

## 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.