

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 10, 2017**



IDAHO STATE BOARD OF EDUCATION

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**Governor's Task Force for Improving Education Master
Educator Premium Sub-Committee Members**

INSTRUCTIONAL FOCUS

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2. Linda Clark, State Board of Education
3. Nick Smith, Boise School District
4. Debbie Critchfield, State Board of Education
5. Jennifer Snow, Boise State University
6. Jolene Dockstader, Jerome School District
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9. Jolene Dockstader, Jerome School District

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MASTER EDUCATOR PREMIUM E-PORTFOLIO

Demonstration of Mastery of Instructional Techniques and Professional Practice

Portfolio Completion Guidelines:

Eligible individuals may apply for the Master Educator Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Master Educator Premium determinations will be based on the educator meeting the minimum requirements pursuant to [Section 33-1004I, Idaho Code](#), and the artifacts and evidence of exemplary teaching practices provided in the portfolio based on the following five standards:

- Leadership
- Professional Collaboration and Partnership
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Narrative responses must reflect excellence in the given area inside and/or outside of the classroom and demonstrate an impact on student learning. Examples referenced and evidence provided must be no more than five years old from date of submission. Artifacts submitted must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard. **For teacher candidates, at least one artifact must be a video of teaching.**

- Narratives must address each of the *Idaho Master Educator Standards*, and evidence must be submitted to support responses.
- The Assurance Form is to be completed and signed by authorized district personnel.
- When considering areas to focus on in the written narrative, it would be better to focus on a few areas and provide an in-depth reflection as opposed to many developed areas. Narratives are limited to the space/number of characters provided in each section of the template.

Candidates should choose evidence that best exemplifies their work based on the response provided for each standard.

- Evidence should be referenced within the written text and labeled accordingly.
- A piece of evidence may be referenced in more than one standard and/or characteristic.
- A minimum of one artifact per characteristic is required, but **up to four artifacts per characteristic will be allowed**. The quality of the artifact, not the quantity, will be considered.
- If an educator is submitting three levels of student work samples (high, med, and low), the educator should group them all together as one piece of evidence.

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Review Process:

Portfolios will be evaluated based on a common rubric that will be available as part of the application process. Portfolios will be reviewed by Idaho educators who volunteer to participate in the reviews. Each reviewer will be provided with training on reviewing the portfolios.

Individual portfolios will be reviewed by no less than two reviewers. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation. Ratings will be based on whether or not each standard and characteristic “meets the standard” (2 points); partially meets the standard” (1 point); or “does not meet the standard” (0 points). The scoring rubric is based on the Idaho Master Educator Standards, largely adopted from the work of the Ohio Educator Standards Board. Candidates should be advised to refer to the [State Board of Education](http://www.idaho.gov/education) website for guidance in completing their applications, and to view a copy of the scoring guide.

Following submission and final scoring of the portfolio, candidates will receive a copy of their score sheet, including a summary compilation of each reviewer’s final scores.

It has not yet been determined how the portfolio will be submitted. Electronic options are currently being explored. Once determined, information on how to submit portfolios will be provided on the State Board of Education website.



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Master Educator Premium Application

Candidate Name: _____

Candidate Email: _____

To be used to provide Candidate a copy of their score sheet, including a summary compilation of each candidate's final scores.

Candidate Phone Number: _____

To be used if reviewer has any questions regarding application.

School District/Charter School and

Building(s): _____

List all that apply.

Current Assignment: _____

Area(s) of endorsement: _____

Total number of years teaching: _____

Degree(s) earned: _____

Date application submitted: _____



MASTER EDUCATOR PREMIUM E-PORTFOLIO

Demonstration of Mastery of Instructional Techniques and Professional Practice

ASSURANCES

To be completed by authorized district personnel and returned electronically to candidate

Name of Candidate: _____

This candidate qualifies for the Master Educator Premium based upon the minimum requirements set forth in Idaho Code 33-1004I:

"The minimum qualifications for an instructional staff or a pupil service staff employee to earn a master educator designation shall be as follows:

