

Master Teacher Program Scoring Samples

In viewing the following examples of portions of portfolios please keep in mind that these are samples of what a teacher might include as part of a complete entry. There are two samples for each criterion. Please make sure you have a copy of the Master Teacher Scoring Guide (Form D) as you read through the samples. The last three pages of this document is the scoring notes for each of the samples. Please remember these are not complete entries but a portion of an entry for the criterion. Also provided are different ways to cite evidence within the text. Not all samples have a piece of evidence cited because there is not evidence required for each item in the rubric.

Examples of portions of portfolio entries

Criterion A: Consistent Leadership

Sample A1

*With my work on the professional development committee I am an active participant in the respect that I help plan and provide high quality PD offerings in our district. I served on the team that researched and planned a series of in-service opportunities for my colleagues around Debra Pickerington and Robert Marzano's book titled **Strategies that Work**. The sub-committee worked with teachers to teach, discuss and plan the implementation of some of the strategies identified, collect student samples and then attend a second session to report and share achievement results on students based on these strategies. As you can see noted in the evidence provided, E1 is a summary chart of the primary findings with the targeted strategies and our plan for next steps. I created this chart for the presentation team to see their efforts unfold into actual student work samples. It was exciting to see our efforts demonstrated in improved student work based on the samples teachers shared. This evidence supports the ongoing efforts of learning for the team and how it relates to the learning across the district. The committee was pleased with the overall results and in many cases the teachers wanted to keep on meeting to share their successes and to ask questions of other colleagues trying to implement the same strategy. I will continue to facilitate these sessions for district teachers.*

Sample A2

Having been a fifth grade teacher for ten years, I have recently assumed the role of grade level leader. Our previous leader is out on a leave of absence. I meet with my grade level teachers formally, once a week. I create an agenda for us to follow during our meeting (evidence A1). We are focusing on determining our power standards for our respective subject areas. This is a district focus for the school year. In working together, I am increasing my knowledge and respect for the other curricular areas. I appreciate the opportunity to be a teacher leader at my grade level. I am familiar with these colleagues and feel this is a good place to start.

Criterion B: Focused Collaboration

Sample B1

*I continually look for ways to collaborate with my colleagues and bring in interdisciplinary approaches to my classroom, which is also a school wide goal for our building. One example of this collaboration is a marching band production entitled "The Road Less Traveled. This production focused on a connection between language arts, social studies, theatre and the visual arts, that I initiated. Based upon Robert Frost's poem, **The Road Not Taken**, the production featured music interwoven with live narration of poetry by student actors. The theatre department assisted in coaching the students while various members of the language arts department introduced the poetry. A major feature of the production was the identification of five historical figures representing heroes throughout modern history, who had made a difference in the world by taking "the road less traveled." Four 15 foot portraits of these individuals were created by the students in art class and were featured as prominent visual props in the show. This undertaking allowed the students to learn about these individuals and challenged the students to think about the possibilities and individual responsibilities that each of us have in today's world. Furthermore, it exposed the art, theatre and music student to the other disciplines within the fine arts and how they can be inter-related. With the students having an active part in this development of our show, it brought a connection and more meaning to the music the band student was responsible for learning. They were more in tune with what the big picture and theme of the show was to be about. Anytime you can connect the learning to the student and make it more meaningful you end up with a better product. I feel the collaboration between the other arts provided an opportunity for all to gain the respect of each other's talents.*

Sample B2

One of the more enjoyable aspects of my job is the time I am able to collaborate with my other grade level teacher. We meet almost daily to plan for the upcoming lessons and to reflect on lessons we have taught. My partner and I work very well together and both benefit from each other's knowledge and experiences. We have been teaching together for the past fifteen years and have similar styles and discipline expectations. I work with my administrator to make sure I am meeting the building level goals. I feel I have a collegial relationship with the other teachers in the building and we work together when the opportunity presents itself.

