

CENTER FOR THE TEACHING PROFESSION

OHIO MASTER TEACHER PROGRAM

Senate Bill 2 directed the Educator Standards Board to define a “master teacher” in a manner that can be used uniformly by all districts and to adopt multiple, equal-weighted criteria to use in determining whether a person is a master teacher. It also directed districts to report the number of master teachers employed in the education management information system and The Ohio Department of Education to include the number of master teachers employed by each district on the district’s and building’s local report card.

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.

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CRITERIA

To be designated as a Master Teacher in Ohio, eligible educators must clearly demonstrate each of the following criteria as described in the *Ohio Standards for the Teaching Profession* (<http://esb.ode.state.oh.us>). Master Teachers will achieve exemplary scores in four of five areas on the scoring guide (enclosed).

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