- (a) An instructional staff or pupil service staff employee must have eight (8) or more years of teaching experience provided that the three (3) years immediately preceding the award must be continuous and in Idaho. The remainder of the teaching experience making up the eight (8) years must have been earned in Idaho or in a compact-member state pursuant to section [33-4101](#), Idaho Code.
- (b) An instructional staff or pupil service staff employee must demonstrate mastery of instructional techniques for no fewer than three (3) of the previous five (5) years of instruction through:
 - (i) Artifacts demonstrating evidence of effective teaching; and
 - (ii) Successful completion of an annual individualized professional learning plan; and
- (c) A majority of an instructional staff employee's students must meet measurable student achievement as defined in section [33-1001](#), Idaho Code, for no fewer than three (3) of the previous five (5) years.
- (d) A majority of a pupil service staff employee's students must meet measurable student achievement or measurable student success indicators, as defined in section [33-1001](#), Idaho Code, for no fewer than three (3) of the previous five (5) years."

I certify that the information submitted in this application is true and correct to the best of my knowledge and is of my own work. I further understand that any false statements may result in denial of this application and may result in submission of a complaint to the Idaho Professional Standards Commission.

Candidate Signature:

Date:

I certify that the information submitted in this application is true and correct to the best of my knowledge and that the Candidate listed in this application has met the minimum qualifications for an instructional staff or a pupil service staff employee to earn a master educator designation as listed above.

District Authorized Signature

Printed Name of District Personnel

Date

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MASTER EDUCATOR PREMIUM E-PORTFOLIO

Demonstration of Mastery of Instructional Techniques and Professional Practice

Standard 1: Leadership. Master Educators ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Describe how you have demonstrated consistent leadership in your school community and the profession related to all three characteristics below. How has your consistent leadership had an impact on student learning? Maximum of 2,000 characters)

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| Characteristics | Link to artifact(s) | Provide a brief description for each artifact and how the artifact meets the standard and characteristics. |
|---|-------------------------------------|---|
| 1. Influences decision-making as an advocate for students | Example of evidence | This document serves as an example of how an educator would create a hot link within the e-portfolio to the different forms of evidence needed to demonstrate their mastery of the different standards and characteristics. |
| | 2 nd Example of evidence | This document serves as a second example of how an educator would provide multiple documents to demonstrate their mastery of a standard and characteristic. |
| 2. Initiates innovations | | |
| 3. Provides leadership | | |

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Demonstration of Mastery of Instructional Techniques and Professional Practice

Standard 2: Professional Collaboration and Partnerships. Master Educators work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Describe how you have contributed to collaborative efforts with other educators, students, families and/or the community to support student learning related to all three characteristics below. How has your consistent professional collaboration had an impact on student learning? (Maximum of 2,000 characters)

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Demonstration of Mastery of Instructional Techniques and Professional Practice

| Characteristics | Link to artifact(s) | Provide a brief description for each artifact and how the artifact meets the standard and characteristics. |
|--|---------------------|--|
| 1. Serves as resource for colleagues, administrators, students, parents, and community | | |
| 2. Creates an environment of respect and rapport with the larger community | | |
| 3. Engages in collaborative contexts with peers | | |

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Demonstration of Mastery of Instructional Techniques and Professional Practice

Standard 3: Students and Learning Environment. Master Educators demonstrate knowledge and caring to connect instruction/services to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning/success for all students, and create a culture of civility and respect. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Describe how you have demonstrated distinguished teaching/service through a focus on students and environment, fostering rich learning opportunities and creating a safe, enthusiastic learning environment in which all students can be highly successful related to all five characteristics below. How has your focus on students and environment had an impact on student learning? (Maximum of 2,000 characters)

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| Characteristics | Link to artifact(s) | Provide a brief description for each artifact and how the artifact meets the standard and characteristics. |
|---|---------------------|--|
| 1. Creates a culture of mutual respect with parents and students | | |
| 2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning | | |
| 3. Promotes students to take ownership of their own learning/behavior and promotes student self-assessment and goal-setting | | |
| 4. Demonstrates holistic knowledge about individual students' lives | | |
| 5. Promotes positive student-to- student interactions | | |

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Standard 4: Professional Growth. Master Educators engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Describe your professional growth activities from the last three to five years related to all three characteristics below. How has your professional development had an impact on student learning? (Maximum of 2,000 characters)