Criterion C: Focus on Students and Environment

Sample C1

As a second grade teacher, teaching reading it is imperative that I know my students. I have leveled reading books to make sure the student is being challenged yet applying the important reading skill that we are working on. For example, when we study non-fiction text and main idea, all the students are taught the skill, but use different leveled readers to apply the skill. I have a wide range of reading abilities in my classroom and have found this to be very successful because everyone is required to demonstrate proficiency with the skill but the reading text is at their instructional level. I am able to spend time with my groups of readers on a daily basis in order to keep me apprised of their individual progress. Then I am able to determine if my second grade class understands main idea and can apply it at their reading level. This approach allows for a wide variance of application to a wide range of learners. As you see in evidence E4, I have provided a student summary from the main idea selections for their respective levels. Three different levels of text were used. As noted the students are successful at identifying the main idea specific to their text. This way I am able to provide appropriate instruction that will meet my student's needs at their appropriate level of development.

Sample C2

Being a middle school teacher has taught me the value of teaching my students to care and respect each other. I provide the students with their expectations and consequences the first day of school. They are also posted in my room as a quick reference if necessary. I work real hard to instill the kindness for each other in everything we do. I will not tolerate students talking poorly about another student, instead I encourage them to find the good in everyone and recognize it. If two students are arguing I use this foundation and the two individuals must be able to state something good about the other in addition to explaining their feelings and what led to the problem. I make sure I model appropriate behaviors as well for my students. I can't expect more of them than what I expect of myself.

Criterion D: Focus on Content, Instruction & Assessment

Sample D1

If standards are the directions used to plan curriculum then assessments must be used to see if the plan is effective. Assessments should be used to assist student learning, to identify students' strengths and weaknesses, to assess the effectiveness of a particular instructional strategy, to provide data that assist in decision making and to communicate with and involve parents. Different assessments should be used for different purposes. All methods are useful and lead to development of the lesson.

After the pre-assessment I try to assess the progress of the student by smaller more pointed types of assessments. The best example I can give of this strategy is in my Accounting II class. This class completes a large practice set that is very authentic. We begin the practice set together. After just a few transactions, I see students working ahead not wanting to wait for the rest of the class. Since the students are all at different places, small assessments at different assigned places, allows me to see if they understand the process. If they are successful they continue, if not we identify the areas they need more explanation, re-teach and then continue. This allows for differentiation to meet my students' needs. The process continues until they reach the end of a two-month simulated accounting cycle. Throughout the process I am continually assessing my students' strengths and weaknesses and provide instruction to meet their needs. The culminating assessment is a lengthy test that asks the student to interpret results, analyze data and communicate findings. These skills are critical in accounting and in all areas and disciplines. This activity, although not tested on any standardized test, will strengthen student performance and hopefully transfer to all areas of the students thinking process.

Sample D2

As a middle school science teacher it is important that I am aware of how my students are achieving towards the learning goals. I use our district curriculum guide as a planning tool for instruction. My end of the unit assessments are used to gauge if the students are ready to advance to the next topic / unit. If I need to re-teach a portion of the unit, based on the assessment tool, I try to find some enrichment activities for the students who demonstrated their success so all students have something to work on. During specific units that are long or contain a great deal of content I provide weekly assessments for the students so I can see how they are progressing. We have just

completed our unit on Characteristics and Structure of Life and attached as evidence is a copy of a student's assessment who met all of the learning goals. (Evidence 7) As most of my class was successful with this assessment we will be moving on to our next unit of Heredity.

Criterion E: Continued Professional Growth

Sample E1

Having taken on the challenge of teaching Advanced Placement English Lit, I realized I needed to better understand the scoring system used by the AP for the exam essays. In addition to working with my students to develop successful essays, I served as an AP exam reader for a full week in June. My immersion in the process and contact with AP colleagues across the nation has benefited me and my students. In addition to the 48 contact hours earned, I gained a personal and deep understanding of the development of AP essay scoring rubric. Passing this along to my students has been invaluable in their learning how to write to a prompt with the best possible results. We have continually worked on best practices in responding to a prompt. I have continued my professional growth by joining the AP listserv for my subject area and volunteering to conduct trainings in the region. Attached is a representation of the student data based on the results of the AP exam for the past five years. You can see the increase in scores as the years have progressed (Evidence 10).

