

Master Teacher

Monroe County Schools System Plan

2007-2008



Master Teacher 2007-2008

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Key Points of the Master Teacher Program 2007-2008

1. Information on Master Teachers can be obtained from:
www.GeorgiaMasterTeachers.org
2. Master Teacher Status enables teachers to be considered for State-funded Academic Coach positions in NI schools. No Monroe County school is an NI school.
3. State-wide Academic Coaches are not the same as Monroe County's Instructional Coach positions.
4. The current Master Teacher certification lasts for two years.
5. There are no financial awards attached to Master Teacher designation.
6. Teachers must have had a clear renewable certificate for three years and at least three years successful teaching experience in a Georgia public school and have completed at least one successful year in Monroe County.
7. The teacher is responsible for gathering data on student achievement and/or progress to be submitted through the central office. All data must be submitted electronically.
8. In addition to test scores, the candidate must show mastery of ten professional responsibilities.
9. The professional responsibilities rubric in use in Monroe County is based on one developed by Middle Georgia RESA. The criteria for approval were approved internally by a panel of recent Teachers of the Year with input from their peer teachers.
10. The application window for this school year is November 1, 2007 through January 31, 2008.
11. Because the review, approval and submission processes are lengthy, the application for the January 2008 entries must be received in the central office by January 3, 2008.
12. The principal, the superintendent or his designee and two others must review and sign off on the veracity of the application.
13. A Special Education teacher applicant must have the Special Education Director review the application and sign the Special Education Verification of Practices form prior to submitting the completed package to the Central Office.

Monroe County Guidelines for Master Teacher Applications: 2007-2008

General Guidelines:

1. The Master Teacher application must be completed for all subjects, all classes, and all students taught by the teacher.
2. There is no money involved in the Master Teacher endorsement.
3. There are three parts of the application: (1) teacher's personal information (2) data/evidence (3) professional duties/responsibilities.

Applying Using CRCT Data:

1. Section 1—Personal Information. This section must be filled out in its entirety.
2. Section 2—Student Achievement/Evidence CRCT. The CRCT scores for the student must be available for three consecutive years in the same format. (3 years QCC or 3 years GPS—no crossover in scoring). This section must be filled out in its entirety. Section IIA
3. Section 3—Professional Responsibilities. Provide supporting documentation for the committee to complete the MGRESA rubric.

Applying Using Non-CRCT Data:

1. Section 1—Personal Information. This section must be filled out in its entirety.
2. Section 2—Non-CRCT evidence of student achievement and/or progress. Each item on this section of the application must be thoroughly addressed and answered or the teacher's application will not be considered.
3. Section 3—Professional Responsibilities. Provide supporting documentation for the committee to complete the MGRESA rubric.

Applying Using Both CRCT and Non-CRCT Data:

1. Section 1—Personal Information. Fill out the personal information on page 1 of the application. This section must be filled out in its entirety.
2. Section 2—Student Achievement/Evidence. Section IIA must be filled out for classes in which the CRCT is available for three consecutive years in the same format. Section IIB must be filled out for classes in which the CRCT is not available for three consecutive years in the same format.
3. Section 3—Professional Responsibilities. Provide supporting documentation for the committee to complete the MGRESA rubric.

Submission:

1. The Master Teacher application is available online at <http://www.gamasterteacher.org>.
2. Only complete applications will be accepted. Applications must be in electronic format with faxed documents.
3. The completed packet must be received at the Central Office on or before January 3, 2008. No packet will be considered after January 3, 2008.
4. No incomplete packet will be considered. No packet will be sent back to teachers for completion. When the teacher's packet is received at Central Office, it will be considered the final application.

Checklist for Submitting Applicant's Documents to PSC

Please use this checklist to ensure that the package submitted to the Central Office is complete. No application package will be returned to teachers if information is missing or in an inappropriate format.