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Demonstration of Mastery of Instructional Techniques and Professional Practice

| Characteristics | Link to artifact(s) | Provide a brief description for each artifact and how the artifact meets the standard and characteristics. |
|---|---------------------|--|
| 1. Seeks regular opportunities for continuous professional development | | |
| 2. Contributes to the development of learning opportunities designed to improve instructional and professional practice through participating in organizations/groups designed for this purpose | | |
| 3. Demonstrates reflective practice to improve instructional decision making and/or professional practice | | |

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Standard 5: Content, Instruction and Assessment. Master Educators have a deep and reflective understanding of their content, instructional/evidence-based methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

Describe how you have demonstrated distinguished teaching/service through a focus on content, instruction and assessment related to all eight characteristics below. How has your focus on content, instruction and assessment had an impact on student learning? (Maximum of 4,000 characters)

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| Characteristics | Link to artifact(s) | Provide a brief description for each artifact and how the artifact meets the standard and characteristics. |
|--|---------------------|--|
| 1. Demonstrates in-depth understanding of the content area/professional concepts | | |
| 2. Effectively delivers content area concepts/services to students utilizing diverse methods | | |
| 3. Enables students to take ownership of and communicate their own learning/behavior | | |
| 4. Actively engages and motivates students to learn/move toward success indicators | | |
| 5. Provides access points for students of all ability levels to engage in the learning process. | | |
| 6. Promotes critical thinking and problem solving skills | | |
| 7. Uses a variety of data sources, formative and summative assessments to evaluate student progress and learning | | |
| 8. Effectively communicates student strengths and needs with students, parents/guardians and colleagues | | |



MASTER TEACHER RUBRIC AND SCORING PROCEDURES - OVERVIEW

To be designated as a Master Educator in Idaho, educators must clearly demonstrate the following characteristics in a way that directly impacts student learning. Master Educators will achieve exemplary scores in four of the five standards on the scoring rubric.

At least two members of the Master Educator Committee will score each application, and scores for each standard 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 **Idaho Master Educator Standards**, largely adopted from the work of the Ohio Educator Standards Board. Candidates should be advised to refer to the *State Board of Education* website for guidance in completing their applications, and to view a copy of the scoring guide. Following submission and final scoring of the portfolio, candidates will receive a copy of their score sheet, including a summary compilation of each candidate's final scores.

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Candidate: _____ Evaluator #: _____

Standard 1: *Leadership*. Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 1 |
|--|---|--|---|----------------------|
| 1. Influences decision-making as an advocate for students | The evidence demonstrates that the teacher advocates for students' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving teacher quality and student achievement. | The evidence demonstrates that the teacher is involved in professional efforts to advance teaching and learning. | The evidence demonstrates that the teacher is not involved in efforts to advance teaching and learning. | |
| 2. Initiates innovations | The evidence demonstrates that the teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement. | The evidence demonstrates that the teacher implements change with school, district and state directive. | The evidence demonstrates that the teacher implements change as mandated by the principal. | |

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| 3. Provides leadership | The evidence demonstrates that the teacher takes multiple leadership roles in department, school, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design. | The evidence demonstrates that the teacher acts in leadership roles that are narrow in scope or limited. | The evidence demonstrates that the teacher participates in meetings as required. | |
| <p style="text-align: center;"><i>For a Master Teacher candidate to meet Standard 1, the candidate must demonstrate consistent leadership that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 6</p> <p>5-6 exemplary 3-5 adequate 0-2 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p> |

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Candidate: _____ Evaluator #: _____

Standard 2: Professional Collaboration and Partnerships. Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

| Characteristics | 2 points | 1 point each | 0 points each | Score for Standard 2 |
|--|--|---|--|----------------------|
| 1. Serves as resource for colleagues, administrators, students, parents, and community | The evidence demonstrates that the teacher consistently acts as a resource for others inside and outside of the education community, reaching across professions to provide support. | The evidence demonstrates that the teacher occasionally acts as a resource for others inside or outside of the education community. | The evidence demonstrates that the teacher is not involved as a resource. | |
| 2. Create an environment of respect and rapport with the larger community | The evidence demonstrates that 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. | The evidence demonstrates that the teacher occasionally collaborates with the parents. | The evidence demonstrates that the teacher does not collaborate with the local community, community agencies, or parents | |
| 3. Engages in collaborative contexts with peers | The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among | The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation; the | The evidence demonstrates that the teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The | |

