

## Master Teacher Selection Overview

May 30, 2017

### Selection Process Overview

A candidate will participate in a four-step selection process as outlined below:



### Selection Scoring Model

After training assessors for Step 2 of selection, we realized that the current selection system may result in overlooking some qualified Master Teacher candidates. Given that principals will be using Master Teachers in different ways across almost all grades, we seek to widen the candidate pool to give principals more choice. This will allow principals to select the Master Teachers that are the best fit for their campuses, whether those Master Teachers are engaging in core content, Special Education, small-group intervention, or other duties.

Tier	Description	Criteria
Tier 1	Candidates will be flagged for principals as having outperformed all others in Master Teacher selection steps.	<ul style="list-style-type: none"> <li>Student data shows exceptional growth</li> <li>Short answer responses received high scores</li> <li>Video received overall score of 15-16</li> </ul>
Tier 2	Candidates move forward in the selection process. Candidate has solid scores across all selection steps.	<ul style="list-style-type: none"> <li>Student data shows growth that is average or satisfactory (e.g. 1 year's growth)</li> <li>Short answer responses receive 6 or more points</li> <li>Video received overall score of 13-14</li> </ul>
Tier 3	Candidates move forward in the selection process. Candidate has solid scores across most selection steps. We believe that candidate deserves opportunity to prove self through another step of selection.	<p>One of the following applies:</p> <ul style="list-style-type: none"> <li>Short answer responses receive between 3-5 points</li> <li>Video receives a score of 9-12</li> </ul> <p>Candidate does well except in one area of selection.</p>
Do Not Advance	Candidates are screened out.	<ul style="list-style-type: none"> <li>Classroom teachers: student data is not submitted</li> <li>Non-classroom teachers (eg coaches): alternate option of letter of recommendation is not submitted</li> <li>OR</li> <li>Student data indicates no student growth or a decline in student growth</li> <li>OR</li> <li>Step 2 responses received 2 or fewer points</li> <li>OR</li> <li>Video received a score of 8 or lower</li> </ul>

## Step 1: Minimum Eligibility Screen

The minimum eligibility requirements for the Master Teacher role are as follows:

1. Proof of 2 years teaching experience
2. Bachelor's degree from an accredited four-year college or university
3. Valid Texas Teaching Certificate with required endorsements for subject and level assigned (or valid out-of-state credentials with proof of working toward Texas licensure)
4. Satisfactory reference check from current supervisor (internal candidates must also provide a reference)
5. Satisfactory outcome of fingerprinting background check
6. Satisfactory evaluation from previous year(s)

*Note: Given that some candidates may feel uncomfortable providing a reference from a current supervisor up front, candidates may wait until later in the selection process to provide a reference. However, the reference must be received prior to the candidate accepting an offer with SAISD.*

## Step 2: Short Answers and Student Data Submission

### Step 2 Questions and Guidance

1. Why are you interested in the Master Teacher role with SAISD, and what strengths would you bring to the role? Include evidence of your prior teaching effectiveness as demonstrated on your most recent evaluation report (100-words)

*Required Attachment:* Most recent (within 3 years) evaluation report, inclusive of individual domain scores/ratings

2. What is your philosophy towards teaching students who are achieving significantly below grade level? (100-words)
3. Describe the impact you have had on student growth over time and a description of how you use student data to inform your practices in the classroom. If you are in a grade/subject covered by a state or district assessment, please include your most recently available student growth/performance score report. If you are not a teacher from SAISD, please include narrative information that will allow us to interpret your data (250 words + Student Data)

*Required Attachment:* Most recent (within 3 years) student growth results within the following categories:

- Criterion referenced: Examples: STAAR/STAAR A/STAAR ALT/EOC, PARCC
- Norm-referenced: Examples: MAP, iStation, Circle, ITBS
- District assessments: Examples: district benchmarks, CBAs, portfolios, or other evidence of student achievements

Alternate Option for Implementation Specialists, instructional coaches and applicants without students or student data: Recommendation from a principal or district level staff member explaining candidate's impact and an average of student growth data from the classroom teachers they supported. For example, *Instructional Coach supported 3 teachers throughout the year that resulted in 45% of the class exceeding on \_\_\_ objective. Last year, this same teacher struggled to get a 50% pass rate on \_\_\_ objective.*

If you do not already have your data, historical data is available in Report 13 on your campus SharePoint folder: *Accountability, Research, Evaluation, & Testing: Summit 2016: 13 – Historical STAAR/EOC Performance*. Your campus principal or counselor can access the SharePoint folder. If you are having difficulty, please contact Research and Evaluation at 554-2460. You may also use this [example data shell](#) to submit your data.

