

## Educator Standards Board

### R. OHIO MASTER TEACHER PROGRAM RENEWAL OVERVIEW

The Ohio Master Teacher designation encourages and supports lifelong learning of educators and challenges accomplished educators to serve as catalysts for deep professional growth in their learning communities.

#### DEFINITION OF A MASTER TEACHER

A Master Teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A Master Teacher strives for distinguished teaching and continued professional growth as specified by *The Ohio Standards for the Teaching Profession*:

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

#### CRITERIA

Master Teacher Renewal provides an opportunity for currently designated Master Teachers to demonstrate their continued practice at the accomplished and distinguished levels, per the *Ohio Standards for the Teaching Profession*. The Master Teacher Renewal process is an attempt to capture, reflect on and document the professional life of the Master Teacher over the past five years and is a professional commitment to continually strive for the distinguished level in the criteria of **consistent leadership, focused collaboration, students and environment, content, instruction and assessment, and continued professional growth.**

## Educator Standards Board

### S. MASTER TEACHER RENEWAL PROCESSES AND PROCEDURES

To ensure consistency across the state for reporting purposes, each district will use Form T, Master Teacher Renewal Application/Narrative, for designation.

- I. To be eligible for the Master Teacher Renewal, educators must have obtained Master Teacher designation.

Renewal candidates may choose **either Year Four or Year Five of their Master Teacher designation to** complete the renewal process. If a Master Teacher successfully renews his/her designation during Year Four, his/her renewal status does not take effect until their current five-year designation expires. **ONLY** teachers designated in either 2007 or 2008 can complete the renewal in the sixth year as well.

- II. Master Teacher Committee: The district Master Teacher Committee is responsible for scoring the Master Teacher renewals.
  1. At least two members of the committee will score each application using the Score Report (Form V). A scoring guide is included in the Score Report (Form V, pg. 2) to assist the committee in scoring the renewal application holistically. The score is holistic: *successful* or *not successful*. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.
  2. Committees will provide each candidate with a compilation of his/her final score (Form V). It is the responsibility of each district and committee member to ensure that the candidates' responses and scores are maintained in a confidential and professional manner. They may only be disclosed to or discussed with individuals who are authorized to have access to them such as the candidate, district administrators and committee members.
  3. If the applying teacher is deemed *not successful*, the teacher shall receive written feedback and an opportunity to reapply if current Master Teacher designation has not expired.
  4. Each committee will establish an appeal process for teachers who believe that the processes and procedures outlined in this application were not followed. No appeals will be considered based on scoring of a candidate's application.

5. Each committee will maintain the following records:
  - a. Candidate Score Report (Form V)
  - b. Candidate's written narrative (evidence should be returned to the teacher, who must make it available upon request for the remainder of the designation).
  
- III. Candidates who are not successful: in the event that a candidate is not successful in renewing Master Teacher designation before expiration of a Senior Professional Educator License or Lead Professional Educator License, the candidate will not be able to renew a license that requires successful completion of the Master Teacher Program. In this case, the teacher will need to apply for a Professional Educator License if applicable.

**Educator Standards Board**

**T. MASTER TEACHER RENEWAL APPLICATION**

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 \_\_\_\_\_
- I. Year initial Master Teacher Designation was earned \_\_\_\_\_
- J. Number of times Master Teacher Designation has been successfully renewed \_\_\_\_\_

Section II: Introduction

Master Teachers will be required to submit no more than a four page reflection on criteria A (Leadership) and E (Professional Growth). The teacher is also required to submit three pieces of annotated evidence, described on T5, that support continued growth for criteria B (Focused Collaboration), C (Focus on Students and Environment), and D (Focus on Content, Instruction and Assessment).

Responses must reflect excellence in the given criteria 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* for guidance. Examples referenced and evidence provided must be no more than five years old.

SECTION III: Written Reflections for Criteria A and E

**Writing Guidelines: Responding to the Narratives for Criteria A and E**

<b>Choice 1</b>		<b>Choice 2</b>
Respond to Prompts 1 and 2 for Criteria A and E in one to three pages <b>per prompt</b> , not to exceed four total pages. For example, if your response to Prompt 1 is three pages, then your response to Prompt 2 cannot exceed one page.	<b>OR</b>	Respond to Prompt 3 regarding Criteria A and E collectively, not to exceed four total pages.

- Responses may not exceed four total pages of text. The committee may stop scoring after page four.
- Each district committee will determine specific directions for formatting, assembling and submitting the application.

**Choice 1:**

Criterion A: Consistent Leadership

Prompt 1: Leadership takes a variety of forms such as leading an innovative initiative, exemplary teaching, mentoring, studying, discovering talents in colleagues, etc. Describe two or three events in the past five years when you led colleagues to deeper professional experiences and understandings.