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| | the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry through peer observation, peer feedback, peer coaching, professional dialogue, and/or other collegial learning activities. | teacher actively participates in a culture of professional inquiry but may not initiate activities. | teacher participates in the school's culture of professional inquiry when invited to do so. | |
| <p><i>For a Master Teacher candidate to meet Standard 2, the candidate must demonstrate focused collaboration that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p><u>SCORE</u></p> |

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Candidate: _____ Evaluator #: _____

Standard 3: Students and Learning Environment. Master Teachers demonstrate knowledge and caring to connect instruction to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 3 |
|---|---|--|--|----------------------|
| 1. Creates a culture of mutual respect with parents and students | The evidence demonstrates that the teacher collaborates with others to create environments in and out of the classroom that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation. | The evidence demonstrates that the teacher creates a classroom environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation. | The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation. | |

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| 2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning | The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. The teacher supports learners' growing ability to participate in decision-making, problem solving, and critical thinking. | The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. | The evidence demonstrates limited support of learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. | |
| 3. Prompts students to take ownership of their own learning and/or behavior, and promotes student self-assessment and goal-setting | The evidence demonstrates that the teacher involves learners in self-assessment and goal setting to address gaps between performance and potential. | The evidence demonstrates that the teacher provides opportunities for learners to set goals or self-assess. | The evidence demonstrates limited involvement of learners in self-assessment or goal setting. | |
| 4. Demonstrates holistic knowledge about individual students' lives | The evidence demonstrates that the teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning experiences that enable each learner to meet high standards. | The evidence demonstrates that the teacher understands learner differences within and across diverse communities to design learning experiences that enable each learner to meet high standards. | The evidence displays limited understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning | |

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| | | | experiences. | |
| 5. Promotes positive student to student interactions | The evidence demonstrates that the teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning. | The evidence demonstrates that the teacher uses independent, collaborative and whole-class learning situations. | The evidence demonstrates that the teacher uses one learning strategy the majority of the time. | |
| <p><i>For a Master Teacher candidate to meet Standard 3, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 10</p> <p>8-10 exemplary 5-7 adequate 0-4 area for growth</p> <p><u>SCORE</u></p> |

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Candidate: _____ Evaluator #: _____

Standard 4: Professional Growth. Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 4 |
|---|---|---|--|----------------------|
| 1. Seeks regular opportunities for continuous professional development | The evidence demonstrates that the teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop and implement targeted goals for professional growth. | The evidence demonstrates that the teacher identifies areas for professional growth using data sources. | The evidence demonstrates that the teacher participates in required professional development. | |
| 2. Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose | Evidence demonstrates active participation in educational organizations and contributes to the development of learning opportunities that provide professional development at the school, district and/or state level, that is relevant and is aligned to current best practices. | The evidence demonstrates that the teacher participates in professional organizations and professional development opportunities. | Evidence shows limited participation in professional organizations, and professional development opportunities that contribute to professional growth. | |

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| 3. Demonstrates reflective practice to improve instructional decision making and/or professional practice | The evidence demonstrates that the teacher regularly reflects on and analyzes a wide range of evidence to evaluate the impact of instruction on individual learners and to set goals for improvement and consistently makes adaptations for future instruction. | The evidence demonstrates that the teacher has some use of reflection on evidence, but does not consistently make adaptations for future instruction. | The evidence demonstrates that the teacher seldom reflects on evidence to impact instructional decisions. | |
| <p><i>For a Master Teacher candidate to meet Standard 4, the candidate must demonstrate continued professional growth that has a direct impact on student learning and aligned to school and district goals.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth <div style="border-top: 1px solid black; text-align: center; margin-top: 10px;">SCORE</div> |

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Candidate: _____ Evaluator #: _____

