

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

Choice 1		Choice 2
Respond to Prompts 1 and 2 for Criteria A and E in one to three pages per prompt , 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.	OR	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 skills¹. Discuss this evidence through context, content, or processes.

¹ *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"> • Narratives and/or evidence present details regarding the professionalism and leadership of the Master Teacher. • Narratives and/or evidence describe past accomplishments, present practices, and future professional goals. • Narratives demonstrate Master Teacher's ability to analyze practice. • Narratives demonstrate Master Teacher's commitment to continuous learning and growth. • Narratives reflect best practices based on the Standards for Ohio Educators. • The events/information included in the narratives and/or the evidence is current (within the past five years). • The Master Teacher provides evidence of demonstrations of job performance at the accomplished level: <ul style="list-style-type: none"> ○ collegial collaborative inquiry, ○ deep reflective practices, ○ lesson planning for deep learning, ○ integrated assessments that require application as well as knowledge, ○ learning environments where teacher and students can thrive. 	<ul style="list-style-type: none"> • Candidate struggles to identify details of professionalism and leadership. Details that are provided are vague or require more support. • Narratives and/or evidence are not relevant or do not strongly convey past accomplishments, present practices, and/or future professional goals. • 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. • Candidate's responses/submissions do not demonstrate change or growth in practice. • Narratives and/or evidence do not reflect best practices based on the Standards for Ohio Educators. • The events/information included in the narratives and/or the evidence is not current (within the past five years). • The Master Teacher does not provide convincing evidence of demonstrations of job performance at the accomplished level: <ul style="list-style-type: none"> ○ collegial collaborative inquiry, ○ deep reflective practices, ○ lesson planning for deep learning, ○ integrated assessments that require application as well as knowledge, ○ learning environments where teacher and students can thrive.