To guide you in your thinking, you might consider the following (*Please note that you are not required to answer each question below. These questions are meant to inspire thought and reflection regarding the prompt.*):

- Describe the events in detail.
- What new learning was made visible to you as a leader or to your colleagues?
- What was the evidence that your leadership was contagious?
- What are some of the lasting, possibly transformative effects of these events?
- What next steps have emerged as a result of these experiences?

Criterion E: Continued Professional Growth

Prompt 2: Trace how your thinking and professional practice about a content theme, a teaching strategy, a reform initiative, an assessment model or a similar practice or educational philosophy has changed over the past five years.

To guide you in your thinking, you might consider the following (*Please note that you are not required to answer each question below. These questions are meant to inspire thought and reflection regarding the prompt.*):

- Describe the professional practice in detail.
- What perspectives and conceptions have changed over time?
- To what do you attribute this change in thinking?
- How will these reflections influence practices?
- How have your changing perceptions already influenced your practices?

## Choice 2

### Criteria A and E: Leadership and Continued Professional Growth (an integrated narrative)

Prompt 3: Leadership and professional growth work in tandem to improve teacher effectiveness and student achievement. Discuss an event or an experience when you acted as an agent of change and led colleagues to recognize their professional talents and assume leadership among their colleagues.

To guide you in your thinking, you might consider the following (*Please note that you are not required to answer each question below. These questions are meant to inspire thought and reflection regarding the prompt.*):

- Describe the event or experience in detail.
- How did reflection equip you to be a change agent?
- Was this reflective/response cycle incidental or intentional? Explain.
- Was this event professionally transforming? Please provide details.
- What are some lasting professional and personal effects of this event?
- What results of this experience will endure and be sustainable?

## SECTION IV: Evidence of Professional Growth

### **Guidelines for Evidence:**

- Candidates should choose one piece of evidence for Criteria B, C, and D that best exemplifies their work over the past five years.
- Evidence should be labeled accordingly to the criterion being referenced/represented.
- One piece of evidence for each criterion is required.
- Evidence should not exceed 3 pieces. One piece of evidence may be multiple pages. For example, if a teacher is submitting three levels of work samples (high, medium and low), the teacher should group them all together as one piece of evidence.
- Evidence should include an annotation using Form U: Evidence Cover Page.
- Candidate may submit no more than one paragraph of annotation per piece of evidence.
- Further explanation, if necessary, can be found in supporting document, Form X: Evidence Annotation: Expanded Instructions

### **Criterion B: Focused Collaboration**

Prompt: Provide annotated evidence of a collaborative professional experience that produced results. Discuss this evidence through context, content, or processes.

### **Criterion C: Focus on Students and Environment**

Prompt: Provide annotated evidence of an event or experience that created a learning environment where students were engaged in inquiry and high levels of learning. Discuss this evidence through context, content, or processes.

### **Criterion D: Focus on Content, Instruction and Assessment**

Prompt: Provide annotated evidence of a lesson that exemplifies lesson planning for deep learning, deep content knowledge, and assessments that require an integration of understanding, factual informative and intellectual skills<sup>1</sup>. Discuss this evidence through context, content, or processes.

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<sup>1</sup> *Where Great Teaching Happens*, Anne Reeves

SECTION V: Scoring

Master Teacher Renewal is a process that is designed to reflect on past progress, analyze present processes, and envision future steps and professional goals. That being said, as the scorers read each Master Teacher narrative, the lens for evaluation is a holistic one; the Master Teacher has successfully or unsuccessfully addressed the designated prompts thereby creating an accomplished teacher portrait of past, present, and future practices.

Using the table below, review the indicators of a successful candidate for Master Teacher Renewal. Successful candidates will exemplify most or all of the descriptors. **This is NOT meant to be a checklist.**

