



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

MASTER TEACHER RUBRIC AND SCORING PROCEDURES - OVERVIEW

To be designated as a Master Educator in Idaho, educators must clearly demonstrate the following characteristics in a way that directly impacts student learning. Master Educators will achieve exemplary scores in four of the five standards on the scoring rubric.

At least two members of the Master Educator Committee will score each application, and scores for each standard will be compared to determine a candidate's final score. The committee will design a process for resolving discrepancies in scoring, such as a third reader or scoring consultation.

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* 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 candidate's final scores.



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Candidate: _____ Evaluator #: _____

Standard 1: *Leadership*. 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	2 points each	1 point each	0 points each	Score for Standard 1
1. Influences decision-making as an advocate for students	The evidence demonstrates that the teacher advocates for students' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving teacher quality and student achievement.	The evidence demonstrates that the teacher is involved in professional efforts to advance teaching and learning.	The evidence demonstrates that the teacher is not involved in efforts to advance teaching and learning.	
2. Initiates innovations	The evidence demonstrates that the teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.	The evidence demonstrates that the teacher implements change with school, district and state directive.	The evidence demonstrates that the teacher implements change as mandated by the principal.	



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3. Provides leadership	The evidence demonstrates that the teacher takes multiple leadership roles in department, school, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design.	The evidence demonstrates that the teacher acts in leadership roles that are narrow in scope or limited.	The evidence demonstrates that the teacher participates in meetings as required.	
<p><i>For a Master Teacher candidate to meet Standard 1, the candidate must demonstrate consistent leadership that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p style="margin-left: 150px;">If "no" = subtract 2 points.</p> <p>Comments:</p>				Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth
				SCORE



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Standard 2: Professional Collaboration and Partnerships. Master Teachers 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.

Characteristics	2 points	1 point each	0 points each	Score for Standard 2
1. Serves as resource for colleagues, administrators, students, parents, and community	The evidence demonstrates that the teacher consistently acts as a resource for others inside and outside of the education community, reaching across professions to provide support.	The evidence demonstrates that the teacher occasionally acts as a resource for others inside or outside of the education community.	The evidence demonstrates that the teacher is not involved as a resource.	
2. Create an environment of respect and rapport with the larger community	The evidence demonstrates that 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.	The evidence demonstrates that the teacher occasionally collaborates with the parents.	The evidence demonstrates that the teacher does not collaborate with the local community, community agencies, or parents	
3. Engages in collaborative contexts with peers	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation; the	The evidence demonstrates that the teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The	



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	<p>the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry through peer observation, peer feedback, peer coaching, professional dialogue, and/or other collegial learning activities.</p>	<p>teacher actively participates in a culture of professional inquiry but may not initiate activities.</p>	<p>teacher participates in the school's culture of professional inquiry when invited to do so.</p>	
<p><i>For a Master Teacher candidate to meet Standard 2, the candidate must demonstrate focused collaboration that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If "no" = subtract 2 points.</p> <p>Comments:</p>				<p>Max Score of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p>



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Standard 3: Students and Learning Environment. 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	2 points each	1 point each	0 points each	Score for Standard 3
1. Creates a culture of mutual respect with parents and students	The evidence demonstrates that the teacher collaborates with others to create environments in and out of the classroom that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.	The evidence demonstrates that the teacher creates a classroom environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation.	The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation.	



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<p>2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning</p>	<p>The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. The teacher supports learners' growing ability to participate in decision-making, problem solving, and critical thinking.</p>	<p>The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.</p>	<p>The evidence demonstrates limited support of learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.</p>	
<p>3. Prompts students to take ownership of their own learning and/or behavior, and promotes student self-assessment and goal-setting</p>	<p>The evidence demonstrates that the teacher involves learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>The evidence demonstrates that the teacher provides opportunities for learners to set goals or self-assess.</p>	<p>The evidence demonstrates limited involvement of learners in self-assessment or goal setting.</p>	
<p>4. Demonstrates holistic knowledge about individual students' lives</p>	<p>The evidence demonstrates that the teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning experiences that enable each learner to meet high standards.</p>	<p>The evidence demonstrates that the teacher understands learner differences within and across diverse communities to design learning experiences that enable each learner to meet high standards.</p>	<p>The evidence displays limited understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning</p>	



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<p>5. Promotes positive student-to-student interactions</p>	<p>The evidence demonstrates that the teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning.</p>	<p>The evidence demonstrates that the teacher uses independent, collaborative and whole-class learning situations.</p>	<p>experiences. The evidence demonstrates that the teacher uses one learning strategy the majority of the time.</p>
<p style="text-align: center;"><i>For a Master Teacher candidate to meet Standard 3, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO If “no” = subtract 2 points.</p> <p>Comments:</p>			<p>Max Score of 10</p> <p>8-10 exemplary 5-7 adequate 0-4 area for growth</p> <p style="text-align: center;"><u> </u> SCORE</p>