Standard 5: Content, Instruction and Assessment. Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessment techniques, which they consistently use to promote high levels of learning for all students.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 5 |
|--|--|--|---|----------------------|
| 1. Demonstrates in-depth understanding of the content area and/or professional concepts | The evidence demonstrates that the teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of students. | The evidence demonstrates that the teacher continues to enhance his/her knowledge of content, but demonstrates little application to student growth. | The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of content. | |
| 2. Effectively delivers content area concepts to students utilizing diverse methods | The evidence demonstrates that the teacher understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways. | The evidence demonstrates that the teacher uses of a variety of instructional strategies, but with minimal evidence of purposeful selection of strategies. | The evidence demonstrates that the teacher has limited use of a variety of instructional strategies. | |

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| 3. Enables students to take ownership of and communicate their own learning | The evidence demonstrates that the teacher guides learners to take responsibility for their own learning through individualized goal-setting that will be effective for them as individuals and produce quality work. | The evidence demonstrates that the teacher guides learners to set individualized goals and monitor progress. | The evidence demonstrates limited guidance in student goal-setting. | |
| 4. Actively engages and motivates students to learn | The evidence demonstrates that virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. | The evidence demonstrates that some students are intellectually engaged with important and challenging content. | The evidence demonstrates little student engagement. | |
| 5. Provides access points for students of all ability levels to engage in the learning process. | The evidence demonstrates that the teacher understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, | The evidence demonstrates that the teacher has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied | The evidence demonstrates that the teacher recognizes differences between learners, but fails to develop lessons for those differences. | |

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| | interests, and cultural heritages to differentiate instruction to improve student achievement. | approaches to learning, knowledge and skills, special needs, interests and cultural heritages to differentiate instruction. | | |
| 6. Promotes critical thinking and problem solving skills | The evidence demonstrates that the teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving involving relevant issues. | The evidence demonstrates teacher efforts to promote critical thinking and problem solving skills. | The evidence demonstrates limited efforts to promote critical thinking and problem solving skills. | |
| 7. Uses a variety of formative and summative assessments to evaluate student learning | The evidence demonstrates that the teacher uses assessments and collaboratively analyzes data (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities. | The evidence demonstrates that the teacher uses diagnostic, formative and summative assessments. | The evidence demonstrates limited use of assessment to inform instruction. | |
| 8. Effectively communicates student strengths and weaknesses with students, parents/guardians and colleagues | The evidence demonstrates that the teacher works with students and their parents/guardians to develop mutual expectations for learner performance and growth. The teacher | The evidence demonstrates that the teacher regularly informs students and parents about student progression. | Evidence demonstrates limited and/or inconsistent communication. | |

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| | communicates and records student performance through multiple mediums (e.g., newsletters, conferences, team meetings, etc.). | | | |
| <p><i>For a Master Teacher candidate to meet Standard 5, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points</p> <p>Comments:</p> | | | | <p>Max Score of 16 13-16 exemplary 8-12 adequate 0-7 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p> |

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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 |
|-------------|-----------|----------|-----------------|---|
| Standard 1: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 2: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 3: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 4: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 5: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |

Notes:

Candidate: _____ Evaluator #: _____ Date: _____

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MASTER EDUCATOR – PUPIL SERVICE STAFF RUBRIC AND SCORING PROCEDURES - OVERVIEW

To be designated as a Master Educator in Idaho, educators must clearly demonstrate the following characteristics in a way that directly impacts student learning. Master Educators will achieve exemplary scores in four of the five standards on the scoring rubric.

At least two members of the Master Educator Committee will score each application, and scores for each standard 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 **Idaho Master Educator Standards**, largely adopted from the work of the Ohio Educator Standards Board. Candidates should be advised to refer to the [State Board of Education](#) website for guidance in completing their applications, and to view a copy of the scoring guide. Following submission and final scoring of the portfolio, candidates will receive a copy of their score sheet, including a summary compilation of each candidate's final scores.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Candidate: _____ Evaluator #: _____

Standard 1: *Leadership*. Master Educators ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 1 |
|--|--|---|--|----------------------|
| 1. Influences decision-making as an advocate for students | The evidence demonstrates that the educator advocate for students' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving educator quality and student achievement. | The evidence demonstrates that the educator is involved in professional efforts to advance teaching and learning. | The evidence demonstrates that the educator is not involved in efforts to advance teaching and learning. | |
| 2. Initiates innovations | The evidence demonstrates that the educator is an agent of change who seeks opportunities to positively impact the learning environment, school improvements and student achievement. | The evidence demonstrates that the educator implements change with school, district and/or state directives. | The evidence demonstrates that the educator implements change as mandated by the principal. | |

