

Master Teacher Premium Overview



Master Teacher Premium

Performance Criteria – Section 33-1004I (effective July 1, 2019)

- \$4,000 premium per year for 3 years and then renewed annually
 - Minimum of 8 years teaching
 - Three (3) years immediately preceding the award must be continuous
 - For 3 of the previous 5 years:
 - Majority of students meeting measurable student achievement goals as defined in Section 33-1001.
 - Mastery of instructional techniques and professional practice
 - Artifacts demonstrating evidence of effective teaching; and
 - Successful completion of an individualized professional learning plan
 - Meet additional qualifications as set forth in:
 - A plan developed at the district level and approved by the State Board of Education
- OR**
- A plan to demonstrate mastery of instructional practice developed by a committee of teachers, administrators and other stakeholders facilitated by the State Board of Education

Master Teacher Premium

SBOE Plan

- SBOE convened a group of teachers, administrators, school board members, and SBOE members in Summer 2015 to develop a plan
 - Mark Jones (Chair), Boise School District (Principal)
 - Sherry Belknap, West Ada School District (Teacher)
 - Linda Clark, State Board of Education
 - John Cordell, St. Maries School District (Principal)
 - Debbie Critchfield, State Board of Education
 - Jolene Dockstader, Jerome School District (Teacher)
 - Aaron McKinnon, Boise School District (Teacher)
 - Senator Dean Mortimer, Idaho State Senate
 - Scott Tverdy, Buhl School District (Board of Trustees)
 - Deidre Warden, Idaho Falls School District (Board of Trustees)
 - Kim Zeydel, West Ada School District (Teacher)
- SBOE approved plan May 2016

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SBOE Plan

- Evidence of mastery of instructional techniques demonstrated through the submittal of a portfolio consisting of artifacts and evidence of exemplary teaching practices within the following characteristics:
 - Leadership
 - Professional Collaboration and Partnerships
 - Students and Learning Environment
 - Content, Instruction and Assessment
 - Professional Growth
- Teachers will submit their portfolios to SBOE for review
- Reviews will be conducted by Idaho educators (peers)

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SBOE Plan

Standard One: Leadership

Definition:

Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics:

- 1. Participates in decision-making*
- 2. Initiates innovations*
- 3. Empowers and influences others*
- 4. Participates in leadership positions/opportunities in school, district, local community, and state*
- 5. Active in professional organizations*
- 6. Provides leadership in learning communities*
- 7. Provides leadership on instructional policy, curriculum development, and staff development*
- 8. Provides leadership with evaluations of school improvements initiatives and projects*

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Standard Two: Professional Collaboration and Partnerships

Definition:

Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively and support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Characteristics:

- 1. Serves as Resource for colleagues, administrators, students, parents, and community*
- 2. Mentors others*
- 3. Creates an environment of respect and rapport*
- 4. Collaborates with colleagues, students, families, and community*
- 5. Effectively communicates student strength and weaknesses with students, parents/guardians and colleagues*

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Standard Three: Students and Learning Environment

Definition:

Master Teachers demonstrate knowledge and caring to connect instruction to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Characteristics:

- 1. Creates a culture of mutual respect with parents and students*
- 2. Inspires students to take risks, explore, think critically and achieve high levels of learning*
- 3. Advocates for students*
- 4. Demonstrates knowledge and caring about individual students' lives beyond the classroom and school*
- 5. Promotes positive student to student interactions*

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Standard Four: Professional Growth

Definition:

Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Characteristics:

- 1. Advocates for the teaching profession*
- 2. Seeks regular opportunities for continued professional development*
- 3. Participates in organizations designed to contribute to the profession*
- 4. Demonstrates reflective practice*

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Standard Five: Content, Instruction and Assessment

Definition:

Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

Characteristics:

- 1. Demonstrates in-depth understanding of the content area*
- 2. Enables students to take ownership of their own learning*
- 3. Works collaboratively with others to develop and improve content, teaching strategies and/or types of assessments*
- 4. Effectively delivers content area concepts to students utilizing diverse methods*
- 5. Actively engages and motivates students to learn*
- 6. Provides an access point for all students to engage in the learning process no matter their ability level*
- 7. Promotes critical thinking and problem solving skills*
- 8. Uses a variety of formative and summative assessments to evaluate student learning*
- 9. Analyzes the data provided by the assessments to modify or enhance instruction*
- 10. Maintains accurate records and reflections on student progress towards mastery of content standards, social skills, critical thinking skills, and problem solving abilities*

Note: Artifacts for Master Teacher Portfolios, Standard 5 – It is expected that master teachers will address each part of the standard – Content, Instruction, and Assessment. A rich portfolio will include at least one artifact that may address all three areas. Components of this standard may be developed as a team, but individual teachers must document how the formative assessments are helping students with specific examples of how all students are being reached.

MASTER TEACHER PREMIUM REVIEW TEMPLATE
Standard (Please indicate the standard being addressed): Content, Instruction, and Assessment

Describe the artifact(s) being submitted in support of the standard. (One paragraph maximum)

The artifacts being submitted include 45 minutes of unedited video of 6th grade classroom instruction on one-celled organisms. The video is supported by a detailed lesson plan for the videotaped session, including content standard, lesson's learning target, learning strategies, formative assessment, how it relates to student prior knowledge, and how it relates to future lessons.

What characteristic(s) of the standard identified above will be evident in the artifact:

- 1. Demonstrates in-depth understanding of the content area**
- 2. Enables students to take ownership of their own learning**
- 4. Effectively delivers content area concepts to students utilizing diverse methods**

Please provide a narrative stating how the artifact meets the standard and characteristics sited above. The narrative should include an over view of the development and implementation of the artifact's activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two-page limit)

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Review Process

- Evaluated based on a common rubric
 - Rubric will be available as part of the application process
- Reviewed by no less than two Idaho educators
 - Each reviewer will be provided with training on reviewing the portfolios and will receive a stipend for their service. The number of teachers reviewing each portfolio will be determined based on the number of portfolios received and the number of available reviewers in a given year.
- Ratings based on whether or not each standard and characteristic “meets the standard,” “partially meets the standard,” or “does not meet the standards”
- A scoring system for each rating will be established as part of the development of the rubric



**Idaho State
Board of Education**

