



**MASTER TEACHER**

**APPLICATION**

**PACKET**

## **Educator Standards Board**

### **A. OHIO MASTER TEACHER PROGRAM**

Ohio Senate Bill 2 directed the Educator Standards Board (ESB) to define a *master teacher* in a manner that can be used uniformly by all districts and to adopt criteria to use in determining whether a person is a master teacher.

House Bill 1, signed by Gov. Strickland in July 2009, made minor modifications to the Master Teacher (MT) Program. Effective in 2011, the MT Program will become part of the new licensure structure. By successfully completing the MT program, a candidate will be eligible for an advanced teaching license. Also under HB 1, districts are no longer required to report their number of master teachers in the education management information system (EMIS).

### **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.

## Educator Standards Board

### CRITERIA

To be designated as a Master Teacher in Ohio, eligible educators must clearly demonstrate each of the following criteria as described in the *Ohio Standards for the Teaching Profession* (<http://esb.ode.state.oh.us>). Master Teachers will achieve exemplary scores in four of five areas on the scoring guide.

- 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.

## **Educator Standards Board**

### **H. Candidate's Checklist for Submission of Materials**

Followed district format for writing and assembling narrative and evidence

Two (2) signed Recommendation Forms

Application completed - Section 1

Application completed - Section 2 (12 pages maximum)

Criterion A: Consistent Leadership

Criterion B: Focused Collaboration

Criterion C: Distinguished Teaching: Focus on Students  
and Environment

Criterion D: Distinguished Teaching: Focus on Content,  
Instruction and Assessment

Criterion E: Continued Professional Growth

Evidence, clearly labeled, to support five Criteria demonstrated in written  
narrative - Section 3 (10 pieces maximum)

Place Checklist on top of materials to be submitted

Signature\_\_\_\_\_

Date\_\_\_\_\_

## Educator Standards Board

### G. OHIO MASTER TEACHER CANDIDATE RECOMMENDATION FORM

Candidate's Name \_\_\_\_\_ License Number \_\_\_\_\_

The above educator is applying for the Master Teacher designation in your school/district.

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*.

To be designated as a Master Teacher in Ohio, educators must clearly demonstrate each of the following criteria as described in the *Ohio Standards for the Teaching Profession*.

- 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 immediately and competently.
- 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.

By signing this form, you confirm that, through your knowledge and observation of the candidate's professional practice, the candidate has the potential to obtain the designation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_ Title \_\_\_\_\_

## Educator Standards Board

### G. OHIO MASTER TEACHER CANDIDATE RECOMMENDATION FORM

Candidate's Name \_\_\_\_\_ License Number \_\_\_\_\_

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By signing this form, you confirm that, through your knowledge and observation of the candidate's professional practice, the candidate has the potential to obtain the designation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_ Title \_\_\_\_\_

**Educator Standards Board**

**C. MASTER TEACHER APPLICATION/NARRATIVE**

**SECTION I: Candidate Information**

A. Name\_\_\_\_\_

B. School district and building(s)\_\_\_\_\_

List all that apply

\_\_\_\_\_

C. Current assignment\_\_\_\_\_

D. Teaching license/certificate number\_\_\_\_\_

E. Area(s) of licensure\_\_\_\_\_

F. Total number of years teaching\_\_\_\_\_

G. Degree(s) earned\_\_\_\_\_

H. Date submitted\_\_\_\_\_

## Educator Standards Board

### SECTION II: Writing and Evidence Guidelines

Responses must reflect excellence in the given area inside and/or outside of the classroom and demonstrate an impact on student learning. Refer to the *Ohio Standards for the Teaching Profession* and the *Ohio Standards for Professional Development* from the *Standards for Ohio Educators* as well as the enclosed list of examples of evidence for guidance. Examples referenced and evidence provided must be no more than five years old.

- Respond to each of the following prompts for each criterion in two to three pages, not to exceed 12 total pages.
- Responses must include references to the *Ohio Standards for the Teaching Profession* in one or more of the five criteria, and evidence must be submitted to support responses.
- The Recommendation Form is to be completed and signed by two supervisors or colleagues who know and observed your professional practice.
- Responses may not exceed 12 total pages of text and 10 total pieces of evidence. The committee may stop scoring after page 12.
- Each district committee will determine specific directions for formatting, assembling and submitting the application.
- 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.

