



## **MASTER EDUCATOR PREMIUM E-PORTFOLIO**

*Demonstration of Mastery of Instructional Techniques and Professional Practice*

### **Portfolio Completion Guidelines:**

Eligible individuals may apply for the Master Educator Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Artifacts must represent at least three of the previous five years of practice. Master Educator Premium determinations will be based on the educator 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 Partnership
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Narrative responses must reflect excellence in the given area inside and/or outside of the classroom and demonstrate an impact on student learning. Examples referenced and evidence provided must be no more than five years old from date of submission. Artifacts submitted must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard. **For teacher candidates, at least one artifact must be a video of teaching.**

- Narratives must address each of the *Idaho Master Educator Standards*, and evidence must be submitted to support responses.
- The Assurance Form is to be completed and signed by authorized district personnel.
- When considering areas to focus on in the written narrative, it would be better to focus on a few areas and provide an in-depth reflection as opposed to many developed areas. Narratives are limited to the space/number of characters provided in each section of the template.

Candidates should choose evidence that best exemplifies their work based on the response provided for each standard.

- Evidence should be referenced within the written text and labeled accordingly.
- A piece of evidence may be referenced in more than one standard and/or characteristic.
- A minimum of one artifact per characteristic is required, but **up to four artifacts per characteristic will be allowed**. The quality of the artifact, not the quantity, will be considered.
- If an educator is submitting three levels of student work samples (high, med, and low), the educator should group them all together as one piece of evidence.



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### **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 reviewer will be provided with training on reviewing the portfolios.

Individual portfolios will be reviewed by no less than two reviewers. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation. Ratings will be based on whether or not each standard and characteristic “meets the standard” (2 points); partially meets the standard” (1 point); or “does not meet the standard” (0 points). The scoring rubric is based on the Idaho Master Educator Standards, largely adopted from the work of the Ohio Educator Standards Board. Candidates should be advised to refer to the [State Board of Education](http://www.idaho.gov/education) website for guidance in completing their applications, and to view a copy of the scoring guide.

Following submission and final scoring of the portfolio, candidates will receive a copy of their score sheet, including a summary compilation of each reviewer’s final scores.

It has not yet been determined how the portfolio will be submitted. Electronic options are currently being explored. Once determined, information on how to submit portfolios will be provided on the State Board of Education website.



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# **Master Educator Premium Application**

**Candidate Name:** \_\_\_\_\_

**Candidate EDU ID:** \_\_\_\_\_

**Candidate Email:** \_\_\_\_\_

To be used to provide Candidate a copy of their score sheet, including a summary compilation of each candidate's final scores.

**Candidate Phone Number:** \_\_\_\_\_

To be used if reviewer has any questions regarding application.

**School District/Charter School and Building(s):** \_\_\_\_\_

List all that apply.

**Current Assignment:** \_\_\_\_\_

**Area(s) of endorsement:** \_\_\_\_\_

**Total number of years teaching:** \_\_\_\_\_

**Degree(s) earned:** \_\_\_\_\_

**Date application submitted:** \_\_\_\_\_

Years of Completion



## ASSURANCES

To be completed by authorized district personnel and returned electronically to candidate

**Name of Candidate:** \_\_\_\_\_

**Idaho Code 33-1004I states:** "The minimum qualifications for an instructional staff or a pupil service staff employee to earn a master educator designation shall be as follows:

- (a) An instructional staff or pupil service 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 and in Idaho. The remainder of the teaching experience making up the eight (8) years must have been earned in Idaho or in a compact-member state pursuant to Section [33-4101](#), Idaho Code.
- (b) An instructional staff or pupil service staff employee must demonstrate mastery of instructional techniques for no fewer 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 an instructional staff employee's students must meet measurable student achievement as defined in Section [33-1001](#), Idaho Code, for no fewer than three (3) of the previous five (5) years.
- (d) A majority of a pupil service staff employee's students must meet measurable student achievement or measurable student success indicators, as defined in Section [33-1001](#), Idaho Code, for no fewer than three (3) of the previous five (5) years."

