



MASTER TEACHER PREMIUM

Demonstrated Mastery of Instructional Techniques and Professional Practice Plan

Eligible individuals may apply for the Master Teacher Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Master Teacher Premium determinations will be based on the teacher 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 Partnerships
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Artifacts must be submitted for each standard and must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard.

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 review will be provided with training on reviewing the portfolios and will receive a stipend for their service. Individual portfolio's will be reviewed by no less than two teachers. The number of teachers reviewing each portfolio will be determined based on the number of portfolios received and the number of available reviewers in a given year.

Ratings will be based on whether or not each standard and characteristic "meets the standard," "partially meets the standard," or "does not meet the standards." A scoring system will be established as part of the development of the rubric establishing a score range for each rating.

MASTER TEACHER PREMIUM STANDARDS

Definitions and Characteristics

Standard One: **Leadership**

Definition

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

1. *Participates in decision-making*
2. *Initiates innovations*
3. *Empowers and influences others*
4. *Participates in leadership positions/opportunities in school, district, local community, and state*
5. *Active in professional organizations*
6. *Provides leadership in learning communities*
7. *Provides leadership on instructional policy, curriculum development, and staff development*
8. *Provides leadership with evaluations of school improvements initiatives and projects*

Standard Two: **Professional Collaboration and Partnerships**

Definition

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.

Characteristics

1. *Serves as Resource for colleagues, administrators, students, parents, and community*
2. *Mentors others*
3. *Creates an environment of respect and rapport*
4. *Collaborates with colleagues, students, families, and community*
5. *Effectively communicates student strength and weaknesses with students, parents/guardians and colleagues*



Standard Three: **Students and Learning Environment**

Definition

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

1. *Creates a culture of mutual respect with parents and students*
2. *Inspires students to take risks, explore, think critically and achieve high levels of learning*
3. *Advocates for students*
4. *Demonstrates knowledge and caring about individual students' lives beyond the classroom and school*
5. *Promotes positive student to student interactions*

Standard Four: **Professional Growth**

Definition

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

1. *Advocates for the teaching profession*
2. *Seeks regular opportunities for continued professional development*
3. *Participates in organizations designed to contribute to the profession*
4. *Demonstrates reflective practice*

Standard Five: **Content, Instruction and Assessment**

Definition

Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

Characteristics

1. *Demonstrates in-depth understanding of the content area*
2. *Enables students to take ownership of their own learning*
3. *Works collaboratively with others to develop and improve content, teaching strategies and/or types of assessments*

4. *Effectively delivers content area concepts to students utilizing diverse methods*
5. *Actively engages and motivates students to learn*
6. *Provides an access point for all students to engage in the learning process no matter their ability level*
7. *Promotes critical thinking and problem solving skills*
8. *Uses a variety of formative and summative assessments to evaluate student learning*
9. *Analyzes the data provided by the assessments to modify or enhance instruction*
10. *Maintains accurate records and reflections on student progress towards mastery of content standards, social skills, critical thinking skills, and problem solving abilities*

Note: *Artifacts for Master Teacher Portfolios, Standard 5 – It is expected that master teachers will address each part of the standard – Content, Instruction, and Assessment. A rich portfolio will include at least one artifact that may address all three areas. Components of this standard may be developed as a team, but individual teachers must document how the formative assessments are helping students with specific examples of how all students are being reached.*



MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard *(Please indicate the standard being addressed):*

Describe the artifact being submitted in support of the standard. *(One paragraph maximum)*

What characteristic(s) of the standard identified above will be evident in the artifact:

** All characteristics must be met. Artifacts may cover multiple characteristics.*

Please provide a narrative stating how the artifact meets the standard and characteristics cited above.

The narrative should include an overview of the development and implementation of the artifact's activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two page limit)

** Artifacts will be based on whether they "meet," "partially meet," or "do not meet" the standard. A completed template must be provided for each standard, multiple templates may be provided as needed for a single standard.*

MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard *(Please indicate the standard being addressed):* **Content, Instruction, and Assessment**

Describe the artifact(s) being submitted in support of the standard. *(One paragraph maximum)*

The artifacts being submitted include 45 minutes of unedited video of 6th grade classroom instruction on one-celled organisms. The video is supported by a detailed lesson plan for the videotaped session, including content standard, lesson's learning target, learning strategies, formative assessment, how it relates to student prior knowledge, and how it relates to future lessons.

What characteristic(s) of the standard identified above will be evident in the artifact:

- 1. Demonstrates in-depth understanding of the content area*
- 2. Enables students to take ownership of their own learning*
- 4. Effectively delivers content area concepts to students utilizing diverse methods*

Please provide a narrative stating how the artifact meets the standard and characteristics cited above.

The narrative should include an over view of the development and implementation of the artifact's activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two-page limit)