Criterion E:
<u>Continued Professional Growth</u>

❖ Description of Criterion E:

Using multiple resources such as student learning, assessment data, researched best practices, and school and district goals, the teacher focuses and determines goals of professional development and reflection. Master teacher candidates evaluate their personal growth, understanding, and application of knowledge and develop an appropriate professional development plan.

❖ Teacher Work and Instructional Planning for Criterion E:

Teacher work and instructional planning described in the narrative for Criterion E should demonstrate continued self-reflection and assessment that leads to professional growth, and has a direct impact on student learning, and is aligned to school and district goals.

❖ Criterion E Standards:

Standard 2.2a - 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.

Standard 1.4d & 2.1c - The teacher's professional development is linked to daily practice and student achievement data.

Standard 6.2 - The teacher's professional development integrates relevant and current best practices.

❖ **Teacher Work and Instructional Planning Possibilities:**

- Committee work on teacher evaluation
- Planning and overseeing professional development
- Serve on local LPDC Committee
- Assume a leadership position in state professional organization
- Conduct research on teacher quality issues
- Serve as a member of the district leadership team or building leadership team
- Serve on a sub-committee of the BLT or DLT
- Serve on the Resident Educator/Mentor Committee or as a mentor to a resident
- Chair a department
- Serve on the High Schools That Work Committee
- Serve as a member on the Staff Advisory Committee
- Serve as a member of the Labor-Management Committee
- Serve as a member of the Master Teacher Committee
- Serve as a substitute for a principal/administrator
- Serve as a leader of a student club
- Serve as class advisor
- Serve as a grant coordinator
- Publish an educational research paper
- Serve as a coordinator of Parent Night
- Serve as a leader of grade-level meetings
- Present at a regional or state level conference/workshop

❖ **Descriptive Statements to Consider and Address in the Written Narrative for Criterion E:**

- How you analyze your professional knowledge, strengths, and weaknesses to develop targeted goals for professional growth.
- How your professional development is linked to daily practice and student achievement data.
- How your professional development integrates relevant and current best practices.
- How your professional development has had an impact on student learning. How you participate in decision making and initiating innovations and improvement for school change focusing on improving teacher quality and student achievement.

❖ **Evidence of Teacher Work for Criterion E may Include:**

Evidence of teacher work for Criterion E may include reflection and analysis of one's own professional growth, assessing strengths and weaknesses in regards to increasing students' learning and achievement, and targeted goals for professional improvement. Incorporation of professional knowledge/skills gained utilizing these in daily teaching practices and instructions. Integration of relevant and current best practices. Labeled and referenced evidence indicating a teacher's continued professional growth has had a direct impact on student learning.

❖ Scoring Guide (Rubric) for Criterion E:

- There are three (3) Scored Standards on the Ohio Master Teacher Application Scoring Guide for Criterion E

- Scoring is 2 - 0 points for each Scored Point

- Need an exemplary score of 5-6 points to pass Criterion E

Ohio | Department of Education

| Criterion E: Continued Professional Growth |

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____   Evaluator _____

2 points each	1 point each	0 points each	Score for Criterion E
o 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)	o The teacher identifies areas for professional growth using minimal data sources.	o The teacher does not use outside resources to support his/her professional growth.	
o The teacher's professional development is linked to daily practice and student achievement data. (PD 1.4d and 2.1c)	o The teacher's professional development is somewhat linked to daily practice and data.	o The teacher's professional development is not linked to daily practice or data.	
o The teacher's professional development integrates relevant and current best practices. (PD 6.2)	o The teacher's professional development integrates some best practices.	o The teacher's professional development does not integrate current best practices.	
		☐ ☐	Total Score_____ of 6 5-6 exemplary 3-4 adequate 0-2 area for growth

Comments: