

Criterion C:

Distinguished Teaching - Focus on Students and Environment

❖ Description of Criterion C:

Using pre and post-testing with analysis of student performance based on a specific criteria/outcome the teacher may design and complete a project followed by a detailed, written description of the process and student outcomes.

❖ Teacher Work and Instructional Planning for Criterion C:

Teacher work and instructional planning described in the narrative for Criterion C must be based on student needs, interests, and student prior knowledge, and strive to create an environment that engages learners in inquiry, and promotes high levels of learning for all students: in addition, to creating a culture of civility and success.

❖ Criterion C Standards:

Standard 1.1c - The teacher analyzes individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.

Standard 1.5f - The teacher adapts the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.

Standard 3.5 - The teacher involves learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 5.2f - The teacher creates a classroom in which students take active roles in maintaining an enriching environment that is conducive to learning.

Standard 5.4e - The teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning.

❖ Teacher Work and Instructional Planning Possibilities:

- **A test unit on a specific type of differentiated instruction using measurable outcomes for an individual, small group, or whole class.**
- **An integrated test unit on specific core standards or strands from two or more content areas using measurable outcomes for an individual, small group, or whole class.**
- **An action research project/unit on a specific core standard or strand using measurable outcomes for an individual, small group, or whole class.**
- **Develop a curriculum/unit for social development to create a culture of civility and success using measurable outcomes for an individual, small group, or whole class.**
- **Develop a behavior plan utilizing specific behavioral and classroom management techniques with measurable outcomes for an individual, small group, or whole class.**

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

- **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 C may Include:**

Evidence of teacher work for Criterion C 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 C:**

- **There are five (5) Scored Standards on the Ohio Master Teacher Application Scoring Guide for Criterion C**
- **Scoring is 2 - 0 points for each Scored Point**
- **Need an exemplary score of 8-10 points to pass Criterion C**



Criterion C: Focus on Students and Environment

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____	Evaluator _____
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2 points each	1 point each	0 points each	Score for Criterion C
○ The teacher analyzes individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. (1.1c)	○ The teacher demonstrates an understanding of student development to design instruction that meets learner needs.	○ The teacher does not use knowledge of student to develop or design instruction.	[]
○ The teacher adapts the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. (1.5f)	○ The teacher identifies approaches for students who have difficulty learning.	○ The teacher does not seek approaches for students who have difficulty learning or are advanced.	[]
○ The teacher involves learners in self-assessment and goal setting to address gaps between performance and potential. (3.5)	○ The teacher provides opportunities for learners to set goals or self-assess.	○ The teacher does not involve learners in self-assessment or goal setting.	[]
○ The teacher creates a classroom in which students take active roles in maintaining an enriching environment that is conducive to learning. (5.2f)	○ The teacher sets an expectation that students care and respect each other.	○ The teacher does not establish a respectful environment.	[]
○ The teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning. (5.4e)	○ The teacher uses independent, collaborative and whole-class learning situations.	○ The teacher uses one learning strategy the majority of the time.	[]
<input type="checkbox"/> <input type="checkbox"/>			Total Score _____ of 10 8-10 exemplary 5-7 adequate 0-4 area for growth
Comments: _____			