

“Instructions: How to Nominate a 2020 GCCTM Outstanding Mathematics Educator”

This spring, the Greater Cleveland Council of Teachers of Mathematics will recognize Outstanding Classroom Teachers in Grades K-5, Grades 6-8, & Grades 9-12 and Outstanding Mathematics Educators “Outside the Classroom.” Intervention specialists and others who spend the majority of their time in classrooms are considered classroom teachers. The category of Educators “Outside the Classroom” includes Intervention Specialists (Gifted/Special Ed), Instructional Coaches, Administrators (Principal, Curriculum Director, Coordinator, etc), University Faculty, and ESC/Independent Consultants who have a positive impact on the teaching and learning of mathematics in our K-12 schools.

Educators who work in Cuyahoga, Geauga, Lake, Lorain, Medina, Portage, and Summit counties and/or are current members of GCCTM are eligible for these awards.

Those who have received a GCCTM Award in the past are ineligible to receive the same award again, but may receive a different award if they have changed positions. For example, former classroom teachers who are now serving as a coach or an administrator are eligible for an “Outside the Classroom Award” even if they have received a “Classroom Teacher” award in the past.

“Elected” GCCTM Board Members are also ineligible to receive an award. The elected members of the 2019-2020 GCCTM Board are: Margot Calcut, Kathleen Cooley, Erin George, Nicole Gregory, Christina Hamman, Mary Beth Hearn, Suzanne Malak, Jerry Moreno, and Heidi Rudolph.

Superintendents and Principals of public, private, and community schools/districts will be sent “invitations” to nominate a deserving educator, but **any** educator may submit a nomination.

Nominators will need to complete only **TWO** pages of the nomination form: a “Basic Information” page and a second page that includes **three** short essay questions customized for the specific award category (e.g. Classroom Teacher, Intervention Specialist, etc.)

The questions with clarifications as needed for **each page** of the “nomination form” can be found at the end of this document. Suggestions for the content of essay questions are also included. These clarifications and suggestions are meant to provide guidance to the nominators so that similar information is provided about **each** nominee.

Note: The three essay questions on the nomination form will be used in the “Awards Selection Process.” Essays will be evaluated on the content of the essays not their length. Although there is only one official nominator, other educators may provide input and assist the nominator in the writing of the essay questions. What you say really matters!

Prior to filling out the online nomination form, the nominator should gather all the required information and compose their answers to the “essay” questions in a word document. The online nomination form must be completed in one sitting.

Questions about the nomination form should be directed to Lynn Aring at Lynn.Aring@gmail.com

Here is the link to the nomination form: [2020 GCCTM Outstanding Mathematics Educator Nomination Form](#)

The Nomination Form will remain open until **February 1, 2020.**

Once a nomination has been received, the nominee will be notified of their nomination. The application forms for the nominees to complete will be available around Jan 1, 2020 and must be completed by March 1, 2020.

2019 GCCTM Outstanding Mathematics Educator Awards Nomination Form

Page 1---Introduction

Dear Nominator,

Thank you for taking the time to nominate an “Outstanding Mathematics Educator.”

The form includes several short answer questions related to both the nominee and nominator and three short “essay questions” describing why the nominee is deserving of this award.

The three essays on the nomination form will be used in the **selection process**. **What you say really does matter!**

All nominators will complete the “basic Information” page of the google nomination form and then will complete **one additional page** of the form customized for the **specific award category**.

The form needs to be completed in one sitting, so it is important that the nominator gather all necessary information, compose all “essays,” and store that information in a word document prior to completing the google registration form. The information/essays can then be copied into the nomination form.

Please enter your primary E-mail Address below.

Email Address

Instructions, Questions and Clarifications-Basic Information

The “Basic Information” page consists of the following short answer and multiple choice questions.

****Retype Nominator’s E-mail Address:**

****Nominator’s First Name:**

****Nominator’s Last Name:**

****Nominee’s First Name:**

****Nominee’s Last Name:**

****Nominee’s E-mail Address:**

****Re-type Nominee’s E-mail Address:**

****Award Classification:** Nominators should select the “classification” that best describes their nominee. The nominator will then be diverted to another page of the nomination form to answer further questions about their nominee.

