

Master Teacher Premium Plan

BACKGROUND/DISCUSSION

The Career Ladder legislation passed in 2015 (H296) established the Master Teacher Premium (Premium) to recognize and financially reward outstanding teachers. To be eligible for the Premium, teachers must meet certain minimum requirements, as well as show evidence of mastery of instructional techniques and professional practices. Evidence may be shown through a process established by the State Board of Education (Board) or a locally established processes approved by the Board. Those teachers recognized as Master Teachers will earn an additional \$4,000 per year for three years. Following the initial three-year period, teachers are eligible to receive the Premium on an annual basis based on continued eligibility.

Pursuant to section 33-1004I, Idaho Code, to qualify for the Premium, a teacher must have a minimum of eight (8) years teaching experience (the three (3) years immediately preceding the award must be continuous). Additionally, for three (3) of the previous five (5) years of instruction, the teacher must show:

- Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
- Majority of students meeting measurable student achievement criteria.

The process/plan for teachers to show evidence of mastery, if developed at the district level, must be developed by a committee of teachers, administrators and stakeholders and be approved by the Board. District plans may be set up in a way that recognizes groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. These groups may be school-wide or may be smaller groups, such as grade level or subject matter groups. If the school district process allows for premiums to be based on a group, each teacher in a group must meet all the requirements to be eligible to receive the funds. If a school district does not develop its own plan, the eligible teachers in the school district may apply to the Office of the State Board of Education based on the state plan.

A Master Teacher Premium Committee was convened to provide recommendations to the Board on the state level plan for teachers to show evidence of mastery. The committee consisted of teachers, administrators and stakeholders as prescribed in statute. The committee met from June through December of 2015 to develop a plan and criteria for identifying a Master Teacher.

The committee recommended that evidence of mastery be demonstrated through the submittal of a portfolio, which would consist of a collection 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 using the state plan would do so by submitting their portfolios to the state for review. The reviews would be conducted by Idaho educators (peers). Individual Idaho educators would apply to be reviewers of the portfolios. Individuals that are selected to be reviewers would receive training on grading the portfolios and be provided a stipend for their time. Each portfolio would be reviewed by more than one peer. The number of reviewers needed overall, as well as a determination on the number who would review each portfolio, will be contingent on the number of portfolios submitted.

It is intended that the portfolios of teachers designated as Master Teachers will be available for review as examples of outstanding teaching for other teachers to use to enhance their own practices.

Master Teacher Premium Committee Members

1. Mark Jones (Chair), Boise School District (Principal)
2. Sherry Belknap, West Ada School District (Teacher)
3. Linda Clark, State Board of Education
4. John Cordell, St. Maries School District (Principal)
5. Debbie Critchfield, State Board of Education
6. Wiley Dobbs, Twin Falls School District (Board of Trustees)
7. Jolene Dockstader, Jerome School District (Teacher)
8. Aaron McKinnon, Boise School District (Teacher)
9. Senator Dean Mortimer, Idaho State Senate
10. Scott Tverdy, Buhl School District (Teacher)
11. Deidre Warden, Idaho Falls School District (Board of Trustees)
12. Kim Zeydel, West Ada School District (Teacher)

MASTER TEACHER PREMIUM Summary

Summary – Master Teacher Premium Performance Criteria (\$4,000 premium paid to the teacher):

- Minimum of 8 years teaching provided that the three (3) years immediately preceding the award must be continuous.
- For 3 of the previous 5 years of instruction:
 - Demonstration of mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
 - Majority of students meeting measurable student achievement criteria as defined in Section 33-1001, Idaho Code.
- In addition to the minimum requirements:
 - Districts may develop additional requirements showing mastery through a plan developed at the district level by a committee of teachers, administrators and stakeholders and approved by the State Board of Education;
 - Districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the State Board of Education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
 - If a district does not develop its own plan, districts must adopt a plan developed by a committee made up of teachers, administrators and other stakeholders facilitated by the State Board of Education and approved by the State Board of Education.

Idaho Code – Master Teacher Premium

33-1004I. Master teacher premiums. [effective July 1, 2019] (1) A portion of the moneys available to the education support program shall be distributed per full-time equivalent instructional staff position employed by each school district. Such moneys shall be paid to instructional staff employees who have earned a master teacher designation by meeting the minimum qualifications set forth in subsection (2) of this section and the additional qualifications developed or adopted by the employing school district pursuant to subsection (3) of this section, in an amount set forth in subsection (4) of this section.

