

LAKEVIEW COMMUNITY SCHOOLS

McREL Targets AND Artifacts

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| STANDARD I: | Teachers demonstrate leadership |
| Element A: | Teachers lead in their classroom. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners. |
| Possible Artifacts: | Portfolios, rubrics, NWEA, IGOR, progress monitoring, common ELA/Math block components, essential questions, meeting minutes, classroom rules/procedures visible for students |
| Developing | <ul style="list-style-type: none"> ● Has assessment data available and refers to it to understand the skills and abilities of students ● Accesses available data to understand the skills and abilities of students ● Has written classroom management plan available and posted ● Has learning objectives posted in classroom |
| Proficient | <ul style="list-style-type: none"> ● Uses a variety of assessments to evaluate student progress ● Includes evidence of data analysis in lesson plans, activities, and group assignments ● Communicates learning objectives to students ● Enforces the written classroom management plans ● Designs instruction to fit needs of individual child |
| Accomplished | <ul style="list-style-type: none"> ● Uses portfolios, rubrics, and/or other types of assessments to evaluate progress ● Uses protocols and forms for collaborative activities ● Includes real-life situations in lesson plans ● Provides leadership opportunities in classroom ● Learning objectives are communicated/modeled to produce student leaders in the classroom ● Develops lesson plans and classroom activities that reflect ongoing use of assessment data |
| Distinguished | <ul style="list-style-type: none"> ● Analyzes data with colleagues to make decisions about student needs and instructional planning ● Facilitates professional development at the school level to ensure all students succeed by the use of best practices connected to student data |
| Element B: | Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels. |
| Possible Artifacts: | Meeting minutes, written documentation of peer observation |

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| Developing | <ul style="list-style-type: none"> • Attends Professional Learning Community meetings (department, faculty, grade level, team, other) • Has a copy of the School Improvement Plan and is familiar with building goals |
| Proficient | <ul style="list-style-type: none"> • Actively participates in Professional Learning Community meetings (department, faculty, grade level, team, other) • Analyzes data with colleagues to make instructional decisions • Provides suggestions and feedback to School Improvement Team |
| Accomplished | <ul style="list-style-type: none"> • Facilitates Professional Learning Community meetings and/or serves as a grade level, department, or School Improvement Team representative • Assists in developing plans to foster academic growth • Observes peer teachers to learn new strategies • Shares plans, strategies, etc. with colleagues |
| Distinguished | <ul style="list-style-type: none"> • Serves as a leader in implementing or advocating the creation of goals in the School Improvement Plan • Invites or visits other teachers into classroom to share instructional strategies |
| ELEMENT C: | Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession. |
| Possible Artifacts: | Agendas for meetings set up for colleagues, notes for meetings set up with colleagues, lesson plans reflecting in classroom activities, grade level and content area team meetings are showing active participation, contact logs |
| Developing | <ul style="list-style-type: none"> • Can access the MAISD professional development web site and locate professional development opportunities • Attends required professional development sessions • Collaborates formally and informally during meetings and has a written professional development plan |
| Proficient | <ul style="list-style-type: none"> • Provides research on best practices and/or documentation of required professional development activities or readings completed • Communicates professionally with the leadership team representative, grade level and/or department chair • Effectively and consistently communicates with parents, students, colleagues, and administrators • Collaborates effectively during meetings and dialogue, establishing a positive line of communication with colleagues and administration |
| Accomplished | <ul style="list-style-type: none"> • Actively seeks and attends at least one non-required professional growth activity • Lesson plans show implementation of content and best practices learned in professional development |
| Distinguished | <ul style="list-style-type: none"> • Leads professional development to address areas of need at the school level • Models professionalism with a positive attitude and strong work ethic • Observes and gives feedback to colleagues in lesson planning and delivery • Establishes collegial classroom visitations for the purpose of garnering best practices to share with departments |
| Element D: | Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the |