--Grades K-5 Classroom Teacher (includes some Intervention Specialists)

...Grades 6-8 Classroom Teacher (includes some Intervention Specialists)

--Grades 9-12 Classroom Teacher (includes some Intervention Specialists)

--Other Grade Band Classroom Teacher (includes some Intervention Specialists)

... Intervention Specialist (Gifted/Special Ed)

... Instructional/Math Coach

--Administrator/Coordinator

--University Faculty

--ESC or Independent Consultant

Note: A category “Other Grade Band Classroom Teacher has been added for teachers that teach in grades that belong in more than one category. For example a classroom teacher may teach in both grades 5 and 6 or in grades 8-10.

Note: An **Intervention Specialist** is considered to be a Classroom Teacher if they plan and implement lessons alongside another teacher. Intervention Specialists who work with individual students or small groups of students within a classroom setting and/or outside a classroom setting, should be nominated for the “Outside the Classroom” category of Intervention Specialist (Gifted/Special Ed)

Note: The category of **Administrator/Coordinator** includes principals, curriculum directors, gifted coordinators, etc. **who work with mathematics educators** (e.g. teachers, intervention specialists) to improve the teaching of mathematics.

****Relationship-Nominator to Nominee:** Short explanation of how the nominator “knows” the nominee. Example responses: I am the nominee’s principal, I am a colleague of the nominee,

Instructions ,Questions, and Clarifications for: Grades K-5 Classroom Teacher, Grades 6-8 Classroom Teacher, Grades 9-12 Classroom Teacher, Other Grade Band Classroom Teacher

This page consists of some short answer questions and **three** essays.

**** CT- Nominee’s Full Name**

****CT-Name of General Affiliation:** The “General Affiliation” is the “larger organization” to which the school belongs. Some common examples include:

---Name of Public School District (e.g. Cleveland Municipal Schools)

---Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)

---Name of Community School Organization (e.g. Constellation Schools)

---Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no “larger organization” simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

****CT-School Name(s):** list at most 2 specific schools or simply state “multiple schools”

****CT-Teaching Assignment:** Very brief statement that Includes details such as grade levels and/or specific mathematics courses taught, other subjects taught, any special student populations served (e.g. gifted), etc.

****CT-Outstanding Classroom Teacher b/c:** This essay should focus **only** on the nominee’s classes and students and should discuss why the nominee is an outstanding teacher of **Mathematics**. Some suggested topics for this essay include: teaching style, content/pedagogy knowledge, use of differentiation/intervention strategies, use of technology. In other words, this essay should include any relevant information about the nominee that ensures that their students are successful learners of **Mathematics**. **Note: General or non-math-related characteristics of the educator should be included in the last essay.**

****CT-Outstanding Mathematics Program Supporter b/c:** An outstanding classroom teacher does not work in isolation, collaborates with colleagues and supports the teaching and learning of **Mathematics** throughout their **school and/or district**. This essay should include ways in which the teacher supports the “**Mathematics Program**” outside of their own personal classroom. Some possible “topics” for this essay include: planning with colleagues, participation in school/district professional development and/or Professional Learning Communities, participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) and participation in math related “extracurriculars”: (e.g. math contests, math clubs, etc.) The essay should note any leadership roles and should discuss how each “topic” is directly related to the teaching and learning of **Mathematics**.

****CT-Additional Information:** This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.

Instructions, Questions, and Clarifications for Intervention Specialist (Gifted/Special Ed)

This page consists of some short answer questions and **three** essays.