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| 3. Provides leadership | The evidence demonstrates that the educator takes multiple leadership roles in department, building, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, evidence-based methods, staff development and/or policy design. | The evidence demonstrates that the educator acts in leadership roles that are narrow in scope or limited. | The evidence demonstrates that the educator participates in meetings as required. | |
| <p style="text-align: center;"><i>For a Master Educator candidate to meet Standard 1, the candidate must demonstrate consistent leadership that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 6</p> <p>5-6 exemplary 3-5 adequate 0-2 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p> |

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Candidate: _____ Evaluator #: _____

Standard 2: Professional Collaboration and Partnerships. Master Educators work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

| Characteristics | 2 points | 1 point each | 0 points each | Score for Standard 2 |
|---|---|--|---|----------------------|
| 1. Serves as resource for colleagues, administrators, students, parents, and community | The evidence demonstrates that the educator consistently acts as a resource for others inside and outside of the education community, reaching across professions to provide support. | The evidence demonstrates that the educator occasionally acts as a resource for others inside or outside of the education community. | The evidence demonstrates that the educator is not involved as a resource. | |
| 2. Creates an environment of respect and rapport with the larger community | The evidence demonstrates that the educator collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning. | The evidence demonstrates that the educator occasionally collaborates with the parents, local community or community agencies. | The evidence demonstrates that the educator does not collaborate with the local community or community agencies. | |
| 3. Engages in collaborative contexts with peers | The evidence demonstrates that the educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among | The evidence demonstrates that the educator's relationships with colleagues are characterized by mutual support and cooperation; the | The evidence demonstrates that the educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The | |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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| | peers and acts as a resource for others in professional dialogue, peer observation, peer feedback, peer coaching and/or other mentoring activities. | educator actively participates in a culture of professional inquiry. | educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked. | |
| <p><i>For a Master Educator candidate to meet Standard 2, the candidate must demonstrate focused collaboration that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p> |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Candidate: _____ **Evaluator #:** _____

Standard 3: Students and Learning Environment. Master Educators demonstrate knowledge and caring to connect services to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of success for all students, and create a culture of civility and respect. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 3 |
|---|--|--|--|----------------------|
| 1. Creates a culture of mutual respect with parents and students | The evidence demonstrates that the educator collaborates with others to create environments in and out of the educational setting that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, self-advocacy, monitoring, self-regulation and/or self-motivation. | The evidence demonstrates that the educator creates a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, self-advocacy, monitoring, self-regulation and/or self-motivation. | The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation. | |

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| 2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning | <p>The evidence demonstrates that the educator supports learners' independence and self-direction in identifying their educational needs, accessing resources, and using time to promote their learning. The educator supports learners' growing ability to participate in decision-making, problem solving, and critical thinking.</p> | <p>The evidence demonstrates that the educator supports learners' independence and self-direction in identifying their educational needs, accessing resources, and using time to accelerate their and/learning.</p> | <p>The evidence demonstrates limited support of learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.</p> | |
| 3. Prompts students to take ownership of their own learning and/or behavior by promoting student self-assessment and goal-setting | <p>The evidence demonstrates that the educator involves learners in self-assessment and goal setting to address gaps between performance and potential.</p> | <p>The evidence demonstrates that the educator provides opportunities for learners to set goals or self-assess.</p> | <p>The evidence demonstrates limited involvement of learners in self-assessment or goal setting.</p> | |
| 4. Demonstrates holistic knowledge about individual students' lives | <p>The evidence demonstrates that the educator uses understanding of learners' commonalities, individual differences and circumstances within and across diverse communities to design educational experiences that enable each learner to meet high standards.</p> | <p>The evidence demonstrates that the educator understands learner differences within and across diverse communities to design learning experiences that enable each learner to meet high standards.</p> | <p>The evidence displays limited understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning experiences.</p> | |

