

Criterion D:

Focus on Content, Instruction & Assessment

❖ Description of Criterion D:

Using the Ohio Common Core Standards and available data from pre/post assessments, the teacher develops lessons and learning opportunities to maximize the learning opportunities for all students. The teacher uses diagnostic, formative, and summative assessments to determine the direction of instruction, to monitor progress, provide for individualization and differentiation and close the achievement gap. Teachers strive to deepen their knowledge of content and works to support the growth of other educators.

❖ Teacher Work and Instructional Planning for Criterion D:

Teacher work and instructional planning described in the narrative for Criterion D should demonstrate a deep and reflective understanding of the academic content taught. Multiple assessments used to evaluate student learning and inform instruction should be identified and described in detail. Continual reflection on student outcomes to inform decision-making to promote high levels of learning for all students should be discussed and connected to the teaching/learning cycle.

❖ Criterion D Standards:

Standard 2.1g - The teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of other educators.

Standard 2.2b - The teacher extends and enriches the curriculum by integrating school and district curriculum priorities with Ohio's Common Core Standards and/or national content standards.

Standard 3.2d - The teacher uses assessments (diagnostic, formative, and summative) to identify student strengths, promote student growth, and maximize access to learning opportunities.

Standard 3.3 & 4.2 - The teacher analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction to close the achievement gap

Standard 4.1d -The teacher actively participates in the development &/or implementation of district initiatives focused on improving student performance and closing the achievement gap.

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

- **Develop research projects/units/projects or plans based on the Ohio Common Core Standards and from student assessment data to guide instruction.**
- **Develop assessments (diagnostic, formative, summative) and demonstrate how you reflect on data to plan for instruction and provide for individualization and differentiation in the classroom.**
- **Demonstrate how you use a variety of assessments to prepare for future teaching.**
- **Develop or identify student benchmarks for curriculum to determine student needs and guide instruction.**
- **Work with Curriculum Committees, District/Building Leadership Committees, grade-level peers, District/State Common Core Standards workshops and provide professional development to other staff members to show professional growth and the extension and enrichment of the curriculum.**
- **Choose an area of instruction where you have collected baseline data and information on a student and discuss your planning and thinking for future interventions.**
- **Chart/list the interventions you engaged in, any modifications you made along the way and the eventual progress of this student over time.**
- **Provide student work samples that demonstrate how you implemented new teaching strategies with your evaluation of the strategies' effectiveness in advancing student achievement.**
- **Include your reflections and evaluation of how the activity/activities went and how they advanced student learning.**

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

- **How you deepen your knowledge of content through new learning and use it to support the growth of other educators.**
- **How you extend and enrich the curriculum by integrating school and district curriculum priorities with Ohio's Common Core Standards and/or national content standards.**
- **How you involve learners in self-assessment and goal setting to address gaps between performance and potential.**
- **How you participate actively in the development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap.**
- **How you use assessments (diagnostic, formative, and summative) to identify student strengths, promote student growth, and maximize access to learning opportunities.**

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- **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.**
- **How you focus on content instruction and assessment has had an impact on student learning.**

❖ Evidence of Teacher Work for Criterion D may Include:

Evidence of teacher work for Criterion D may include pre/post assessments including diagnostic, formative, and summative assessments, graphing/charting, and student work. Examples of individualized, differentiated student work. Evidence of developed lessons/activities based on assessment data. Evidence of deepening content knowledge and supporting the growth of other educators and other evidence that may be accepted by the Master Teacher Committee.

❖ **Scoring Guide (Rubric) for Criterion D:**

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



Criterion D: Focus on Content, Instruction & Assessment

OHIO MASTER TEACHER APPLICATION SCORING GUIDE

Educator Standards Board

Candidate: _____ Evaluator: _____

2 points each	1 point each	0 points each	Score for Criterion D
<ul style="list-style-type: none"> ○ The teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of other educators. (2.1g) 	<ul style="list-style-type: none"> ○ The teacher continues to enhance his/her knowledge of content. 	<ul style="list-style-type: none"> ○ The teacher neither enhances his/her knowledge of content nor supports the growth of other educators. 	[]
<ul style="list-style-type: none"> ○ The teacher extends and enriches curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and/or national content standards. (2.2b) 	<ul style="list-style-type: none"> ○ The teacher attempts to extend and enrich curriculum. 	<ul style="list-style-type: none"> ○ The teacher does not extend nor enrich prescribed curriculum. 	[]
<ul style="list-style-type: none"> ○ The teacher uses assessments (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities. (3.2d) 	<ul style="list-style-type: none"> ○ The teacher uses some diagnostic, formative and summative assessments. 	<ul style="list-style-type: none"> ○ The teacher uses summative assessments only. 	[]
<ul style="list-style-type: none"> ○ The teacher analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction to close the achievement gap. (3.3 and 4.2) 	<ul style="list-style-type: none"> ○ The teacher uses data to monitor student progress and learning and to plan instruction. 	<ul style="list-style-type: none"> ○ The teacher does not use data to monitor progress nor plan, differentiate or modify instruction. 	[]
<ul style="list-style-type: none"> ○ The teacher actively participates in the development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap. (4.1d) 	<ul style="list-style-type: none"> ○ The teacher implements district initiatives focused on improving student performance. 	<ul style="list-style-type: none"> ○ The teacher does not implement district initiatives. 	[]
Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If "no" = subtract 2 points.			Total Score _____ of 10
Comments: _____			8-10 exemplary 5-7 adequate 0-4 area for growth