****IS- Nominee's Full Name**

****IS-Name of General Affiliation:** The "General Affiliation" is the "larger organization" to which the school belongs. Some common examples include:

---Name of Public School District (e.g. Cleveland Municipal Schools)

---Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)

---Name of Community School Organization (e.g. Constellation Schools)

---Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no "larger organization" simply state the general **TYPE** of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

****IS-School Name(s):** list at most 2 specific schools or simply state "multiple schools"

****IS-Intervention Specialist's Job Responsibilities:** Very brief description that includes details such as: type of students served (Gifted, Special Ed, etc.), grade levels/courses of students being serviced, and how the students are being serviced (e.g. individual/small group tutoring)

****IS-Outstanding Intervention Specialist b/c:** This essay should focus **only** on the nominee's work with their assigned students and should discuss why the nominee is an outstanding intervention specialist specifically for the learning of **mathematics**. Some suggested topics for this essay include: content/pedagogy knowledge, use of differentiation/intervention strategies, use of technology, coordination with the regular classroom teacher, etc. In other words, this essay should include any relevant information about the nominee that ensures that their students are successful learners of **mathematics**. **Note: General or non-math-related characteristics of the educator should be included in the last essay.**

****IS-Outstanding Mathematics Program Supporter b/c:** An outstanding intervention specialist does not work in isolation, collaborates with colleagues and supports the teaching and learning of **mathematics** throughout their **school and/or district**. This essay should include ways in which the intervention specialist supports the "**Mathematics Program**." Some possible "topics" for this essay include: supporting other intervention specialists and regular classroom teachers, participation in school/district professional development and/or Professional Learning Communities, participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) and participation/support of math related "extracurriculars":(e.g. math contests, math clubs, etc.)The essay should note any leadership roles and should discuss how each "topic" is directly related to the teaching and learning of **Mathematics**.

****IS-Additional Information:** This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.

Instructions, Questions, and Clarifications for Instructional/Math Coach

This page consists of some short answer questions and three essays.

***IMC-Nominee's Full Name

*****IMC-Name of General Affiliation:** The "General Affiliation" is the "larger organization" to which the school belongs. Some common examples include:

---Name of Public School District (e.g. Cleveland Municipal Schools)

---Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)

---Name of Community School Organization (e.g. Constellation Schools)

---Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no "larger organization" simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

*****IMC-School Name(s):** list at most 2 specific schools or simply state "multiple schools"

*****IMC-Educator Population Served:** Very brief description that includes details such as: type of educators served (Teachers, Intervention Specialists, General Ed, Gifted, Special Ed, etc.) and grade levels of educators served.

*****IMC-Outstanding Coach b/c:** This essay should focus on the specifics of **how** the coach successfully works with their assigned educator population to improve the **teaching** of mathematics at the "**classroom level.**" Possible topics to include in this essay: coach's pedagogy/content knowledge, classroom visits to model or observe, lesson/unit planning assistance, targeted professional development, etc **Note: General or non-math-related characteristics of the educator should be included in the last essay.**

*****IMC-Outstanding Supporter of Math Program b/c:** An outstanding mathematics coach collaborates with others and supports the teaching and learning of **mathematics** throughout their **school and/or district.** This essay should include ways in which the instructional/math coach supports the "**Mathematics Program.**" Some possible "topics" for this essay include: participation in school/district professional development and/or Professional Learning Communities, and participation in school/district committees (e.g. Technology, Curriculum, Assessment, etc.) The essay should note any leadership roles and should discuss how each "topic" is directly related to the teaching and learning of **Mathematics.**

*****IMC-Additional Information:** This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.

Instructions, Questions and Clarifications for Administrator/Coordinator

This page consists of some short answer questions and three essays.

***A/C- Nominee's Full Name:

***A/C-Name of General Affiliation: The "General Affiliation" is the "larger organization" to which the school belongs. Some common examples include:

---Name of Public School District (e.g. Cleveland Municipal Schools)

---Name of Religious School Organization (e.g. Cleveland Catholic Diocese, Lutheran Schools of Ohio)

---Name of Community School Organization (e.g. Constellation Schools)

---Name of Non-Public School Organization (e.g. Ohio Association of Independent Schools)

If there is no "larger organization" simply state the general type of school (e.g. vocational school, STEM school, private religious school, private non-religious school, etc.)

***A/C-School Name(s): List at most 2 specific schools or simply state "multiple schools"

***A/C-Administrator's/Coordinator's Title: Examples: Principal, Curriculum Director, Gifted Coordinator

***A/C-Educator Population Served: Very brief description that includes details such as: type of mathematics educators served (Teachers, Intervention Specialists, etc.) and grade levels of educators served.