If you have any questions regarding the data submission process, you may contact Human Resources at 210-554-8500.

### Step 2 Scoring Rubric

Questions	Score	Indicators	Rater Score
1. Why are you interested in the Master Teacher role	0	No response/negative response; Response is off topic or very vague; May have frequent errors in language usage and mechanics, errors may obscure or confuse meaning	

with SAISD, and what strengths would you bring to the role?  <b>Points Possible: 2</b>	1	Candidate demonstrates interest in the role, but focuses on aspects of the opportunity unrelated to at-risk students; Response may not be compelling or specific; May have one or two errors in grammar or spelling	
	2	Candidate demonstrates strong interest in the role, grounded in a desire to work with at-risk students; Response is clear and compelling; Cites specific examples and skills; No errors in spelling or grammar	
2. What is your philosophy towards teaching students who are achieving significantly below grade level?  <b>Points Possible: 2</b>	0	Response does not demonstrate a belief that all children can excel or include evidence of persistence when students do not meet academic expectations; May have frequent errors in language usage and mechanics, errors may obscure or confuse meaning	
	1	Response demonstrates a belief that all children can excel but provides scant evidence of persistence when students do not meet academic expectations; May have one or two errors in grammar or spelling	
	2	Response demonstrates a strong belief that all children can excel and provides abundant evidence of persistence when students do not meet academic expectations; No errors in spelling or grammar	
3. Describe the impact you have had on student growth over time and a description of how you use student data to inform your practices in the classroom. Please include your most recently available student growth/performanc e score report on one or more of the following measures.  <b>Points Possible: 4</b>	0	Response does not include a clear description of positive impact on student growth; response does not describe strategies for using growth to inform teaching; Response may have frequent errors in language usage and mechanics, errors may obscure or confuse meaning OR Submitted student data indicates no student growth or a decline in student growth OR Did not submit any evidence of student growth nor a letter of recommendation as an alternate option	
	2	Response includes a description of positive impact on student growth and strategies to use data to inform practice; May have one or two errors in grammar or spelling AND Student data was submitted and is satisfactory	
	4	Response includes strong evidence of impact on student growth across many students and years; response includes a clear description of strategies used to have student data inform instructional practice; response has no errors in spelling or grammar OR Submitted student data indicates exceptional impact on student growth (e.g. STAAR mean score above 80, growth scores (VAM) in top quartile)	
<b>Total Points Possible: 8</b>		<b>Total Score</b>	
		<b>Advance/Do Not Advance?</b> - To advance in the process, applicants must score at least a 6 on the short answer questions and data submission.	

### Step 3: Video Submission

Applicants passing the initial screening and meeting the minimum bar for eligibility, as demonstrated by the application questions and submission of evidence, will be invited to submit a short video demonstrating their instructional practice.

#### Proposed Master Teacher Video Rubric Overview

Essential Question	Ratings
1. <b>Classroom Culture:</b> Is the teacher leading the class in a way that demonstrates mutual respect and are students actively engaged in learning? (T-TESS 3.3)	<ul style="list-style-type: none"> <li>4: Accomplished</li> <li>3: Proficient</li> <li>2: Developing</li> <li>1: Improvement Needed</li> </ul>

<b>2. Managing Student Behavior:</b> Has the teacher established, communicated, and maintained clear expectations for student behavior? (T-TESS 3.2)	<ul style="list-style-type: none"> <li>4: Accomplished</li> <li>3: Proficient</li> <li>2: Developing</li> <li>1: Improvement Needed</li> </ul>
<b>3. Classroom Environment, Routines and Procedures:</b> Has the teacher organized a safe, accessible and efficient classroom? (T-TESS 3.1)	<ul style="list-style-type: none"> <li>4: Accomplished</li> <li>3: Proficient</li> <li>2: Developing</li> <li>1: Improvement Needed</li> </ul>
<b>4. Communication:</b> Does the teacher clearly and accurately communicate to support persistence, deeper learning and effective effort. (T-TESS 2.3)	<ul style="list-style-type: none"> <li>4: Accomplished</li> <li>3: Proficient</li> <li>2: Developing</li> <li>1: Improvement Needed</li> </ul>