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| | education of students. |
| Possible Artifacts: | Meeting minutes, documented portfolio process, communication with home, lesson plans addressing multiple learning needs, using IEP's and communicating with appropriate personnel on strategies for success |
| Developing | <ul style="list-style-type: none"> ● Has copy of the school handbook ● Attends meetings as required ● Can communicate testing and portfolio process/procedures ● Collaborates with colleagues to improve student learning |
| Proficient | <ul style="list-style-type: none"> ● Develops written lesson plans for student learning ● Shares ideas for positive change at school meetings ● Uses formative data to improve student learning ● Attends IEP meetings when requested ● Sends progress reports and/or updates weekly progress via PowerSchool ● Communicates with school personnel regarding student needs |
| Accomplished | <ul style="list-style-type: none"> ● Leads small group meetings ● Organizes events and/or programs at the school or encourages parent/guardian participation in school activities ● Communicates with parents/guardians beyond required reports and open house sessions to show and discuss student work and/or progress ● Actively seeks solutions for challenged students and helps remove barriers for success |
| Distinguished | <ul style="list-style-type: none"> ● Serves as a leader or chairperson of a group that advocates for schools and/or students ● Leads staff development on activities/strategies/ways to assist students and the building to overcome challenges |
| Element E: | Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. |
| Possible Artifacts: | Classroom rules and procedures for view of students, no reprimands on file from current school year, absence of complaints from students/parents/colleagues, meeting minutes |
| Developing | <ul style="list-style-type: none"> ● Has reviewed a copy of the LCS bylaws and policies pertaining to staff ethics and standards for professional conduct ● Completes lesson plans for daily instruction ● Has fair and equitable classroom rules and procedures to protect student learning conditions ● Keeps accurate student discipline log, communication log, grade book ● Keeps records confidential |
| Proficient | <ul style="list-style-type: none"> ● Maintains an accurate and equitable grading policy and management plan ● Consistently exhibits professional behavior in the classroom, meetings, and school functions ● Protects the learning environment to maximize instructional time for student learning ● Participates in professional development activities as required |
| Accomplished | <ul style="list-style-type: none"> ● Participates in professional development to improve performance ● Seeks additional resources to provide a classroom climate conducive to learning |

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| | <p>and to promote learning to the maximum possible extent</p> <ul style="list-style-type: none"> • Collaborates with others to shape educational goals, policies, and decisions • Consistently follows all classroom, building, and district policies |
| Distinguished | <ul style="list-style-type: none"> • Leads an initiative to shape educational goals, policies, and decisions • Effectively uses data to make recommendations for school improvement |
| STANDARD II: | Teachers Establish a Respectful Environment for a Diverse Population of Students |
| Element A: | Teachers provide an environment in which each child has a positive nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. |
| Possible Artifacts: | Lesson plans reflect understanding of IEP's/504's/behavior plans, conferencing/communication logs,NWEA/MEAP/PowerSchool/economically disadvantaged, home visits, mentoring others |
| Developing | <ul style="list-style-type: none"> • Identifies the types of diversity within the student population |
| Proficient | <ul style="list-style-type: none"> • Respects the diversity within the student population • Establishes a classroom environment that reflects cultural diversity |
| Accomplished | <ul style="list-style-type: none"> • Encourages students to be supportive of diversity • Creates a safe and orderly environment that allows students to take risks |
| Distinguished | <ul style="list-style-type: none"> • Advises/leads colleagues to be supportive of diversity |
| Element B: | Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction. |
| Possible Artifacts: | Ted TV.com, lesson plans, demographics in the district/building, Skype, video clips, student projects involving diversity, bulletin boards involving diversity |
| Developing | <ul style="list-style-type: none"> • Identifies the types of diversity within the school community |
| Proficient | <ul style="list-style-type: none"> • Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues |
| Accomplished | <ul style="list-style-type: none"> • Understands the influence of diversity and plans instruction appropriately • Uses a variety of materials that reflect a broad range of cultures and interests |
| Distinguished | <ul style="list-style-type: none"> • Coordinates guest visits/field trips into the classroom/curriculum that capitalizes on diversity as an asset |
| Element C: | Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. |
| Possible Artifacts: | NWEA data in lesson plans, classroom projects, reward activities, use of IEP's/504's, journaling, classroom observations will demonstrate a variety of activities |
| Developing | <ul style="list-style-type: none"> • Communicates district's purpose and vision • Rarely differentiates instruction |
| Proficient | <ul style="list-style-type: none"> • Articulates the need to treat students as individuals • Creates classroom opportunities that allows the teacher to actively know and |