***A/C-Supporter of Effective Mathematics Teaching b/c: This essay should focus on **how** the administrator improves the **teaching** of mathematics at the "**classroom level**." This essay should include information about the administrator's knowledge of effective mathematics teaching practices and specific ways that the administrator directly or indirectly supports mathematics educators (e.g. classroom visits/coaching, targeted PD about technology, RTI, differentiation, etc.) **Note: General or non-math-related characteristics of the educator should be included in the last essay.**

***A/C-Supporter of Quality Mathematics Programs b/c: This essay should focus on the specifics of **how** the administrator assists their school(s)/district to develop high quality "Mathematics Programs" based on the Ohio Learning Standards. This essay may include information about: the administrator's expertise and specific ways that the administrator directly or indirectly provides PD/Resources about the Standards, curriculum, vertical alignment, assessments, etc.

***A/C-Additional Information: This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.

Instructions, Questions, and Clarifications for University Faculty

This page consists of some short answer questions and three essays.

*****UF- Nominee's Full Name**

*****UF Name of University/College**

*****UF-Name of Department(s):** Examples-Mathematics, Education, Early Childhood, etc.

*****Faculty Member's Job Responsibilities:** Very brief description that includes typical courses taught and other regular duties such as supervision of field experience students and student teachers.

*****UF-Outstanding Classroom Instructor b/c:** An outstanding university faculty member should be an outstanding classroom instructor who models effective teaching practices. This essay should focus **only** on the nominee's classes and students and should discuss why the nominee is an outstanding instructor of **mathematical content and/or pedagogy**. Some suggested topics for this essay include: teaching style, content/pedagogy knowledge, integration of technology, personal characteristics, etc.
Note: General or non-math-related characteristics of the educator should be included in the last essay.

*****UF-Outstanding Supporter of Mathematics/Education Departments b/c:** An outstanding mathematics educator does not work in isolation, collaborates with colleagues and supports both the Mathematics and Education Departments at their **University/College**. This essay should highlight the ways the nominee supports these departments and the pre-service teachers at their institution. Some possible "topics" for this essay includes: participation in committees (e.g. technology integration, accreditation), supervision of field experiences/student teaching, organizing on-campus clubs/PD events for pre-service teachers, connecting pre-service teachers to professional organizations like GCCTM, etc. The nominator may also include any PD/services that the university faculty member provides to area mathematics educators.

*****UF-Additional Information:** This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.

Instructions, Questions, and Clarifications for ESC/Independent Consultant

This page consists of some short answer questions and three essays.

*****C- Nominee's Full Name**

*****C-Name of ESC or Consulting Company**

*****C-Description of Consultant's Services:** Very brief statement that includes the types of services provided: e.g. professional development workshops, instructional coaching, and assistance with curriculum writing/textbook selection etc.

*****C- Outstanding Promoter of Effective Teaching b/c:** This essay should focus on **how** the consultant's services successfully improve the **teaching** of mathematics at the "**classroom level**." This essay may include information about: the consultant's content/pedagogy knowledge, type of services provided (e.g. coaching/PD), specific focus of services (effective teaching practices, intervention/differentiation strategies, etc.) The essay should cite specific examples of these services and why the consultant is effective at providing these services. **Note: General or non-math-related characteristics of the educator should be included in the last essay.**

*****C- Outstanding Promoter of Quality Mathematics "Programs" b/c:** This essay should focus on the specifics of **how** the consultant assists schools/districts to develop high quality "Mathematics Programs" based on the Ohio Learning Standards. This essay may include information about: the consultant's expertise, type of services provided and the specific focus of services (e.g. unpacking the standards, curricular resources including technology, assessment resources), etc. The essay should cite specific examples of these services and why the consultant is effective at providing these services.

*****C-Additional Information:** This essay should include any additional information about the educator that explains why the educator is deserving of a GCCTM Outstanding Mathematics Educator award but has not already been addressed in the previous two essays and/or are not math specific. Topics that are appropriate for this essay include: personal characteristics of the educator (caring, dedication, etc.), evidence of being a life-long learner and/or continuous professional growth, involvement in professional organizations, etc.