

MASTER EDUCATOR – PUPIL SERVICE STAFF 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.

Candidate: _____ Evaluator #: _____

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.

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 educator advocate for students' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving educator quality and student achievement.	The evidence demonstrates that the educator is involved in professional efforts to advance teaching and learning.	The evidence demonstrates that the educator is not involved in efforts to advance teaching and learning.	
2. Initiates innovations	The evidence demonstrates that the educator is an agent of change who seeks opportunities to positively impact the learning environment, school improvements and student achievement.	The evidence demonstrates that the educator implements change with school, district and/or state directives.	The evidence demonstrates that the educator implements change as mandated by the principal.	

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<p>3. Provides leadership</p>	<p>The evidence demonstrates that the educator takes multiple leadership roles in department, building, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, evidence-based methods, staff development and/or policy design.</p>	<p>The evidence demonstrates that the educator acts in leadership roles that are narrow in scope or limited.</p>	<p>The evidence demonstrates that the educator participates in meetings as required.</p>	
<p><i>For a Master Educator 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 If "no" = subtract 2 points.</p> <p>Comments:</p>				<p>Max Score of 6</p> <p>5-6 exemplary 3-5 adequate 0-2 area for growth</p> <hr/> <p>SCORE</p>

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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.

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 educator 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 educator occasionally acts as a resource for others inside or outside of the education community.	The evidence demonstrates that the educator is not involved as a resource.	
2. Creates an environment of respect and rapport with the larger community	The evidence demonstrates that the educator 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 educator occasionally collaborates with the parents, local community or community agencies.	The evidence demonstrates that the educator does not collaborate with the local community or community agencies.	
3. Engages in collaborative contexts with peers	The evidence demonstrates that the educator's relationships with colleagues are characterized by mutual support and cooperation, with the educator taking initiative in assuming leadership among	The evidence demonstrates that the educator's relationships with colleagues are characterized by mutual support and cooperation; the	The evidence demonstrates that the educator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The	

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	<p>peers and acts as a resource for others in professional dialogue, peer observation, peer feedback, peer coaching and/or other mentoring activities.</p>	<p>educator actively participates in a culture of professional inquiry.</p>	<p>educator participates in the school's culture of professional inquiry when invited to do so. The educator participates in school events and school and district projects when specifically asked.</p>	
<p><i>For a Master Educator 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 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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Standard 3: Students and Learning Environment. Master Educators demonstrate knowledge and caring to connect services to students’ needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of 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.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 3
<p>1. Creates a culture of mutual respect with parents and students</p>	<p>The evidence demonstrates that the educator collaborates with others to create environments in and out of the educational setting that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, self-advocacy, monitoring, self-regulation and/or self-motivation.</p>	<p>The evidence demonstrates that the educator creates a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, self-advocacy, monitoring, self-regulation and/or self-motivation.</p>	<p>The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation.</p>	

<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 educator supports learners' independence and self-direction in identifying their educational needs, accessing resources, and using time to promote their learning. The educator supports learners' growing ability to participate in decision-making, problem solving, and critical thinking.</p>	<p>The evidence demonstrates that the educator supports learners' independence and self-direction in identifying their educational needs, accessing resources, and using time to accelerate their and/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 by promoting student self-assessment and goal-setting</p>	<p>The evidence demonstrates that the educator involves learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>The evidence demonstrates that the educator 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 educator uses understanding of learners' commonalities, individual differences and circumstances within and across diverse communities to design educational experiences that enable each learner to meet high standards.</p>	<p>The evidence demonstrates that the educator 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 experiences.</p>	

<p>5. Promotes positive student-to-student interactions</p>	<p>The evidence demonstrates that the educator effectively combines independent and collaborative experiences to maximize student success.</p>	<p>The evidence demonstrates that the educator uses independent and collaborative experiences.</p>	<p>The evidence demonstrates that the educator uses one strategy the majority of the time.</p>	
<p><i>For a Master Educator 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 8-10 exemplary 5-7 adequate 0-4 area for growth</p> <p style="text-align: center;"><u>SCORE</u></p>

Candidate: _____ Evaluator #: _____

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.

