

Criterion B:

Focused Collaboration

❖ Description of Criterion B:

Teachers collaborate and communicate with students, parents, and other educators, administrators, and the community to support student learning. All collaboration must have a direct impact on student learning.

❖ Teacher Work and Instructional Planning for Criterion B:

Teacher work and instructional planning described in the narrative for Criterion B should include examples of communications you have made with students, parents, administrators, and community members. Evidence of collaboration with other teachers at grade level or district-wide, as well as collaboration with outside agencies or individuals. Evidence of forms of communication that may be accepted by the Master Teacher Committee. All evidence for collaboration must demonstrate a direct impact on student learning.

❖ Ohio Teaching Standards form Criterion B:

Standard 6.3c: The teacher consistently learns from others by engaging in professional dialogue, peer observation, peer feedback, peer coaching, and/or other collegial learning activities.

Standard 6.3e: The teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement.

Standard 6.2 & 6.4: 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.

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

Working with Colleagues:

- **Collaborate with building grade-level team by attending grade level meetings and collaborating on lesson plans or team plans.**
- **Collaborate with building leadership team by participating in building leadership.**
- **Collaborate with district educators and administrators and state or national**
- **Activities such as curriculum committees, LPDC, Mentor Committee.**
- **Beyond the local district attend or help develop the implementation Of the Ohio Common Core Standards.**
- **Attend IEP meetings and IAT meetings.**

Working with Students:

- **Help students understand what is being taught and why i. e. how instruction relates to the Core Curriculum. Use a chart or graph to display growth. Set up a notebook or means for students to record the instructional goals of the class.**
- **Demonstrate how students can record their own personal goals to achieve success. Reading logs, reading charts. Keep students informed on their grades or achievement in the courses taught.**

Working with Families:

- **Send home newsletters on the class (older students can add or possibly write portions of this).**
- **Provide materials to help the families understand what is being taught and why.**
- **Make suggestions for activities and support that families can provide to enhance student success.**
- **Ensure that homework is understandable to the student and their families.**
- **Post grades and encourage that parents access online materials on student achievement and attendance. Communicate by email.**
- **Invite parents to field trips, class visits, and after-school activities at the grade or building level.**

Work with Community:

- **Invite the community to attend school functions—ball games, plays, concerts, music programs.**
- **Submit student work—poems, art, short stories—to contests or magazines.**
- **Invite the local paper and TV to attend school functions.**

Working with Universities:

- **Work with undergraduate teachers. Keep in touch with local institutions of higher education to be informed of opportunities for students or teachers to learn.**

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

- **How you analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.**
- **How you adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.**
- **How you involve learners in self-assessment and goal setting to address gaps between performance and potential.**
- **How you create a classroom in which students take an active role in maintaining and enriching the environment that is conducive to learning.**
- **How you effectively combine independent, collaborative, and whole-class learning situations to maximize student understanding and learning.**

Evidence of Teacher Work for Criterion B may Include:

Evidence of teacher work for Criterion B may include pre and post-testing, student work, charting and graphing of data, teacher journaling of research/unit/project/plan, anecdotal documentation of both teacher and/or students work, and other evidence that may be accepted by the Master Teacher Committee.

❖ Scoring Guide (Rubric) for Criterion B:

- **There are three (3) Scored Standards on the Ohio Master Teacher Application Scoring Guide for Criterion B**
- **Scoring is 2 - 0 points for each Scored Point**
- **Need an exemplary score of 5-6 points to pass Criterion B**

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

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. 	<div style="background-color: #e0e0ff; width: 80px; height: 20px; margin: 0 auto;"></div>
<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. 	<div style="background-color: #e0e0ff; width: 80px; height: 20px; margin: 0 auto;"></div>
<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. 	<div style="background-color: #e0e0ff; width: 80px; height: 20px; margin: 0 auto;"></div>
<input type="checkbox"/> <input type="checkbox"/>			Total Score _____ of 6 5-6 exemplary 3-4 adequate 0-2 area for growth
Comments: <div style="background-color: #e0e0ff; height: 40px; width: 100%; margin-top: 5px;"></div>			