

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 _____

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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.)

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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)

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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)

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- 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.