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

- Evidence should be referenced within the written text and labeled accordingly.
- A piece of evidence may be referenced in other criterion.
- Evidence should not exceed 10 pieces. No maximum number of pages (see Examples of Evidence).
- If a teacher is submitting three levels of work samples (high, med and low), the teacher should group them all together as one piece of evidence.
- Evidence should be numbered consecutively in the upper right hand corner of the paper or document and the number is what should be referenced in the written narrative.
- A minimum of one piece of evidence for each criterion is required.
- Evidence should be used to support the writing, not to verify. (Submitting 10 certificates of attendance to workshop is not recommended; rather submit student work after implementing new learning from the workshop.)



## Educator Standards Board

### SECTION III: Written Narrative

Below are descriptive statements to consider when writing your response. They are aligned with the scoring rubric.

\*\* The number and letter in parenthesis after the statement refers to the *Standards for Ohio Educators*.

- A. Describe how you have demonstrated **consistent leadership** in your school community and the teaching profession.

**Within your narrative, address the following:**

- How you participate in decision-making and initiating innovations and improvements for school change focusing on improving teacher quality and student achievement (7.1e)
- How you seek opportunities to positively impact teaching quality, school improvement and student achievement (7.3)
- How the leadership roles (building, district, association, state, etc.) you are involved in have strengthened the student learning and/or the teaching profession (7.3c)
- How your consistent leadership has had an impact on student learning (across all seven standards)

Candidates must provide labeled and referenced evidence to support their responses to this item.

- B. Describe how you have contributed to **focused collaborative efforts** with other educators, students, families and/or the community to support student learning.

**Within your narrative, address the following:**

- How you learn from others by engaging in professional dialogue, peer observation, and feedback, peer coaching and other collegial learning activities (6.3c)
- How you advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement (6.3e)
- How you contribute to **focused collaborative efforts** with other educators, students, families and/or the community to support student learning (6.4)
- How focused collaboration has had an impact on student learning (6)

## Educator Standards Board

Candidates must provide labeled and referenced evidence to support their responses to this item.

- C. Describe how you have demonstrated distinguished teaching through a **focus on students and environment**, fostering rich learning opportunities and creating a safe, enthusiastic learning environment in which all students can achieve at high levels.

**Within your narrative, address the following:**

- How you analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development (1.1c)
- How you adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level (1.5f)
- How you involve learners in self-assessment and goal setting to address gaps between performance and potential (3.5)
- How you create a classroom in which students take active roles in maintaining and enriching the environment that is conducive to learning (5.2f)
- How you effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning (5.4e)
- How your focus on students and environment has had an impact on student learning (1 and 5)

Candidates must provide labeled and referenced evidence to support their responses to this item.

- D. Describe how you have demonstrated distinguished teaching through a **focus on content, instruction and assessment**.

**Within your narrative, address the following:**

- How you deepen your knowledge of content through new learning and use it to support the growth of other educators (2.1g)
- How you extend and enrich curriculum by integrating school and district curriculum priorities with *Ohio's Academic Content Standards* and/or national content standards (2.2b)
- How you use assessments (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities (3.2d)

## Educator Standards Board

- How you analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction to close the achievement gap (3.3 & 4.2)
- How you participate actively in the development and/or implementation of district initiatives focused on improving student performance and closing the achievement gap (4.1d)
- How your focus on content, instruction and assessment has had an impact on student learning (2 and 3)

Candidates must provide labeled and referenced evidence to support their responses to this item.

**E. Describe your *professional growth* activities from the last three to five years.**

**Within your narrative, address the following:**

- How you analyze your professional knowledge, strengths and weaknesses to develop targeted goals for professional growth (PD 2.2a)
- How your professional development is linked to daily practice and student achievement data (PD 1.4d and 2.1c)
- How your professional development integrates relevant and current best practices (PD 6.2)
- How your professional development has had an impact on student learning (7)

Candidates must provide labeled and referenced evidence to support their responses to this item.

Note: Professional growth activities referenced in your written narrative must have occurred during the past three to five years.

## SECTION IV: Scoring

- Master Teachers must achieve exemplary scores in four of five areas on the enclosed scoring guide. (Per SB 2)
- Please refer to the *Standards for Ohio Educators (Ohio Standards for the Teaching Profession and Ohio Standards for Professional Development)* and scoring guide before writing your narrative.
- A candidate will receive a score summary sheet upon the completion of scoring by the review committee. (Form F)
- The Master Teacher Committee must use the Scoring Guide (Form D) and feedback provided should be connected to the Scoring Guide.

