment.** Master Teachers have a deep and reflective understanding of the academic content they teach. They use multiple assessments to evaluate student learning and inform instruction. They continually reflect on student outcomes and make decisions to promote high levels of learning for all students.
- E. Continued Professional Growth:** Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.

By signing this form, you confirm that, through your knowledge and observation of the candidate's professional practice, the candidate has the potential to obtain the designation.

Signature _____ Date _____

Printed Name _____ Title _____



Educator Standards Board

H. Candidate's Checklist for Submission of Materials

- Followed district format for writing and assembling narrative and evidence
- Two (2) signed Recommendation Forms
- Application completed - Section 1
- Application completed - Section 2 (12 pages maximum)
 - Criterion A: Consistent Leadership
 - Criterion B: Focused Collaboration
 - Criterion C: Distinguished Teaching: Focus on Students and Environment
 - Criterion D: Distinguished Teaching: Focus on Content, Instruction and Assessment
 - Criterion E: Continued Professional Growth
- Evidence, clearly labeled, to support five Criteria demonstrated in written narrative - Section 3 (10 pieces maximum)
- Place Checklist on top of materials to be submitted

Signature _____

Date _____

Educator Standards Board

J. Master Teacher Writing/ Evidence Guidelines

The following are guidelines for a candidate to consider when preparing the written narrative and evidence.

- Be sure to follow the district instructions for formatting, assembling and submission of written narrative and evidence.
- Number evidence so it can be easily referenced within the narrative.
- Evidence can be used for more than one criterion but needs to be clearly referenced within the written narrative.
- Please use discretion when selecting artifacts for evidence. There is a limit of 10 pieces of evidence, but no criteria on how many pages each piece of evidence may be (e.g., if it is a publication, you may choose to submit only one section that is particularly relevant).
- Evidence must be samples from within the past five years.
- Examples cited in narrative must be from within the past five years.
- Evidence should demonstrate, describe and support what is said in narrative (e.g., a picture of a student project that you discussed or a picture of a bulletin board that demonstrates creating a positive learning environment).
- When writing, avoid bulleted lists without connection or development and acronyms
- Develop and use specific examples that can be written in depth about with connections to student learning.

Educator Standards Board

K. Examples of Evidence for the five Criteria of Master Teacher

Evidence is one piece of work or document that supports the written narrative.

Suggestions, but not limited to:

Criteria A: Consistent Leadership

A description of policy work or leadership role(s) at local (building, district) or state level related to teacher quality with specific examples, such as:

- Committee work on teacher evaluation;
- Committee planning and overseeing professional development initiatives and programs;
- Serve on local LPDC committee;
- Assume a leadership position in a state professional organization;
- Conduct research on teacher quality issues (PAR; career ladders);
- Serve as member of district or building leadership team (master schedules).

A description of policy work or leadership role(s) at building, local or state level related to student achievement with specific examples, such as:

- Member of a district data assessment team;
- Member of district team developing benchmark assessments;
- Member of a state committee supporting state achievement tests;
- Member of a district committee recommending grading policies;
- Helped to establish annual school calendars.

Criteria B: Focused Collaboration

A description of activities or projects where the teacher engaged in collaborative work with peers, such as:

- Teacher mentor or PAR evaluator;
- Participation in and facilitator of small learning communities;
- Standing member of building intervention assistance team;
- Serve as a teacher leader at building level and hold regular meeting with other teachers (grade level or subject level);
- Serve on building CIP team.

A description of efforts specifically focused on promoting a positive environment for student learning such as:

- Parent volunteer program or parent educational programs;
- Member of building PTO Committee;
- Highly visible in community events;

Educator Standards Board

- Student award or recognition;
- After-school “math club.”

Criteria C: Distinguished Teaching – Focus on students and environment

A description of how the teacher goes about analyzing multiple indicators of student learning at classroom, sub-group and individual level, such as:

- Evidence of adaptation of learning to meet student needs (acceleration learning versus intervention);
- Develops long and short range plans that includes differentiated activities (whole class, small group, independent);
- Creates a learning environment that supports different abilities, cultures, attitudes;
- Involves students in setting expectations for behavior, models respect;
- Sample of student work with anecdotal notes;
- Evidence of academic gains as a result of practices;
- Data analysis on student assessments with a plan of intervention or next steps;
- Intervention data with charts and graphs;
- Student self-assessments of strengths and weaknesses;
- Behavior plans or contracts with behavioral expectations;
- Lesson or unit plans with notes on how teacher adapted to meet the needs of students;
- Teacher Evaluation.

Criteria D: Distinguished Teaching - Focus on Content, Instruction and Assessment

A description of how the teacher has continued to grow, extend and enrich curriculum by using the district priorities with Ohio’s Academic Content Standards, such as:

- Student work samples tied to a specific learning activity demonstrating evidence of differentiated instruction;
- Curriculum mapping that identifies Academic Content Standards and provides differentiated learning activities;
- Teacher Evaluation.

A description of how the teacher uses assessments (diagnostic, formative and summative) to plan appropriate differentiated lessons for their students, such as:

- Benchmark analysis to determine student needs and then documenting gains in student achievement;
- Share baseline data on a student, chart interventions and progress of the student;
- Student work samples that demonstrate how you implemented new teaching strategies with your evaluation of the strategies’ effectiveness in advancing student achievement;

Educator Standards Board

- District, school and classroom assessment plans including state assessments, standardized assessments, diagnostic, short cycle and formative, summative teacher made test and rubrics including results and a plan to intervene.

Criteria E: Continued Professional Growth

A description of how the teacher uses professional development opportunities to enrich instructional opportunities with students to improve student learning, such as:

- Describe a professional growth opportunity that had an impact on your classroom instruction and how it improved student learning.
- Create a table/resume of professional development opportunities and describe how it had an impact on your classroom and student learning.

Educator Standards Board

M. Master Teacher Program Requirements at a Glance

District Responsibilities:

- Establish a local committee
 - Verify eligibility for candidates
 - Communication
- [EMIS report no longer required as of July 2009.]

Local Committee Responsibilities:

- Establish submitting, formatting and assembling requirements
 - Establish district timeline
 - Determine local procedures for review of applications and designation using state-designed forms
 - Provide information about program to teacher candidates
 - Score applications using rubric
 - Communicate with district and teacher candidates
 - Maintain records
- [EMIS report no longer required as of July 2009.]

Teacher Responsibilities:

Eligibility Requirements

- o Professional Teaching License/Certificate
- o Taught seven years
- o Work a minimum of 120 days
- o Work under a teaching contract
- Complete application, checklist and narrative and submit supporting evidence
- Acquire two recommendation forms

The Master Teacher Program, forms, training information and contact information can be found at:

<http://esb.ode.state.oh.us> or education.ohio.gov.

STANDARDS

FOR OHIO'S TEACHERS



Teachers understand student learning and development, and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.



Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.



Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.



Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.



Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.



Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.



Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.