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Standard 4: Professional Growth. 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	2 points each	1 point each	0 points each	Score for Standard 4
<p>1. Seeks regular opportunities for continuous professional development</p>	<p>The evidence demonstrates that the teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop and implement targeted goals for professional growth.</p>	<p>The evidence demonstrates that the teacher identifies areas for professional growth using data sources.</p>	<p>The evidence demonstrates that the teacher participates in required professional development.</p>	
<p>2. Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose</p>	<p>Evidence demonstrates active participation in educational organizations and contributes to the development of learning opportunities that provide professional development at the school, district and/or state level, that is relevant and is aligned to current best practices.</p>	<p>The evidence demonstrates that the teacher participates in professional organizations and professional development opportunities.</p>	<p>Evidence shows limited participation in professional organizations, and professional development opportunities that contribute to professional growth.</p>	



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<p>3. Demonstrates reflective practice to improve instructional decision making and/or professional practice</p>	<p>The evidence demonstrates that the teacher regularly reflects on and analyzes a wide range of evidence to evaluate the impact of instruction on individual learners and to set goals for improvement and consistently makes adaptations for future instruction.</p>	<p>The evidence demonstrates that the teacher has some use of reflection on evidence, but does not consistently make adaptations for future instruction.</p>	<p>The evidence demonstrates that the teacher seldom reflects on evidence to impact instructional decisions.</p>	
<p><i>For a Master Teacher candidate to meet Standard 4, the candidate must demonstrate continued professional growth that has a direct impact on student learning and aligned to school and district goals.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If "no" = subtract 2 points.</p> <p>Comments:</p>				<p>Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p>



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Candidate: _____ Evaluator #: _____

Standard 5: Content, Instruction and Assessment. Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessment techniques, which they consistently use to promote high levels of learning for all students.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 5
<p>1. Demonstrates in-depth understanding of the content area and/or professional concepts</p>	<p>The evidence demonstrates that the teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of students.</p>	<p>The evidence demonstrates that the teacher continues to enhance his/her knowledge of content, but demonstrates little application to student growth.</p>	<p>The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of content.</p>	
<p>2. Effectively delivers content area concepts to students utilizing diverse methods</p>	<p>The evidence demonstrates that the teacher understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways.</p>	<p>The evidence demonstrates that the teacher uses of a variety of instructional strategies, but with minimal evidence of purposeful selection of strategies.</p>	<p>The evidence demonstrates that the teacher has limited use of a variety of instructional strategies.</p>	



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<p>3. Enables students to take ownership of and communicate their own learning</p>	<p>The evidence demonstrates that the teacher guides learners to take responsibility for their own learning through individualized goal-setting that will be effective for them as individuals and produce quality work.</p>	<p>The evidence demonstrates that the teacher guides learners to set individualized goals and monitor progress.</p>	<p>The evidence demonstrates limited guidance in student goal-setting.</p>	
<p>4. Actively engages and motivates students to learn</p>	<p>The evidence demonstrates that virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p>	<p>The evidence demonstrates that some students are intellectually engaged with important and challenging content.</p>	<p>The evidence demonstrates little student engagement.</p>	
<p>5. Provides access points for students of all ability levels to engage in the learning process.</p>	<p>The evidence demonstrates that the teacher understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs,</p>	<p>The evidence demonstrates that the teacher has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied</p>	<p>The evidence demonstrates that the teacher recognizes differences between learners, but fails to develop lessons for those differences.</p>	



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	interests, and cultural heritages to differentiate instruction to improve student achievement.	approaches to learning, knowledge and skills, special needs, interests and cultural heritages to differentiate instruction.		
6. Promotes critical thinking and problem solving skills	The evidence demonstrates that the teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving involving relevant issues.	The evidence demonstrates teacher efforts to promote critical thinking and problem solving skills.	The evidence demonstrates limited efforts to promote critical thinking and problem solving skills.	
7. Uses a variety of formative and summative assessments to evaluate student learning	The evidence demonstrates that the teacher uses assessments and collaboratively analyzes data (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities.	The evidence demonstrates that the teacher uses diagnostic, formative and summative assessments.	The evidence demonstrates limited use of assessment to inform instruction.	
8. Effectively communicates student strengths and weaknesses with students, parents/guardians and colleagues	The evidence demonstrates that the teacher works with students and their parents/guardians to develop mutual expectations for learner performance and growth. The teacher	The evidence demonstrates that the teacher regularly informs students and parents about student progression.	Evidence demonstrates limited and/or inconsistent communication.	



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	<p>communicates and records student performance through multiple mediums (e.g., newsletters, conferences, team meetings, etc.).</p>			
<p><i>For a Master Teacher candidate to meet Standard 5, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If "no" = subtract 2 points</p> <p>Comments:</p>				<p>Max Score of 16 13-16 exemplary 8-12 adequate 0-7 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p>



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EVALUATOR'S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION:

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE
Standard 1:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
Standard 2:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
Standard 3:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
Standard 4:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>
Standard 5:	_____	_____	_____	<input type="checkbox"/> YES OR NO <input type="checkbox"/>

Notes:

Candidate: _____ Evaluator #: _____ Date: _____