Sample E2

I have attended several required professional development sessions during the past five years. They have ranged from classroom management to maintaining accurate records to standards based instruction. We are required to attend a six hour session of our choice each year and then have two district wide required meetings yearly that I have faithfully attended. I have randomly chosen my six hours based on what works for me or my friends. The six hours are from choices provided by the district over the summer. So there are times where their might be a topic I feel better addresses my needs as an educator but have a summer time conflict. I am able to use some of the strategies in my classroom and have seen an improvement in the quality of student work. For example one of the workshops dealt with writing strategies for extended response answers. I was able to go back to my classroom, use the strategy and it improved the quality of the responses from my students.

Support statements for scores

Criterion A: Consistent Leadership Scoring Guide page D3 of 12

Sample A1:

This sample would receive a 2 point score based on the scoring guide section that speaks to the teacher focusing on improving teacher quality and student achievement as well as taking on a sustained leadership role at the district level.

The leadership and the strategy committee will continue with discussions regarding teaching and student samples of targeted strategies. The Evidence supports the students learning based on the implementation of the strategies. This demonstrates a positive impact on student learning.

Sample A2:

This sample would receive a 1 point for the part of the scoring guide that states the teacher acts in leadership roles that are narrow in scope or limited.

The teacher has recently assumed their first leadership role. The teacher states this is a good place to start, the building level.

Criterion B: Focused Collaboration Scoring Guide page D5 of 12

Sample B1:

This sample would receive a 2 point based on the part of the scoring guide that references increased opportunities for teamwork to support school goals and promote student achievement, as well as touches on collegial learning, professional dialog.

The teacher indicates working within the fine arts and language arts departments to connect the learning with the music department. The connection allows the student to see a bigger picture. The school goal of respect is demonstrated in this entry as well.

Sample B2:

This sample would receive a 1 point because it just talks about collaboration with other teachers and /or administrators/staff. It does not speak to how the collaboration promotes student achievement.

The teacher indicates they meet almost daily to plan for upcoming lessons. The teacher works with her administrator and has a collegial relationship with other staff members.

Criterion C: Focus on Students and Environment Scoring Guide page D7 of 12

Sample C1:

This sample would receive a 2 point because the teacher does analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. This sample also addresses the adaptation of the depth of the curriculum and instruction to meet the needs of those students whose performance is advanced or below level.

The teacher provides the specific example of non-fiction text and main idea. Within teaching and designing the instruction the teacher accounts for individualized or differentiated learning opportunities within the lesson.

Sample C2:

This sample would receive a 1 point because it clearly speaks to the teacher creating an environment which expects students to care and respect each other.

This teacher describes how the expectations are set for the classroom to create the environment. The rules are posted with consequences. The teacher models appropriate behavior and encourages the students to find the good in everyone and recognize the student.

Criterion D: Focus on Content, Instruction and Assessment Scoring Guide page D9 of 12

Sample D1:

This sample would receive a 2 point because the teacher uses assessments to identify student strengths, promote student growth and maximize access to learning opportunities.

The teacher uses a pre-assessment to determine areas for teaching. The teacher provides the specific example of how their assessment strategy for a practice set to demonstrate mastery of skills. The assessments lead to differentiated instruction and individualized attention as necessary.

Sample D2:

This sample would receive a 1 point because the teacher uses some diagnostic, formative and summative assessments and the teacher uses data to monitor student progress and learning, and to plan instruction.

The teacher uses the curriculum guide to determine learning. The teacher uses end of the unit assessments. The teacher uses statements such as some and most as qualifiers to their statements.

Criterion E: Continued Professional Growth Scoring Guide page D11 of 12

Sample E1:

This sample would receive a 2 point because the teacher's professional development is linked to daily practice and student achievement data. It also addresses a target goal for professional growth.

The teacher talks about professional growth in scoring the AP exams and then is able to share that knowledge with the students in preparing them for the exam. The teacher talks about how they are continuing their professional growth by joining a list serve.

Sample E2:

This sample would receive a 1 point because the teacher's professional development integrates some best practices.

This teacher provides a vague response that indicates integrating writing strategies within their classroom.