

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.

Written Narrative: 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)
- 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.

Focus on Content, Instruction and Assessment Scoring Guide

2 points each	1 point each	0 points each
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)	The teacher continues to enhance his/her knowledge of content.	The teacher neither enhances his/her knowledge of content nor supports the growth of other educators.
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)	The teacher attempts to extend and enrich curriculum.	The teacher does not extend nor enrich prescribed curriculum.
The teacher uses assessments (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities. (3.2d)	The teacher uses some diagnostic, formative and summative assessments.	The teacher uses summative assessments only.
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)	The teacher uses data to monitor student progress and learning and to plan instruction.	The teacher does not use data to monitor progress nor plan, differentiate or modify instruction.
The teacher actively participates in the	The teacher implements	The teacher does not

development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap. (4.1d)	district initiatives focused on improving student performance.	implement district initiatives.
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Sample Written Narrative 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 Written Narrative D1 Scoring:

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 Written Narrative 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.

Sample Written Narrative D2 Scoring:

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.

Possible Evidence of Teacher Work:

- Examples of pre/post assessments including diagnostic, formative and summative assessments, graphing/charting, and student work
- Examples of individualized, differentiated student work
- Evidence of developed lessons/activities based on assessment data
- Evidence of deepening content knowledge and supporting the growth of other educators

Teacher Work/Instruction Planning Possibilities:

- Develop research projects/units/projects or plans based on Ohio's New Content Standards and from student assessment data to guide instruction
- Develop assessments (diagnostic, formative, summative) and demonstrate how you reflect on data to plan for instruction and provide for individualization and differentiation in the classroom
- Demonstrate how you use a variety of assessments to prepare for future teaching
- Work with various building, district and/or state committees to provide professional development to other staff members to show professional growth and the extension and enrichment of the curriculum
- Choose an area of instruction where you have collected baseline data and information on a student and discuss your planning and thinking for future interventions. Chart/list the interventions you engaged in, any modifications you made along the way and the eventual progress of this student over time.
- Provide student work samples that demonstrate how you implemented new teaching strategies with your evaluation of the strategies' effectiveness in advancing student achievement