

Master Teacher Application Process

The Professional Development School Network, consisting of Augusta State University and participating PDS sites, welcomes applications from teachers who would like to share the privilege and responsibility of helping prepare future teachers.

Requirements:

Applicants must teach at a school that is part of the Professional Development School Network.

Applicants should have a minimum of three years' successful teaching experience.

Participation in the TSS is highly recommended.

Applicants must complete the application process to be eligible for acceptance into the Master teacher Program.

Process:

1. Complete the "Master Teacher Application" form and the "Master Teacher Self-Evaluation" form. Submit it to your PDS Building Coordinator.
2. Ask three references to complete the "Master Teacher Recommendation" and "Master Teacher Evaluation" forms. Give these forms and an envelope addressed to your PDS Building Coordinator to three professional educators who have knowledge of your qualifications.
3. Applications will be reviewed by an appropriate building level committee.
4. Applications which are approved by the above committee will be reviewed by the Building Coordinator and the ASU University Coordinator.
5. Applicants will be observed by an appropriate building level educator and a University faculty member, who will discuss the observations with the applicant.
6. The PDS Master Teacher Committee will review all materials and make recommendations regarding approval.
7. Applicants selected as Master Teachers will receive notice of acceptance from the PDS Master teacher Committee.

**Augusta State University
College of Education**

PDS - Master Teacher Recommendation

To be completed by the applicant applying as a Master Teacher:

Last Name	First Name	Middle	SSN
-----------	------------	--------	-----

Street Address	City	State	Zip
----------------	------	-------	-----

To be completed by reference:

We appreciate your time and effort in completing this form. If you prefer to do so, please feel free to make your recommendation by letter and attach it to this form. Please return it to your building coordinator, sealed in the provided envelope.

Please use the following scale to rate the applicant: 1=seldom 2=usually 3= frequently 4= consistently
N/O = not observed

Reflect on the applicant's ability to:

- ____ 1. Include collaborative planning and co-teaching
- ____ 2. Encourage use of innovation, shared decision making, and sharing own classroom
- ____ 3. Work effectively with adult learners
- ____ 4. Use effective communication skills
- ____ 5. Use technology in instruction
- ____ 6. Use varied teaching strategies
- ____ 7. Be flexible and comfortable with change
- ____ 8. Incorporate higher order thinking in the classroom
- ____ 9. Process instructional decision making (examines and explains the "why" behind decisions and their impact on students)
- ____ 10. Work well with other teachers in processing and sharing
- ____ 11. Make connections with research and best practices in curriculum and instruction

The individual named above is interested in serving as a "Master Teacher" in Augusta State University's Professional Development School. If selected, this individual will supervise apprentices and will be the individual responsible for assigning a grade to that apprentice. Please provide a statement indicative of your assessment of the readiness of this individual to assume the tasks described. _____

Considering the applicant's overall special abilities, ambition, and determination, please indicate your recommendation for Master Teacher Status:

_____ I recommend strongly

_____ I recommend with reservation

_____ I recommend

_____ I cannot recommend

Any additional comments are welcome. You may use a separate sheet of paper or the reverse side of this form.

Signature: _____

Date: _____

Position: _____

Institution: _____

Please print: _____
Name Address City State Zip

Augusta State University
College of Education
PDS - Master Teacher Evaluation

To be completed by reference:

Evaluator: _____ Master Teacher: _____

Rate the Master Teacher on her/his ability to:

Please use the following scale: 1= seldom 2= usually 3= frequently 4= consistently N/O= not observed

- _____ 1. Guide the development of an Apprentice
- _____ 2. Actively involve the Apprentice in instructional planning and problem solving, both collaborative and individual
- _____ 3. Provide critical feedback to the Apprentice's instruction and professionalism
- _____ 4. Engage in problem solving related to work with the Apprentice
- _____ 5. Work with Apprentice and ASU faculty on goal setting
- _____ 6. Provide critical feedback related to instructional areas in need of development
- _____ 7. Co-plan with the Apprentice on how to reach goals and meet student needs
- _____ 8. Provide opportunities for the Apprentice to progress toward program goals in the classroom
- _____ 9. Provide on-going evaluative feedback to the Apprentice
- _____ 10. Seek the involvement of ASU faculty when appropriate
- _____ 11. Provide opportunities for the Apprentice to demonstrate growth and improvement
- _____ 12. Document opportunities for the Apprentice to demonstrate competencies related to goals of the program
- _____ 13. Document the Apprentice's learning
- _____ 14. Share the Apprentice's strengths and evidence with the Apprentice and ASU faculty/coordinator

Evaluator: _____ Date: _____

Augusta State University
College of Education
PDS - Master Teacher Self Evaluation

To be completed by the applicant applying as a Master Teacher:

Last Name	First Name	Middle	SSN
-----------	------------	--------	-----

Reflect on Your ability to:

Please use the following scale: 1= seldom 2= usually 3= frequently 4= consistently N/O= not observed

- _____ 1. Include collaborative planning and co-teaching
- _____ 2. Encourage use of innovation, shared decision making, and sharing own classroom
- _____ 3. Work effectively with adult learners
- _____ 4. Use effective communication skills
- _____ 5. Use technology in instruction
- _____ 6. Use varied teaching strategies
- _____ 7. Be flexible and comfortable with change
- _____ 8. Incorporate higher order thinking in the classroom
- _____ 9. Process instructional decision making (examines and explains the "why" behind decisions and their impact on students)
- _____ 10. Work well with other teachers in processing and sharing
- _____ 11. Make connections with research and best practices in curriculum and instruction

Evaluate your ability to:

Please use the following scale: 1= seldom 2= usually 3= frequently 4= consistently N/O= not observed

- _____ 1. Guide the development of an Apprentice
- _____ 2. Actively involve the Apprentice in instructional planning and problem solving, both collaborative and individual
- _____ 3. Provide critical feedback to the Apprentice's instruction and professionalism
- _____ 4. Engage in problem solving related to work with the Apprentice
- _____ 5. Work with Apprentice and ASU faculty on goal setting
- _____ 6. Provide critical feedback related to instructional areas in need of development
- _____ 7. Co-plan with the Apprentice on how to reach goals and meet student needs
- _____ 8. Provide opportunities for the Apprentice to progress toward program goals in the classroom
- _____ 9. Provide on-going evaluative feedback to the Apprentice
- _____ 10. Seek the involvement of ASU faculty when appropriate
- _____ 11. Provide opportunities for the Apprentice to demonstrate growth and improvement
- _____ 12. Document opportunities for the Apprentice to demonstrate competencies related to goals of the program
- _____ 13. Document the Apprentice's learning
- _____ 14. Share the Apprentice's strengths and evidence with the Apprentice and ASU faculty/coordinator