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| 5. Promotes positive student to student interactions | The evidence demonstrates that the educator effectively combines independent and collaborative experiences to maximize student success. | The evidence demonstrates that the educator uses independent and collaborative experiences. | The evidence demonstrates that the educator uses one strategy the majority of the time. | |
| <p style="text-align: center;"><i>For a Master Educator candidate to meet Standard 3, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.</i></p> <p> Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points. </p> <p>Comments:</p> | | | | <p>Max Score of 10 8-10 exemplary 5-7 adequate 0-4 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p> |

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Candidate: _____ **Evaluator #:** _____

Standard 4: Professional Growth. Master Educators engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 4 |
|---|---|--|--|-----------------------------|
| 1. Seeks opportunities for continuous professional development | The evidence demonstrates that the educator uses a variety of data sources to analyze his/her professional knowledge, strengths and needs in order to develop and implement targeted goals for professional growth. | The evidence demonstrates that the educator identifies areas for professional growth using data sources. | The evidence demonstrates that the educator participates in required professional development. | |
| 2. Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose | Evidence demonstrates active participation in educational organizations and contributes to the development of learning opportunities that provide professional development at the school, district and/or state level, that is relevant and is aligned to current best practices. | The evidence demonstrates that the educator participates in professional organizations and professional development opportunities. | Evidence shows limited participation in professional organizations, and professional development opportunities that contribute to professional growth. | |

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| 3. Demonstrates reflective practice to improve instructional decision making and/or professional practice | The evidence demonstrates that the educator regularly reflects on and analyzes a wide range of evidence to evaluate the impact of practice on individual learners and to set goals for improvement and consistently make adaptations to improve future practice. | The evidence demonstrates that the educator has some use of reflection on evidence, but does not consistently make adaptations for future instruction. | The evidence demonstrates that the educator has little use of reflection on evidence to impact instructional decisions. | |
| <p><i>For a Master Educator candidate to meet Standard 4, the candidate must demonstrate continued professional growth that has a direct impact on student learning and aligned to school and district goals.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points.</p> <p>Comments:</p> | | | | <p>Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p style="text-align: center; border-top: 1px solid black; margin-top: 20px;">SCORE</p> |

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Candidate: _____ Evaluator #: _____

Standard 5: Content, Instruction and Assessment. Master Educators have a deep and reflective understanding of the content, **evidence-based methods**, and assessments techniques, which they consistently use to promote high levels of learning for all students.

| Characteristics | 2 points each | 1 point each | 0 points each | Score for Standard 5 |
|---|---|--|--|----------------------|
| 1. Demonstrates in-depth understanding of professional concepts and content area | The evidence demonstrates that the educator continues to deepen his/her knowledge of concepts and content through new learning and uses it to support the growth of students. | The evidence demonstrates that the educator continues to enhance his/her knowledge of concepts and content, but demonstrates little application to student growth. | The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of concepts and content. | |
| 2. Effectively delivers services to students utilizing diverse methods | The evidence demonstrates that the educator understands and uses a variety of purposeful strategies to encourage learners to build and to apply knowledge. | The evidence demonstrates that the educator uses of a variety of strategies, but with minimal evidence of purposeful selection of strategies. | The evidence demonstrates that the educator has limited use of a variety of strategies. | |

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| 3. Enables students to take ownership of and communicate, their own learning and/or behavior | The evidence demonstrates that the educator guides learners to take responsibility for their own learning and/or behavior through individualized goal-setting that will be effective for them as individuals and produce quality outcomes. | The evidence demonstrates that the educator guides learners to set individualized goals and monitor progress. | The evidence demonstrates limited guidance in student goal-setting. | |
| 4. Actively engages and motivates students toward success | The evidence demonstrates that targeted students are actively engaged in goal setting through well-designed tasks and activities that result in student growth. | The evidence demonstrates that targeted students are actively engaged in goal setting through well-designed tasks and activities | The evidence demonstrates little student engagement. | |
| 5. Provides access for students of all ability levels to engage in the learning process. | The evidence demonstrates that the educator understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritages to differentiate services to improve student achievement. | The evidence demonstrates that the educator has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages to differentiate instruction. | The evidence demonstrates that the educator recognizes differences between learners, but fails to develop lessons for those differences. | |