- The information (school, year, and/or grade) is entered correctly.
- The ID numbers are the state FTE number rather than the GTID or any other number such as the cafeteria number.
- There are no scanned or faxed student rosters.
- Applicant name and Submitted Data Name match (Applicant's data is not submitted under wrong name or vice versa).
- Applicant submits data under correct category.
- Directions are followed:
 - Applicant includes evidence required
 - Verification page statements are clearly marked as "YES" or "NO"
 - All of the 4 signatures on the verification page are included

MGRESA/Monroe County Master Teacher Professional Responsibility Rubric

A master teacher is actively involved in all phases of school life, including collaboration with colleagues and building relationships with supervisors, parents and other stakeholders. A master teacher is a person who is committed to being a life-long learner, continually improving their own skills and sharing their knowledge with others. A Master teacher has developed model classroom management and communication skills. Master teachers are consistently seen as positive leaders by their peers and consistently perform better than above average in all areas professional performance. This rubric is designed to help teachers measure where they are currently and what they need to do to attain an exemplary status. In order to be considered a Master Teacher, teachers in Monroe County need to be scored in the Advanced or Exemplary stages of development in all 10 criteria with at least 6 in the Exemplary category.

Criteria	Stage 1: Adequate	Stage 2: Accomplished	Stage 3: Advanced	Stage 4: Exemplary	Examples of Appropriate Evidence *
1. Participates in opportunities for Professional Learning reflecting personal goals that align with school improvement goals and the GPS (Georgia Performance Standards)	Participates in professional learning provided by school.	Applies new skills/learning acquired in school or outside school settings to classroom instruction. Articulates school improvement goals.	Implements professional learning in the classroom and shares the results of that learning with colleagues. Articulates links between learning and school improvement goals.	Sets personal school improvement goals and develops a plan to reach the goals including professional learning that is linked to those goals.	<input type="checkbox"/> List of personal goals <input type="checkbox"/> Agendas from meetings <input type="checkbox"/> Planning committee minutes <input type="checkbox"/> PLU transcripts for classes taken that align with school improvement goals
2. Implements exemplary practices that connect to student learning and achievement	Teacher's lessons are well planned but predominantly teacher-focused and assessed mainly by traditional means.	Lessons are part of meaningful units and include a variety of teaching and assessment strategies. Many activities are student centered.	Lessons include specific DI or LFS strategies matched to specific student needs. Students are involved in their own assessment.	Identifies and articulates why specific DI or LFS strategies were selected. Students are actively involved in their own assessment. Demonstrates student growth.	<input type="checkbox"/> Lesson/unit plans reflect research-based practices and implementation of GPS when appropriate <input type="checkbox"/> Documentation of NBCT, ToTY, STAR teacher <input type="checkbox"/> Observation notes from supervisor (Walk-through, Snapshots, etc.) <input type="checkbox"/> Conference/faculty presentation of exemplary

- Evidence should be for this school year and should be presented to the committee in paper in an organized format. Evidence must be of sufficient quality to show attainment of mastery. Quality is more important than quantity. 4