#### Detailed Rubric for Step 3

Essential Question & Indicator	1 – Improvement Needed	2 – Developing	3 – Proficient	4 – Accomplished
<b>Classroom Culture:</b> Is the teacher leading the class in a way that demonstrates mutual respect, and are students actively engaged in learning? (T-TESS 3.3)	The teacher establishes a learning environment where few students are engaged in the curriculum.  Students are disrespectful of each other and of the teacher.	The teacher establishes a learning environment where most students are engaged in the curriculum.  Students are sometimes disrespectful of each other.	The teacher engages all students in relevant, meaningful learning.  Students work respectfully individually and in groups.	The teacher engages all students with relevant, meaningful learning, adjusting lessons based on student interests and abilities.  Students collaborate positively with each other and the teacher.
<b>Managing Student Behavior:</b> Has the teacher established, communicated, and maintained clear expectations for student behavior? (T-TESS 3.2)	The teacher rarely or unfairly enforces campus or classroom behavior standards.  Student behavior impedes learning in the classroom.	The teacher inconsistently implements the campus and/or classroom behavior system.  Student failure to meet expected classroom behavior standards interrupts learning.	The teacher consistently implements the campus and/or classroom behavior system proficiently.  Most students meet expected classroom behavior standards.	The teacher consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.  All or most students know, understand and respect classroom behavior standards.  All students meet expected behavior standards.
<b>Classroom Environment, Routines and Procedures:</b> Has the teacher organized a safe, accessible and efficient classroom? (T-TESS 3.1)	Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.  Students often do not understand what is expected of them.	Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.  Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.	All procedures, routines and transitions are clear and efficient.  Students actively participate in groups, manage supplies and equipment with very limited teacher direction.  The classroom is safe and organized to	The teacher has established and uses effective routines, transitions and procedures that she or he implements effortlessly.  Students take some responsibility for managing student groups, supplies and/or equipment.

	<p>The classroom is unsafe, disorganized and uncomfortable.</p> <p>Some students are not able to access materials.</p>	<p>The classroom is safe and accessible to most students, but is disorganized and cluttered.</p>	<p>support learning objectives and is accessible to most students.</p>	<p>The classroom is safe, inviting and organized to support learning objectives and is accessible to all students</p>
<p><b>Communication:</b> Does the teacher clearly and accurately communicate to support persistence, deeper learning and effective effort. (T-TESS 2.3)</p>	<p>The teacher directs lessons with little opportunity for dialogue, clarification or elaboration.</p> <p>The teacher is sometimes unaware of or unresponsive to student misunderstandings.</p> <p>The teacher uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.</p> <p>The teacher rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.</p>	<p>The teacher leads lessons with some opportunity for dialogue, clarification or elaboration.</p> <p>The teacher recognizes student misunderstandings but has a limited ability to respond.</p> <p>The teacher uses verbal and written communication that is generally clear with minor errors of grammar.</p> <p>The teacher asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.</p>	<p>The teacher establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.</p> <p>The teacher recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.</p> <p>The teacher provides explanations that are clear and uses verbal and written communication that is clear and correct.</p> <p>The teacher asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.</p> <p>The teacher uses probing questions to clarify and elaborate learning.</p>	<p>The teacher establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.</p> <p>The teacher anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.</p> <p>The teacher provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.</p> <p>The teacher asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.</p> <p>The teacher skillfully uses probing questions to clarify, elaborate and extend learning.</p>

### Step 3b: Research and Evaluation Check

After candidates have passed all steps of selection prior to the campus interview, candidates are sent to Research and Evaluation (R&E). R&E reviews the candidate's student data submission a second time. Based upon this second review, a candidate may be screened out of the process, advance to interviews, or require an additional data submission or further information to advance.

Superintendent Martinez asked for this final check to be put in place as an extra measure to make sure that principals are seeing high-quality candidates for Step 4 in selection.

### Step 4: Campus-Based Interview

Applicants moved forward after the video of teaching practice will be passed on to principals for a campus based interview. Principals will have the option to hire applicants based on their campus' needs and culture.

#### **Current District Practice:**

Principals are currently identifying candidates for their school's Master Teacher vacancies, using their own school-specific criteria. Numbers of Master Teacher vacancies at each school have been finalized and communicated to Principals as follows:

Copy of School  
Directory as of Feb 20

Principals have access to candidates through the following means:

- Job Fairs: Internal and external candidates at all stages in the selection process have been invited to attend district job fairs
- Current classroom teachers: Principals are identifying teachers on their current roster who they'd be interested in promoting to Master Teacher, whether in selection process or not
- Hiring Administrator Support: HR is in the process of conducting allocation meetings with every Principal in the district to identify their overall hiring needs, including Master Teachers
- TalentEd: Principals could access the pool of MT candidates, but it was expressed that they generally rely more heavily on the Hiring Administrator Support rather than accessing the pool directly

Given Principals' candidate choices:

- If multiple Principals want the same candidate, the candidate will then be able to select the school of their choice.
- If the candidate does not apply or does not make it through the 3 application stages, the Principal will be told that they can no longer select the candidate.
- The goal is that all internal candidates will know their Master Teacher assignment by the last day of school, before they leave for the summer (June 2).