

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

D. SCORING PROCEDURES

To be designated as a master teacher in Ohio, educators must clearly demonstrate each of the following criteria as described in the *Standards for Ohio Educators*. Master Teachers will achieve exemplary scores in four of five areas on the scoring rubric.

At least two members of the Master Teacher Committee will score each application and the scores for each criterion will be compared to determine a candidate's final score. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

The scoring rubric is based on the *Standards for Ohio Educators*. The number and letter in parentheses after each statement refers to either the *Ohio Standards for the Teaching Profession* or the *Ohio Standards for Professional Development*. Candidates should be advised to refer to the *Standards for Ohio Educators* for guidance in completing their applications (<http://esb.ode.state.oh.us>). Committees will provide candidates with a copy of the scoring guide prior to submitting their applications as well as a compilation of each candidate's final scores. 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.

The descriptors in the rubric must be considered in the local context.

Directions

Read the complete application and review the evidence provided by the candidate.

Make notes as needed.

Respond to the Essential Questions for criterion A.

Follow instructions for scoring criterion A.

Score criterion A.

Write comments/feedback for the candidate.

Repeat for each criterion.

Complete the scoring summary page.

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Criterion A: *Consistent Leadership.* Master Teachers ensure student learning and well-being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.

For a Master Teacher candidate to meet criterion A, the candidate must demonstrate consistent leadership that has a direct impact on student learning.

Criterion A: Consistent Leadership

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Candidate: _____ Evaluator # _____

2 points each	1 point each	0 points each	Score for Criterion A
<ul style="list-style-type: none"> The teacher helps shape policy at the building, district or state level focused on improving teacher quality and student achievement. (7.1e) 	<ul style="list-style-type: none"> The teacher is involved in professional efforts to advance teaching and learning. 	<ul style="list-style-type: none"> The teacher is not involved in efforts to advance teaching and learning. 	
<ul style="list-style-type: none"> The teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement. (7.3) 	<ul style="list-style-type: none"> The teacher proactively implements change with school, district and state direction. 	<ul style="list-style-type: none"> The teacher implements change as mandated by the principal. 	
<ul style="list-style-type: none"> The teacher takes multiple leadership roles in department, school, district, state and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design. (7.3c) 	<ul style="list-style-type: none"> The teacher acts in leadership roles that are narrow in scope or limited. 	<ul style="list-style-type: none"> The teacher participates in meetings as required 	
<p>Comments:</p>			<p>Total Score _____ of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p>

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Criterion B: *Focused Collaboration*. Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; and communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

For a Master Teacher candidate to meet criterion B, the candidate must demonstrate focused collaboration that has a direct impact on student learning.

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Candidate: _____	Evaluator
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2 points	1 point each	0 points each	Score for Criterion B
<ul style="list-style-type: none"> ○ The teacher consistently learns from others by engaging in professional dialogue, peer observation, peer feedback, peer coaching and/or other collegial learning activities. (6.3c) 	<ul style="list-style-type: none"> ○ The teacher is involved in occasional collegial learning activities. 	<ul style="list-style-type: none"> ○ The teacher is not involved in collegial learning activities. 	
<ul style="list-style-type: none"> ○ The teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement. (6.3e) 	<ul style="list-style-type: none"> ○ The teacher collaborates with other teachers and/or administrators/staff. 	<ul style="list-style-type: none"> ○ The teacher's collaboration is limited to required activities or groups. 	
<ul style="list-style-type: none"> ○ The teacher collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning. (6.2 & 6.4) 	<ul style="list-style-type: none"> ○ The teacher occasionally collaborates with the parents. 	<ul style="list-style-type: none"> ○ The teacher does not collaborate with the local community or community agencies. 	
<hr/> Comments: 			Total Score _____ of 6 5-6 exemplary 3-4 adequate 0-2 area for growth

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DISTINGUISHED TEACHING

Criterion C: *Focus on Students and Environment.* Master Teachers analyze individual and group student development to connect instruction to students' needs, interests and prior knowledge. They strive to create an environment that engages learners in inquiry, promotes high levels of learning for all students and creates a culture of civility and success.