Characteristics	2 points each	1 point each	0 points each	Score for Standard 4
<p>1. Seeks opportunities for continuous professional development</p>	<p>The evidence demonstrates that the educator uses a variety of data sources to analyze his/her professional knowledge, strengths and needs in order to develop and implement targeted goals for professional growth.</p>	<p>The evidence demonstrates that the educator identifies areas for professional growth using data sources.</p>	<p>The evidence demonstrates that the educator 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 educator 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 educator regularly reflects on and analyzes a wide range of evidence to evaluate the impact of practice on individual learners and to set goals for improvement and consistently make adaptations to improve future practice.</p>	<p>The evidence demonstrates that the educator has some use of reflection on evidence, but does not consistently make adaptations for future instruction.</p>	<p>The evidence demonstrates that the educator has little use of reflection on evidence to impact instructional decisions.</p>	
<p><i>For a Master Educator 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>

Candidate: _____ Evaluator #: _____

Standard 5: Content, Instruction and Assessment. Master Educators have a deep and reflective understanding of the content, **evidence-based methods**, and assessments 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
1. Demonstrates in-depth understanding of professional concepts and content area	The evidence demonstrates that the educator continues to deepen his/her knowledge of concepts and content through new learning and uses it to support the growth of students.	The evidence demonstrates that the educator continues to enhance his/her knowledge of concepts and content, but demonstrates little application to student growth.	The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of concepts and content.	
2. Effectively delivers services to students utilizing diverse methods	The evidence demonstrates that the educator understands and uses a variety of purposeful strategies to encourage learners to build and to apply knowledge.	The evidence demonstrates that the educator uses of a variety of strategies, but with minimal evidence of purposeful selection of strategies.	The evidence demonstrates that the educator has limited use of a variety of strategies.	

<p>3. Enables students to take ownership of and communicate, their own learning and/or behavior</p>	<p>The evidence demonstrates that the educator guides learners to take responsibility for their own learning and/or behavior through individualized goal-setting that will be effective for them as individuals and produce quality outcomes.</p>	<p>The evidence demonstrates that the educator 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 toward success</p>	<p>The evidence demonstrates that targeted students are actively engaged in goal setting through well-designed tasks and activities that result in student growth.</p>	<p>The evidence demonstrates that targeted students are actively engaged in goal setting through well-designed tasks and activities</p>	<p>The evidence demonstrates little student engagement.</p>	
<p>5. Provides access for students of all ability levels to engage in the learning process.</p>	<p>The evidence demonstrates that the educator understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritages to differentiate services to improve student achievement.</p>	<p>The evidence demonstrates that the educator has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages to differentiate instruction.</p>	<p>The evidence demonstrates that the educator recognizes differences between learners, but fails to develop lessons for those differences.</p>	

<p>6. Promotes critical thinking and problem solving skills</p>	<p>The evidence demonstrates that the educator connects concepts and uses differing perspectives to engage learners in critical thinking, creativity and/or collaborative problem-solving involving relevant issues.</p>	<p>The evidence demonstrates educator efforts to promote critical thinking and/or problem solving skills.</p>	<p>The evidence demonstrates limited efforts to promote critical thinking and/or problem solving skills.</p>	
<p>7. Uses a variety of data and assessment results to evaluate student progress and learning</p>	<p>The evidence demonstrates that the educator uses data and assessment results, and collaboratively analyzes the information to identify student strengths, promote student growth and maximize access to learning opportunities.</p>	<p>The evidence demonstrates that the educator uses data and assessment results to inform services for students.</p>	<p>The evidence demonstrates limited use of data and assessment to inform services for students.</p>	
<p>8. Effectively communicates the student's strengths and needs with the student, parents/guardians, and colleagues</p>	<p>The evidence demonstrates that the educator works with students, their parents/guardians, and colleagues to develop mutual expectations for learner success and growth. The educator communicates and records student growth through applicable mediums (e.g., parent communications, conferences, team meetings, etc.)</p>	<p>The evidence demonstrates that the educator regularly informs students and parents about student progression.</p>	<p>Evidence demonstrates limited and/or inconsistent communication.</p>	

For a Master Educator 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.

Candidate offered evidence that supported and/or clarified the written response:

YES NO

If "no" = subtract 2 points

Comments:

Max Score of 16
13-16 exemplary
8-12 adequate
0-7 area for
growth

SCORE

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: _____