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| 6. Promotes critical thinking and problem solving skills | The evidence demonstrates that the educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity and/or collaborative problem-solving involving relevant issues. | The evidence demonstrates educator efforts to promote critical thinking and/or problem solving skills. | The evidence demonstrates limited efforts to promote critical thinking and/or problem solving skills. | |
| 7. Uses a variety of data and assessment results to evaluate student progress and learning | The evidence demonstrates that the educator uses data and assessment results, and collaboratively analyzes the information to identify student strengths, promote student growth and maximize access to learning opportunities. | The evidence demonstrates that the educator uses data and assessment results to inform services for students. | The evidence demonstrates limited use of data and assessment to inform services for students. | |
| 8. Effectively communicates the student's strengths and needs with the student, parents/guardians, and colleagues | The evidence demonstrates that the educator works with students, their parents/guardians, and colleagues to develop mutual expectations for learner success and growth. The educator communicates and records student growth through applicable mediums (e.g., parent communications, conferences, team meetings, etc.) | The evidence demonstrates that the educator regularly informs students and parents about student progression. | Evidence demonstrates limited and/or inconsistent communication. | |

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| <p style="text-align: center;"><i>For a Master Educator candidate to meet Standard 5, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="text-align: center;">If "no" = subtract 2 points</p> <p>Comments:</p> | <p>Max Score of 16 13-16 exemplary 8-12 adequate 0-7 area for growth</p> <div style="text-align: center;"><u> </u> SCORE</div> |
|--|---|

EVALUATOR'S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION:

| | EXEMPLARY | ADEQUATE | AREA FOR GROWTH | EVIDENCE |
|-------------|-----------|----------|-----------------|---|
| Standard 1: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 2: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 3: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 4: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |
| Standard 5: | _____ | _____ | _____ | <input type="checkbox"/> YES OR NO <input type="checkbox"/> |

Notes:

Candidate: _____ Evaluator #: _____ Date: _____

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IDAHO MASTER EDUCATOR STANDARDS FOR PUPIL SERVICE AND INSTRUCTIONAL STAFF

Standard One: *Leadership*

Definition

Master Educators ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics

1. Influences decision-making as an advocate for students
2. Initiates innovations
3. Provides leadership

Standard Two: *Professional Collaboration and Partnerships*

Definition

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

Characteristics

1. Serves as resource for colleagues, administrators, students, parents, and community
2. Creates an environment of respect and rapport with the larger community
3. Engages in collaborative contexts with peers

Standard Three: *Students and Learning Environment*

Definition

Master Educators demonstrate knowledge and caring to connect services to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of success for all students, and create a culture of civility and respect. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Characteristics

1. Creates a culture of mutual respect with parents and students
2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning
3. Prompts students to take ownership of their own learning and/or behavior
4. by promoting student self-assessment and goal-setting
5. Demonstrates holistic knowledge about individual students' lives
6. Promotes positive student to student interactions

Standard Four: *Professional Growth*

Definition

Master Educators engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Characteristics

1. Seeks opportunities for continuous professional development
2. Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose
3. Demonstrates reflective practice to improve instructional decision making and/or professional practice

Standard Five: *Leadership*

Definition

Master Educators have a deep and reflective understanding of the content, evidence-based methods, and assessment techniques, which they consistently use to promote high levels of learning for all students.

Characteristics

1. Demonstrates in-depth understanding of professional concepts and content area
2. Effectively delivers services to students utilizing diverse methods
3. Enables students to take ownership of, and communicate, their own learning and/or behavior
4. Actively engages and motivates students toward success
5. Provides access for students of all ability levels to engage in the learning process.
6. Promotes critical thinking and problem solving skills
7. Uses a variety of data and assessment results to evaluate student progress and learning
8. Effectively communicates the student's strengths and needs with the student, parents/guardians, and colleagues

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Instructional Staff 17023

Pupil Services 1687

TOTAL POTENTIAL CANDIDATES 18710

3% Average annual percentage of educators who
submit portfolios based upon Ohio's data

2% Average annual percentage of educators who
qualify based upon Ohio's data

561.3 Anticipated portfolios to score

1122.6 Maximum number of reviewers needed
to score portfolios @ 100.00/portfolio

\$112,260.00 COST TO SCORE - ANTICIPATED MAXIMUM

374.2 Maximum awards anticipated in FY19

\$1,496,800.00 PREMIUM TOTALS - ANTICIPATED MAXIMUM

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