For a Master Teacher candidate to meet criterion C, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.

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Candidate: _____	Evaluator _____
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2 points each	1 point each	0 points each	Score for Criterion C
<ul style="list-style-type: none"> ○ The teacher analyzes individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. (1.1c) 	<ul style="list-style-type: none"> ○ The teacher demonstrates an understanding of student development to design instruction that meets learner needs. 	<ul style="list-style-type: none"> ○ The teacher does not use knowledge of student to develop or design instruction. 	
<ul style="list-style-type: none"> ○ The teacher adapts the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. (1.5f) 	<ul style="list-style-type: none"> ○ The teacher identifies approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> ○ The teacher does not seek approaches for students who have difficulty learning or are advanced. 	
<ul style="list-style-type: none"> ○ The teacher involves learners in self-assessment and goal setting to address gaps between performance and potential. (3.5) 	<ul style="list-style-type: none"> ○ The teacher provides opportunities for learners to set goals or self-assess. 	<ul style="list-style-type: none"> ○ The teacher does not involve learners in self-assessment or goal setting. 	
<ul style="list-style-type: none"> ○ The teacher creates a classroom in which students take active roles in maintaining an enriching environment that is conducive to learning. (5.2f) 	<ul style="list-style-type: none"> ○ The teacher sets an expectation that students care and respect each other. 	<ul style="list-style-type: none"> ○ The teacher does not establish a respectful environment. 	
<ul style="list-style-type: none"> ○ The teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning. (5.4e) 	<ul style="list-style-type: none"> ○ The teacher uses independent, collaborative and whole-class learning situations. 	<ul style="list-style-type: none"> ○ The teacher uses one learning strategy the majority of the time. 	
Comments: 			Total Score _____ of 10 8-10 exemplary 5-7 adequate 0-4 area for growth

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DISTINGUISHED TEACHING

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.

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Candidate: _____	Evaluator _____
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2 points each	1 point each	0 points each	Score for Criterion D
○ 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 development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap. (4.1d)	○ The teacher implements district initiatives focused on improving student performance.	○ The teacher does not implement district initiatives.	
Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If “no” = subtract 2 points.			Total Score _____ of 10
Comments:			8-10 exemplary 5-7 adequate 0-4 area for growth

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Criterion E: *Continued Professional Growth.* Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.

For a Master Teacher candidate to meet criterion E, the candidate must demonstrate continued professional growth that has a direct impact on student learning and be aligned to school and district goals.

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Candidate: _____	Evaluator _____
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2 points each	1 point each	0 points each	Score for Criterion E
<ul style="list-style-type: none"> ○ The teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth. (PD 2.2a) 	<ul style="list-style-type: none"> ○ The teacher identifies areas for professional growth using minimal data sources. 	<ul style="list-style-type: none"> ○ The teacher does not use outside resources to support his/her professional growth. 	
<ul style="list-style-type: none"> ○ The teacher's professional development is linked to daily practice and student achievement data. (PD 1.4d and 2.1c) 	<ul style="list-style-type: none"> ○ The teacher's professional development is somewhat linked to daily practice and data. 	<ul style="list-style-type: none"> ○ The teacher's professional development is not linked to daily practice or data. 	
<ul style="list-style-type: none"> ○ The teacher's professional development integrates relevant and current best practices. (PD 6.2) 	<ul style="list-style-type: none"> ○ The teacher's professional development integrates some best practices. 	<ul style="list-style-type: none"> ○ The teacher's professional development does not integrate current best practices. 	
Comments: 			Total Score _____ of 6 5-6 exemplary 3-4 adequate 0-2 area for growth

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EVALUATOR’S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE
CRITERION A:	_____	_____	_____	YES OR NO
CRITERION B:	_____	_____	_____	YES OR NO
CRITERION C:	_____	_____	_____	YES OR NO
CRITERION D:	_____	_____	_____	YES OR NO
CRITERION E:	_____	_____	_____	YES OR NO

NOTES: