

## **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 committees.**
- **Beyond the local district attend or help develop implementation of 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 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 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.**
- **Insure that homework is understandable to the student and the families.**
- **Post grades and encourage that parents access on-line 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"> <li>○ 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)</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher is involved in occasional collegial learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher is not involved in collegial learning activities.</li> </ul>	<input style="width: 80px; height: 20px;" type="text"/>
<ul style="list-style-type: none"> <li>○ The teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement. (6.3e)</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher collaborates with other teachers and/or administrators/staff.</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher's collaboration is limited to required activities or groups.</li> </ul>	<input style="width: 80px; height: 20px;" type="text"/>
<ul style="list-style-type: none"> <li>○ 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 &amp; 6.4)</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher occasionally collaborates with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>○ The teacher does not collaborate with the local community or community agencies.</li> </ul>	<input style="width: 80px; height: 20px;" type="text"/>
<input style="width: 20px; height: 15px;" type="checkbox"/> <input style="width: 20px; height: 15px;" type="checkbox"/>			Total Score _____ of 6  5-6 exemplary 3-4 adequate 0-2 area for growth
<b>Comments:</b> <div style="background-color: #e6f2ff; height: 40px; width: 100%;"></div>			