Criteria	Stage 1: Adequate	Stage 2: Accomplished	Stage 3: Advanced	Stage 4: Exemplary	practice Examples of Appropriate Evidence
3. Possesses a collaborative and supportive relationship with colleagues	Teacher participates in collaborative planning as assigned by principal.	Teacher is supportive of the collaborative process and works well with colleagues and school leaders to implement school improvement.	Teacher initiates collaboration activities and shares resources, ideas and/or strategies with colleagues.	Teacher takes a leadership role in collaborative planning and colleagues look to him/her for support and guidance.	<input type="checkbox"/> Annotated agendas <input type="checkbox"/> Leadership team membership <input type="checkbox"/> Professional Learning Community team <input type="checkbox"/> Documentation of TSS <input type="checkbox"/> Mentoring/Coaching documents <input type="checkbox"/> Documentation of involvement on District level committee
4. Provides frequent information to parents, as appropriate, about the instructional program.	Teacher sends information to parents as required by the school and system.	Teacher initiates frequent parent contacts with general information about what their children will be learning.	Teacher initiates a variety of contacts with parents to share detailed information about the instructional program.	Teacher uses a variety of methods to make frequent contact with parent providing detailed instructional news and ideas for working with students at home.	<input type="checkbox"/> Copy of teacher's Home Page <input type="checkbox"/> Copies of parent newsletters <input type="checkbox"/> Copies of Pacing Guides sent home to parents <input type="checkbox"/> Copies of email and/or notes to parents regarding the instructional program <input type="checkbox"/> Parent contact logs
5. Provides positive information and areas-for-improvement aspects of student progress to parents.	Teacher provides information to parents about student learning.	Teacher frequently provides parents with information on student progress in both positive and needs improvement situations.	Teacher uses a variety of methods to contact parents to share detailed information about their child's strengths and needs.	Teacher uses a variety of methods to frequently contact parents to share student strengths, needs and specific ideas or resources for remediation or enrichment.	<input type="checkbox"/> Copies of positive and needs improvement parent email and/or notes regarding student progress. <input type="checkbox"/> Copy of SST minutes (with names removed) <input type="checkbox"/> Copies of Parent-Teacher Conference Forms (with names removed) <input type="checkbox"/> Copies of materials from Test Talks with parents (including

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					Benchmark results)
Criteria	Stage 1: Adequate	Stage 2: Accomplished	Stage 3: Advanced	Stage 4: Exemplary	Examples of Appropriate Evidence
6. Responds to parents concerns with appropriate professionalism.	Teacher responds appropriately and in a timely manner to parents who initiate contact.	Teacher creates a partnership with parents and is respectful of their point of view.	Teacher creates a respectful partnership with parents and works to resolve difficult situations with a win-win outcome.	Teacher creates a respectful partnership with parents and follows up on meetings with parents to ensure a positive outcome for students.	<input type="checkbox"/> Parent contact logs <input type="checkbox"/> Principal verification
7. Develops a classroom management system which is easily understood by students and encourages students to self-monitor	Teacher has a clear system for organizing classroom processes, including student behavior.	Classroom rules and routines are clear, respectful of students, and support student learning.	Students clearly understand and respect the teacher's management system.	Classroom rules and procedures are so well understood that transitions are smooth and students are able to monitor their own behavior.	<input type="checkbox"/> Copy of classroom management plan. <input type="checkbox"/> Email and/or notes to parents and students <input type="checkbox"/> Principal verification
8. Models appropriate communication between teacher and administrator such as notes, emails, memos and/or other means of communication.	Teacher respects chain-of-command and consistently uses correct spelling and grammar in all forms of communication.	Teacher respects chain-of-command and consistently uses correct spelling and grammar in all forms of communication. Communication is always positive in tone and purpose.	In addition to stages 1 and 2, the teacher maintains a professional demeanor even when disagreeing or discussing a difficult topic with an administrator.	In addition to stages 1 and 2, the teacher accepts and visibly supports school-wide decisions.	<input type="checkbox"/> Copies of notes, emails, memos, and/or other means of communication <input type="checkbox"/> Principal verification

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Criteria	Stage 1: Adequate	Stage 2: Accomplished	Stage 3: Advanced	Stage 4: Exemplary	Examples of Appropriate Evidence
9. Maintains strict adherence to confidentiality	Teacher maintains strict confidentiality involving students, colleagues or sensitive school system issues.	N/A: There are no gradations in confidentiality	N/A: There are no gradations in confidentiality	Teacher maintains strict confidentiality involving students, colleagues or sensitive school issues and works to influence others to do the same.	<input type="checkbox"/> GTDRI <input type="checkbox"/> Principal verification
10. Influences other teachers in the standards of professional conduct and being a model for those teachers.	Teacher models professional conduct.	Teacher clearly influences the behavior of his/her peers in a positive manner.	Teacher is sought out by other teachers as a positive role model and mentor.	Teacher takes an active role in providing a positive impact on school culture.	<input type="checkbox"/> Duties and Responsibilities (past two years) <input type="checkbox"/> GTDRI

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