Successful	Not Successful
<ul style="list-style-type: none"> <li>• Narratives and/or evidence present details regarding the professionalism and leadership of the Master Teacher.</li> <li>• Narratives and/or evidence describe past accomplishments, present practices, and future professional goals.</li> <li>• Narratives demonstrate Master Teacher's ability to analyze practice.</li> <li>• Narratives demonstrate Master Teacher's commitment to continuous learning and growth.</li> <li>• Narratives reflect best practices based on the Standards for Ohio Educators.</li> <li>• The events/information included in the narratives and/or the evidence is current (within the past five years).</li> <li>• The Master Teacher provides evidence of demonstrations of job performance at the accomplished level:               <ul style="list-style-type: none"> <li>○ collegial collaborative inquiry,</li> <li>○ deep reflective practices,</li> <li>○ lesson planning for deep learning,</li> <li>○ integrated assessments that require application as well as knowledge,</li> <li>○ learning environments where teacher and students can thrive.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate struggles to identify details of professionalism and leadership. Details that are provided are vague or require more support.</li> <li>• Narratives and/or evidence are not relevant or do not strongly convey past accomplishments, present practices, and/or future professional goals.</li> <li>• Narratives and/or evidence are not analytical in nature. The teacher does not present analysis of practice or the analysis is so vague that the scorers were unable to understand the intent of the response.</li> <li>• Candidate's responses/submissions do not demonstrate change or growth in practice.</li> <li>• Narratives and/or evidence do not reflect best practices based on the Standards for Ohio Educators.</li> <li>• The events/information included in the narratives and/or the evidence is not current (within the past five years).</li> <li>• The Master Teacher does not provide convincing evidence of demonstrations of job performance at the accomplished level:               <ul style="list-style-type: none"> <li>○ collegial collaborative inquiry,</li> <li>○ deep reflective practices,</li> <li>○ lesson planning for deep learning,</li> <li>○ integrated assessments that require application as well as knowledge,</li> <li>○ learning environments where teacher and students can thrive.</li> </ul> </li> </ul>

**Educator Standards Board**

**U. Master Teacher Renewal Evidence Cover Page**

Please include a copy of Form U: Master Teacher Renewal Evidence Cover Page with each of the three required pieces of evidence for renewal. Place the cover page on top of the evidence that accompanies the annotation when submitting for scoring. Please reference Form X: Master Teacher Renewal Evidence Annotation for expanded instructions on annotated evidence if necessary.

**Candidate Name:**

**Evidence for (Choose one):**

Criterion B: Focused Collaboration

Criterion C: Focus on Students and Environment

Criterion D: Focus on Content, Instruction and Assessment

**Annotation (no more than one paragraph describing the content, context or processes regarding the evidence):**

**Educator Standards Board**

**V. MASTER TEACHER RENEWAL CANDIDATE'S SCORE REPORT**

I. CANDIDATE NAME \_\_\_\_\_

II. SCHOOL BUILDING(S) – ALL \_\_\_\_\_

III. LICENSE NUMBER \_\_\_\_\_

IV. DATE SCORED \_\_\_\_\_

V. MASTER TEACHER DESIGNATION RENEWED:                      YES                      NO

VI. COMMITTEE CHAIR SIGNATURE \_\_\_\_\_

VII. COMMITTEE COMMENTS (If the candidate did not successfully renew Master Teacher Designation, this section should include comments that would assist the Master Teacher in further attempts for professional growth and resubmission if applicable.)

Cc: Candidate  
Committee chair  
Original in personnel file

## VIII: Scoring Guide for Master Teacher Renewal Committee

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**Educator Standards Board**

**W. MASTER TEACHER RENEWAL CANDIDATE'S CHECKLIST**

- Followed district format for writing and assembling narrative and evidence
- Application completed:
  - Section I: Candidate Information
  - Section III: Writing Reflections for Criteria A and E

<input type="checkbox"/> <b>Choice 1</b>	<b>OR</b>	<input type="checkbox"/> <b>Choice 2</b>
Respond to Prompts 1 and 2 for Criteria A and E in one to three pages <u>per prompt</u> , not to exceed four total pages.		Respond to Prompt 3 regarding Criteria A and E collectively, not to exceed four total pages.

- Response does not exceed four total pages.
- Section IV: Evidence of Professional Growth
  - Criterion B: Focused Collaboration  
Evidence Cover Page  
Labeled Evidence
  - Criterion C: Focus on Students and Environment  
Evidence Cover Page  
Labeled Evidence
  - Criterion D: Focus on Content, Instruction and Assessment  
Evidence Cover Page  
Labeled Evidence
- Place checklist on top of materials to be submitted.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Educator Standards Board

### X. MASTER TEACHER RENEWAL: EVIDENCE ANNOTATION

Master Teachers are required to submit one piece of annotated evidence per Criteria B, C and D that support continued growth, totaling three pieces of annotated evidence. Each piece of evidence requires a brief (no more than one paragraph) explanation of **one** of the following: the **context**, **content**, or **processes** surrounding the evidence. You may wish to include reflection on how this evidence can/will inform future planning and teaching.

If addressing **context**, you might consider:

- What preceded the evidence?
- Who influenced or was a part of this evidence?
- What factors influenced this evidence?
- What was the set of circumstances or facts surrounding this particular evidence?

If addressing **content**, you might consider:

- What is the significance of this evidence?
- What describes the substance (topics/ideas/information) that I would use to describe this evidence?

If addressing **processes**, you might consider:

- What actions did I take concerning this evidence?
- How would I describe the way I worked through this evidence?
- What will happen next?

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