

Recommended Equipment

Computer (Windows or MAC) with a compatible java browser, email and internet access.

Participants will work on courses independently and contact the instructor when ready to process class work for credit.

Register online at www.ccesc.org/online_registration.htm

Registration Form

NAME

ADDRESS

CITY

STATE/ZIP

EMAIL

HOME PHONE

DISTRICT/ESC

SCHOOL

Credit Options: Check One

2 semester Hours of Graduate Credit from Ashland University
\$420

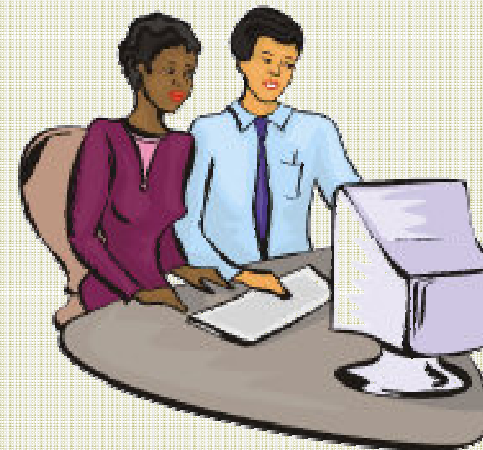
3 CEUs for CCESC \$135

Mail or FAX registration to:

Cathy Macdonald-macdonald_c@ccesc.org
2400 Clermont Center Dr., Suite 202, Batavia, OH 45103
Phone (513) 735-8300 FAX (513) 735-8370



Clermont County Educational Service Center In Partnership with Ohio's ESC's eLearning Collaborative



Master Teacher Online Course

- *Self-Paced Course*
- *Graduate Credit or CEU*
- *Prepare your Master Teacher Application*
- *Open to teachers with 7 years of experience*

www.clermontcountyschools.org

◆ OHIO MASTER TEACHER PROGRAM ◆

Senate Bill 2 directed the Educator Standards Board to define a “master teacher” in a manner that can be used uniformly by all districts and to adopt multiple, equal-weighted criteria to use in determining whether a person is a master teacher. It also directed districts to report the number of master teachers employed in the education management information system and The Ohio Department of Education to include the number of master teachers employed by each district on the district’s and building’s local report card.

◆ DEFINITION OF A MASTER TEACHER ◆

A master teacher demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning. A master teacher strives for distinguished teaching and continued professional growth as specified by *The Ohio Standards for the Teaching Profession*:

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
 2. Teachers know and understand the content area for which they have instructional responsibility.
 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
 5. Teachers create learning environments that promote high levels of learning and achievement for all students.
 6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.
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◆ MASTER TEACHER APPLICATION ◆

The Master Teacher online course prepares teachers to create and collect evidence and to write the Master Teacher narrative for the Master Teacher Application. The ten modules focus on the criteria on the Master Teacher Scoring rubric. When a teacher completes the Master Teacher online course, their Master Teacher application will be ready for submission to their LPDC.

- A. **Consistent Leadership:** Master Teachers ensure student learning and well being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.
 - B. **Focused Collaboration:** 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.
 - C. **Distinguished Teaching - Focus on Students and Environment:** Master Teachers analyze individual and group student development to connect instruction to students’ needs, interests and prior knowledge. They strive to create an environment that engages learners in inquiry, promotes high levels of learning for all students and creates a culture of civility and success.
 - D. **Distinguished Teaching - Focus on Content, Instruction and Assessment:** Master Teachers have a deep and reflective understanding of the academic content they teach. They use multiple assessments to evaluate student learning and inform instruction. They continually reflect on student outcomes and make decisions to promote high levels of learning for all students.
 - E. **Continued Professional Growth:** Master Teachers engage in continuous professional development and reflection. They use multiple resources to shape the focus and goals of their professional development including student learning, assessment data, researched best practices and school and district goals. They evaluate their personal growth, understanding and application of knowledge and develop an appropriate professional plan.
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