(2) The minimum qualifications for an instructional staff employee to earn a master teacher designation shall be as follows:

- (a) The instructional staff employee must have eight (8) or more years of teaching experience provided that the three (3) years immediately preceding the award must be continuous;
 - (b) The instructional staff employee must demonstrate mastery of instructional techniques for not less than three (3) of the previous five (5) years of instruction through:
 - (i) Artifacts demonstrating evidence of effective teaching; and
 - (ii) Successful completion of an annual individualized professional learning plan; and
 - (c) A majority of the instructional staff employee's students meet measurable student achievement as defined in section [33-1001](#), Idaho Code, for not less than three (3) of the previous five (5) years.
- (3) In addition to the minimum qualifications for a master teacher designation set forth in subsection (2) of this section:
- (a) Local school districts may develop and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures, provided that such qualifications shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education;
 - (b) Local school districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
 - (c) If a local school district has not developed qualifications pursuant to paragraph (a) or (b) of this subsection, then the school district shall adopt and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures as developed by a committee facilitated by the state board of education consisting of teachers, administrators and other stakeholders, which measures shall be approved by the state board of education.
- (4) The amount of the master teacher premium paid to a qualified instructional staff employee shall be four thousand dollars (\$4,000) each year for three (3) years starting with the initial award of the master teacher premium. After the third year of receiving the master teacher premium, the instructional staff employee must continue to demonstrate that he or she meets the master teacher premium qualifications in each subsequent year. If the qualifications are not met, then the premium will be discontinued until such time as the qualifications are met.



- (5) Local school district boards of trustees may provide master teacher premiums to instructional staff employees consistent with the provisions of this section.
- (6) For the purposes of this section, the term "school district" also means "public charter school" and the term "board of trustees" also means "board of directors."
- (7) The state board of education may promulgate rules implementing the provisions of this section.

MASTER TEACHER PREMIUM

Demonstrated Mastery of Instructional Techniques and Professional Practice Plan

Eligible individuals may apply for the Master Teacher Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Master Teacher Premium determinations will be based on the teacher meeting the minimum requirements pursuant to Section 33-1004I, Idaho Code, and the artifacts and evidence of exemplary teaching practices provided in the portfolio based on the following five standards:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Artifacts must be submitted for each standard and must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard.

Review Process

Portfolios will be evaluated based on a common rubric that will be available as part of the application process. Portfolios will be reviewed by Idaho educators who volunteer to participate in the reviews. Each review will be provided with training on reviewing the portfolios and will receive a stipend for their service. Individual portfolio's will be reviewed by no less than two teachers. 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 will be 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 will be established as part of the development of the rubric establishing a score range for each rating.

MASTER TEACHER PREMIUM STANDARDS

Definitions and Characteristics

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*

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*

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*

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*

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):*

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

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

** All characteristics must be met. Artifacts may cover multiple characteristics.*

Please provide a narrative stating how the artifact meets the standard and characteristics sited above.

The narrative should include an overview 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)

** Artifacts will be based on whether they "meet," "partially meet," or "do not meet" the standard. A completed template must be provided for each standard, multiple templates may be provided as needed for a single standard.*

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 cited 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)

MASTER TEACHER PREMIUM

FREQUENTLY ASKED QUESTIONS (UPDATED APRIL 2016)

Q: Why do we have a Master Teacher Premium?

A: The legislature wanted to identify and recognize teachers who exhibit the highest levels of mastery of instructional techniques and exemplary professional practice through the demonstration of highly effective teaching.

Basic Master Teacher Premium Timeline

- (2015) House Bill 296 established Section 33-1004I, Idaho Code, creating a master teacher premium to recognize master teachers with a \$4,000 annual premium dispersed over a minimum of three years.
- (2015) Master Teacher Premium Committee was tasked with creating the standards and process to fulfill the law.
- (2016-17 school year) Starting year for creating the Educator Portfolio, which must span and cover a minimum of three years of evidence.
- (2017-18 school year) Teachers will continue to enhance their Educator Portfolio with additional documents to note growth and/or change, and additional evidence.
- (2018-19 school year) Teachers will continue to enhance their Educator Portfolio documents and reflections.
- (June 2019) Submit Educator Portfolio. Timeline for notification of successful qualification to be determined.
- (July 1, 2019) Funds available for educators who achieve the standards Approved by the State Board of Education and created by the Master Teacher Premium Committee or have met their district developed and State Board approved master teacher qualifications. Disbursement method to be determined.

The Master Teacher Premium Basics

It is an effort by the Idaho Legislature to recognize and financially reward outstanding teachers.

It is a premium paid to the teacher of \$4,000 per year for the first three years (\$12,000), in addition to the teacher's normal salary. Following the initial three year period teachers are eligible to receive the premium on an annual basis. Teachers must remain employed to remain eligible to receive the premium each year.

Master Teacher Premium determinations are based on the teacher meeting the minimum requirements and a collection of artifacts and evidence (portfolio) of exemplary teaching practices within five standards, including:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Content, Instruction and Assessment
- Professional Growth

Master Teacher Premium is an option that full-time and part-time educators who have been teaching for at least 8 years may choose to pursue. Premiums for teachers working less than 1 FTE will be prorated based on the total FTE worked in the public school system.

What the Master Teacher Premium is NOT:

- It is NOT part of the leadership premium funds distributed by your district.
- It is NOT part of or connected to your administrator's evaluation of the teacher's performance.
- It is NOT part of the certification or recertification process.
- It is NOT tied to your placement on the Career Ladder.