## **Educator Standards Board**

### **K. Examples of Evidence for the five Criteria of Master Teacher**

*Evidence is one piece of work or document that supports the written narrative.*

#### **Suggestions, but not limited to:**

##### **Criteria A: Consistent Leadership**

A description of policy work or leadership role(s) at local (building, district) or state level related to teacher quality with specific examples, such as:

- Committee work on teacher evaluation;
- Committee planning and overseeing professional development initiatives and programs;
- Serve on local LPDC committee;
- Assume a leadership position in a state professional organization;
- Conduct research on teacher quality issues (PAR; career ladders);
- Serve as member of district or building leadership team (master schedules).

A description of policy work or leadership role(s) at building, local or state level related to student achievement with specific examples, such as:

- Member of a district data assessment team;
- Member of district team developing benchmark assessments;
- Member of a state committee supporting state achievement tests;
- Member of a district committee recommending grading policies;
- Helped to establish annual school calendars.

##### **Criteria B: Focused Collaboration**

A description of activities or projects where the teacher engaged in collaborative work with peers, such as:

- Teacher mentor or PAR evaluator;
- Participation in and facilitator of small learning communities;
- Standing member of building intervention assistance team;
- Serve as a teacher leader at building level and hold regular meeting with other teachers (grade level or subject level);
- Serve on building CIP team.

A description of efforts specifically focused on promoting a positive environment for student learning such as:

- Parent volunteer program or parent educational programs;
- Member of building PTO Committee;
- Highly visible in community events;

## **Educator Standards Board**

- Student award or recognition;
- After-school “math club.”

### **Criteria C: Distinguished Teaching – Focus on students and environment**

A description of how the teacher goes about analyzing multiple indicators of student learning at classroom, sub-group and individual level, such as:

- Evidence of adaptation of learning to meet student needs (acceleration learning versus intervention);
- Develops long and short range plans that includes differentiated activities (whole class, small group, independent);
- Creates a learning environment that supports different abilities, cultures, attitudes;
- Involves students in setting expectations for behavior, models respect;
- Sample of student work with anecdotal notes;
- Evidence of academic gains as a result of practices;
- Data analysis on student assessments with a plan of intervention or next steps;
- Intervention data with charts and graphs;
- Student self-assessments of strengths and weaknesses;
- Behavior plans or contracts with behavioral expectations;
- Lesson or unit plans with notes on how teacher adapted to meet the needs of students;
- Teacher Evaluation.

### **Criteria D: Distinguished Teaching - Focus on Content, Instruction and Assessment**

A description of how the teacher has continued to grow, extend and enrich curriculum by using the district priorities with Ohio’s Academic Content Standards, such as:

- Student work samples tied to a specific learning activity demonstrating evidence of differentiated instruction;
- Curriculum mapping that identifies Academic Content Standards and provides differentiated learning activities;
- Teacher Evaluation.

A description of how the teacher uses assessments (diagnostic, formative and summative) to plan appropriate differentiated lessons for their students, such as:

- Benchmark analysis to determine student needs and then documenting gains in student achievement;
- Share baseline data on a student, chart interventions and progress of the student;
- Student work samples that demonstrate how you implemented new teaching strategies with your evaluation of the strategies’ effectiveness in advancing student achievement;

## **Educator Standards Board**

- District, school and classroom assessment plans including state assessments, standardized assessments, diagnostic, short cycle and formative, summative teacher made test and rubrics including results and a plan to intervene.

### **Criteria E: Continued Professional Growth**

A description of how the teacher uses professional development opportunities to enrich instructional opportunities with students to improve student learning, such as:

- Describe a professional growth opportunity that had an impact on your classroom instruction and how it improved student learning.
- Create a table/resume of professional development opportunities and describe how it had an impact on your classroom and student learning.

## **Educator Standards Board**

### **J. Master Teacher Writing/ Evidence Guidelines**

The following are guidelines for a candidate to consider when preparing the written narrative and evidence.

- Be sure to follow the district instructions for formatting, assembling and submission of written narrative and evidence.
- Number evidence so it can be easily referenced within the narrative.
- Evidence can be used for more than one criterion but needs to be clearly referenced within the written narrative.
- Please use discretion when selecting artifacts for evidence. There is a limit of 10 pieces of evidence, but no criteria on how many pages each piece of evidence may be (e.g., if it is a publication, you may choose to submit only one section that is particularly relevant).
- Evidence must be samples from within the past five years.
- Examples cited in narrative must be from within the past five years.
- Evidence should demonstrate, describe and support what is said in narrative (e.g., a picture of a student project that you discussed or a picture of a bulletin board that demonstrates creating a positive learning environment).
- When writing, avoid bulleted lists without connection or development and acronyms
- Develop and use specific examples that can be written in depth about with connections to student learning.