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**I certify that the candidate listed in this application has successfully completed an annual individualized professional learning plan (IPLP) in the identified years.**

School Year

☐ 2019-2020

☐ 2018-2019

☐ 2017-2018

☐ 2016-2017

☐ 2015-2016

\_\_\_\_\_  
District Authorized Certifier

\_\_\_\_\_  
Printed Name of District Personnel

\_\_\_\_\_  
Date



## **MASTER EDUCATOR PREMIUM E-PORTFOLIO**

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**Standard 1: Leadership.** Master Educators 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.

***Describe how you have demonstrated consistent leadership in your school community and the profession related to all three characteristics below. How has your consistent leadership had an impact on student learning? Maximum of 2,000 characters)***

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Characteristics	Link to artifact(s)	Provide a brief description for each artifact and how the artifact meets the standard and characteristics.
1. Influences decision-making as an advocate for students		<p>This document serves as an example of how an educator would create a hot link within the e-portfolio to the different forms of evidence needed to demonstrate their mastery of the different standards and characteristics.</p> <p>This document serves as a second example of how an educator would provide multiple documents to demonstrate their mastery of a standard and characteristic.</p>
2. Initiates innovations		
3. Provides leadership		



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**Standard 2: Professional Collaboration and Partnerships.** Master Educators work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

***Describe how you have contributed to collaborative efforts with other educators, students, families and/or the community to support student learning related to all three characteristics below. How has your consistent professional collaboration had an impact on student learning? (Maximum of 2,000 characters)***

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Characteristics	Link to artifact(s)	Provide a brief description for each artifact and how the artifact meets the standard and characteristics.
1. Serves as resource for colleagues, administrators, students, parents, and community		
2. Creates an environment of respect and rapport with the larger community		
3. Engages in collaborative contexts with peers		





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**Standard 3: Students and Learning Environment.** Master Educators demonstrate knowledge and caring to connect instruction/services to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning/success for all students, and create a culture of civility and respect. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

***Describe how you have demonstrated distinguished teaching/service through a focus on students and environment, fostering rich learning opportunities and creating a safe, enthusiastic learning environment in which all students can be highly successful related to all five characteristics below. How has your focus on students and environment had an impact on student learning? (Maximum of 2,000 characters)***

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Characteristics	Link to artifact(s)	Provide a brief description for each artifact and how the artifact meets the standard and characteristics.
1. Creates a culture of mutual respect with parents and students		
2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning		
3. Promotes students to take ownership of their own learning/behavior and promotes student self-assessment and goal-setting		
4. Demonstrates holistic knowledge about individual students' lives		
5. Promotes positive student-to- student interactions		



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**Standard 4: Professional Growth.** Master Educators 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.

***Describe your professional growth activities from the last three to five years related to all three characteristics below. How has your professional development had an impact on student learning? (Maximum of 2,000 characters)***

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Characteristics	Link to artifact(s)	Provide a brief description for each artifact and how the artifact meets the standard and characteristics.
1. Seeks regular opportunities for continuous professional development		
2. Contributes to the development of learning opportunities designed to improve instructional and professional practice through participating in organizations/groups designed for this purpose		
3. Demonstrates reflective practice to improve instructional decision making and/or professional practice		



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**Standard 5: Content, Instruction and Assessment.** Master Educators have a deep and reflective understanding of their content, instructional/evidence-based methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

**Describe how you have demonstrated distinguished teaching/service through a focus on content, instruction and assessment related to all eight characteristics below. How has your focus on content, instruction and assessment had an impact on student learning? (*Maximum of 4,000 characters*)**

Characteristics	Link to artifact(s)	Provide a brief description for each artifact and how the artifact meets the standard and characteristics.
1. Demonstrates in-depth understanding of the content area/professional concepts		
2. Effectively delivers content area concepts/services to students utilizing diverse methods		
3. Enables students to take ownership of and communicate their own learning/behavior		
4. Actively engages and motivates students to learn/move toward success indicators		
5. Provides access points for students of all ability levels to engage in the learning process.		
6. Promotes critical thinking and problem solving skills		
7. Uses a variety of data sources, formative and summative assessments to evaluate student progress and learning		
8. Effectively communicates student strengths and needs with students, parents/guardians and colleagues		