Minimum Eligibility Requirements:

- Eight years of teaching experience, three years immediately preceding the award must be continuous.
- Successful completion of an annual individualized professional learning plan.
- A majority of students meet measurable student achievement as defined in section 33-1001, Idaho code for not less than three of the previous five years.
- Provide artifacts demonstrating evidence of effective teaching for three of the previous five years.
- This is an option that full-time and part-time educators who have been teaching for at least 8 years may choose to pursue.



Q: Why do teachers have to submit a portfolio?

A: The committee considered three options for determining the criteria for demonstrating “mastery of instructional techniques.”

- 1) Require that teachers meet a determined number of distinguished marks;
- 2) Require a higher percentage level of students showing improvement over the minimum;
or
- 3) Develop a portfolio that allows teachers to choose artifacts demonstrating mastery of instructional techniques. Feedback from stakeholders indicated that the portfolio system would be the best approach.

Q: What is the Difference between the Master Teacher Premium and the Career Ladder?

A: Once earned, the Master Teacher Premium is a \$4,000 per year premium distributed to the teacher, for a minimum of three years, and is not tied to placement on the Career Ladder. The Career Ladder is a model for distributing funds to school districts for personnel costs.

Q: What is the difference between the Master Teacher Premium and the Leadership Premium?

A: The Leadership Premium is distributed to the school districts for compensating teachers for leadership roles, mentoring, or other positions identified by the district. The district determines how the Leadership Premium funds are distributed. The Master Teacher Premium is dedicated funds distributed to teachers who choose to apply and meet the requirements.

Q: Who can qualify for the Master Teacher Premium?

A: Any certified teacher in Idaho, who meets the minimum requirements, may apply for the master teacher premium. The evidence required in the portfolios should be adjusted to reflect that teacher’s area of expertise.

Q: How much time should it take to complete the portfolio?

A: Estimated, it could take between 20-40 hours to complete the portfolio (varied depending on the individual).

Q: What is an artifact?

A: Physical evidence (including narrative) documenting how an educator is meeting the criteria of the Master Teacher Standards.

Q: How many standards are there and how many artifacts do I have to have?

A: There are five standards: *Leadership; Professional Collaboration and Partnerships; Students and Learning Environment; Content, Instruction, and Assessment; and Professional Growth*. The number of artifacts necessary will be varied dependent on the type of artifact and the individual. There must be artifacts demonstrating mastery of all characteristics within a standard. A single artifact may be used to meet multiple characteristics.

Q: What type of artifacts must be submitted to show the standards are being met?

A: Applicants will be able to choose from a variety options when selecting artifacts (video, lesson plans, student learning outcomes, etc.). This will allow for a great deal of flexibility on behalf of the teacher. Evidence (artifacts) must be provided to show mastery of each characteristic within the standards.

Q: Do we resubmit the portfolio every year, how long does it last?

A: The initial award is for three years. After the third year of receiving the Master Teacher Premium, teachers must demonstrate they meet the requirements annually thereafter.



Continued...

Q: Who will be evaluating the portfolios?

A: A volunteer group of Idaho educators who would receive a stipend for their service.

Q: Is there a template?

A: The Master Teacher Premium Committee is currently in the process of developing a template.

Q: How do I submit my portfolio?

A: This is to be determined. Options are currently being explored, including an option for electronic submittal. Once determined, information on how to submit portfolios will be provided on the State Board of Education website.

Q: Does this impact my certification?

A: No.

Q: Can districts develop their own criteria?

A: Districts may develop their own criteria and evaluation process, which must be approved by the State Board of Education. District development plans must meet the same level established at the state level and be approved by the State Board of Education.

Q: How does the collaboration work?

A: Teachers may choose to work collaboratively for some of the artifacts. However, teachers must submit the artifacts individually.

Q: Must the eight years of experience be in Idaho?

A: Clarification on this issue is being discussed.

Q: How would the portfolios be evaluated?

A: Portfolios will be evaluated based on a common rubric that will be available as part of the application process.

Q: Is there a template or rubric for evaluating the portfolios?

A: The Master Teacher Premium Committee will develop rubrics and templates to guide the portfolio process. It is the intent of the committee to make this as clear as possible.

Q: Who creates the evaluation rubric?

A: For the state-level criteria, the rubric will be created by a subgroup established by the Master Teacher Premium committee who have experience in developing evaluation rubrics.

Q: What happens to the portfolio when the selection has been determined?

A: The committee envisions sharing them with other teachers to promote excellence in educational practices. They will be returned to the teacher and electronic copies will be made available.

Q: What are other states doing?

A: A number of states have tiered certification models that include a “master teacher” or equivalent level of certification or licensure, additionally, some states have compensation models that tie pay to different levels of performance. There were no states that had a separate premium that was not tied to either a larger compensation model or teacher certification (licensure). The Master Teacher Premium Committee looked at the following states criteria and review processes for movement to or evaluation of becoming a “master teacher” in their system:

Alaska | Colorado | Georgia | Maryland | New Mexico | Ohio | Texas | Washington (state) | Wisconsin