# STANDARDS

## FOR OHIO'S TEACHERS



***Teachers understand student learning and development, and respect the diversity of the students they teach.***

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.



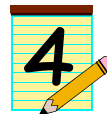
***Teachers know and understand the content area for which they have instructional responsibility.***

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.



***Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.***

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.



***Teachers plan and deliver effective instruction that advances the learning of each individual student.***

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.



***Teachers create learning environments that promote high levels of learning and achievement for all students.***

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.



***Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.***

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.



***Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.***

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.



## **Educator Standards Board**

### **M. Master Teacher Program Requirements at a Glance**

#### **District Responsibilities:**

- Establish a local committee
  - Verify eligibility for candidates
  - Communication
- [EMIS report no longer required as of July 2009.]

#### **Local Committee Responsibilities:**

- Establish submitting, formatting and assembling requirements
  - Establish district timeline
  - Determine local procedures for review of applications and designation using state-designed forms
  - Provide information about program to teacher candidates
  - Score applications using rubric
  - Communicate with district and teacher candidates
  - Maintain records
- [EMIS report no longer required as of July 2009.]

#### **Teacher Responsibilities:**

- Eligibility Requirements
- o Professional Teaching License/Certificate
  - o Taught seven years
  - o Work a minimum of 120 days
  - o Work under a teaching contract
- Complete application, checklist and narrative and submit supporting evidence
  - Acquire two recommendation forms

**The Master Teacher Program, forms, training information and contact information can be found at:**

<http://esb.ode.state.oh.us> or [education.ohio.gov](http://education.ohio.gov).



## **Madison-Champaign ESC Master Teacher for Initial and Renewal Application Style & Submission Requirements Format for Writing and Assembling; Narrative and Evidence**

### **Style Requirements**

The narrative portion of the Master Teacher Application is to be limited to the number of pages as designated by ODE, total of no more than 12 pages for initial Master Teacher and no more than 4 pages for Renewal Master Teacher. The document is to be word processed according the following guidelines.

- 8.5" x 11" white paper
- One and a half (1 ½) or two (2) line spacing
- Times New Roman 12 pt. font
- One inch (1 inch) margin minimum on all sides (left, right, top, bottom)
- Print on only one side of the page
- Number all pages sequentially in the upper or lower right hand corner of each page
- Provide clear consistent references to items of evidence which facilitate the readers locating each piece of evidence easily as they read the application
- Indicate paragraphs using a 5-space indentation or a line break
- For initial application, each narrative for each criteria must begin with the letter name and full name of the criteria. (Ex. - Criteria C: Focus on Students and Environment). For Renewal Applications, each narrative must begin with a heading of Choice 1 or Choice 2 and full name of each criteria.

### **Submission Requirements**

- In a 3-ring binder submit the following:
  - One original copy of the narrative portion of the Master Teacher Application
  - The "Section 1. Candidate Information" cover sheet (Form T for Renewal Application) (attached to the Master Teacher Application)
  - One copy of each piece of evidence combined into one unit
- Submit 2 additional copies of the narrative portion of the Master Teacher Application in a single plain file folder with your name noted on tab but not on the narrative copies.
- Keep in mind that up to three different readers may review the pieces of evidence, so they should be clearly labeled, readily accessible, and easily reorganized if they get out of order.
- Audiovisual evidence may be submitted as long as it meets the following requirements:  
For any type of visual media, parent/guardian permission must be on file.  
Video segments may be submitted on DVD or flash drive as long as candidate has reviewed with ESC Technology Coordinator that it will work with equipment available at ESC. Video segments should not exceed 20 minutes in length.
- If you submit a publication for evidence, clearly mark one or two sections that the Master Teacher Committee should focus on during their review of evidence.
- Be sure to have the completed application, the 2 additional copies and all evidence combined into one unit delivered to Missy Casey at the ESC Administrative Office on (or any day prior to) the due date as indicated on timeline.

Note: Evidence pieces will be returned to you. However, if you receive the Master Teacher designation, you must keep the evidence and your copy of the application intact for the duration of your Master Teacher status.