

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;

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- 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;

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- 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.