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| | <ul style="list-style-type: none"> connect with their students Incorporates student interests and/or concerns into course content |
| Accomplished | <ul style="list-style-type: none"> Values individual student contributions Creates activities/lessons that provides students with choices about how to express their learning |
| Distinguished | <ul style="list-style-type: none"> Maintains a learning environment that has high expectations of every student Differentiates student work activities on a daily basis |
| Element D: | Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met. D |
| Possible Artifacts: | IEP at a glance, 504 accommodations, progress monitoring, data portfolios, lesson plans, modification notes and examples, iTunesU, Skype, TED TV, KhanAcademy |
| Developing | <ul style="list-style-type: none"> Identifies students in your building that have special needs Be aware of student IEP accommodations Has an awareness of available student modifications Has a knowledge of multiple intelligence strategies Can identify subgroups that exist within the classroom/school Frequently monitors student performance Rarely differentiates instruction |
| Proficient | <ul style="list-style-type: none"> Meets/communicates with student case manager(s) consistently Collaborates with specialists that can provide support to the special learning needs of students Periodically seeks assistance to meet the needs of students Directions are given to students in a variety of ways Participates in professional development activities to improve teaching strategies Differentiates student activities occasionally Makes adjustments in the lessons based on the needs of the students Lesson plans include differentiated plans for advanced and struggling students Follows the IEP accommodations of the students |
| Accomplished | <ul style="list-style-type: none"> Provides collaborative learning opportunities for students based on learning needs Frequently uses various assessments to modify some activities Differentiates student activities on a regular basis Frequently acts as a resource person for peers and/or seeks support for the needs of students |
| Distinguished | <ul style="list-style-type: none"> Consistently differentiates lesson based on students needs Utilizes diagnostic, formative and summative data and other available resources to adapt instruction Systematically differentiates lessons based on students needs Utilizes data and other available resources to adapt instruction Utilizes technology in order to deepen student understanding Acts as a resource to peers and the school community |
| Element E: | Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or |

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| | guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students. |
| Possible Artifacts: | Meeting agendas, classroom webpage/blog, NWEA goal setting sheet for parents/students, periodic progress reports, signed syllabi, tutoring students at time outside of normal school day, Facebook page for class, Twitter account for class, face-to-face parent contact, class website/newsletter |
| Developing | <ul style="list-style-type: none"> Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools Distributes communications to parents Keeps a record of all school related communications Identifies obstacles that prevent students from being successful |
| Proficient | <ul style="list-style-type: none"> Maintains a communication log Maintains a classroom website or class newsletter Teacher advocates for school community |
| Accomplished | <ul style="list-style-type: none"> Maintains a classroom website with current assignments, projects, announcements Identifies obstacles that prevent students from being successful Attends events that are hosted in the school community |
| Distinguished | <ul style="list-style-type: none"> Documents responsiveness to parent needs via a communication log Makes appropriate referrals to available resources Advocates for school community Make home visit when all other forms of communication have failed |
| STANDARD III: | Teachers know the content they teach |
| Element A: | Teachers align their instruction with the state standards. . In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline. |
| Possible Artifacts: | EBLI lessons, meeting notes, state committee(s), LCS curriculum council, student growth rubric, ongoing reflection in lesson planning |
| Developing | <ul style="list-style-type: none"> Demonstrates awareness of state standards/common core and can easily produce when requested Lesson plans show evidence of the inclusion of literacy across content Areas |
| Proficient | <ul style="list-style-type: none"> State standards/common core objectives are clearly articulated in lesson plans Lessons show evidence of the use of strategies that make the curriculum rigorous and relevant Elementary: Integrates effective literacy instruction throughout the curriculum Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning |
| Accomplished | <ul style="list-style-type: none"> Incorporates strategies and resources in lessons that were obtained from |

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| | <p>staff/grade level meetings and professional development opportunities</p> <ul style="list-style-type: none"> ● Reflects upon the rigor and relevance of the taught curriculum via grade level meetings and conversations with administrators, peers and parents ● Employs higher order thinking skills in developing lessons and questions |
| Distinguished | <ul style="list-style-type: none"> ● Models strategies for colleagues ● Develops and leads training to help colleagues align their instruction with the State Standards/Common Core ● Actively participates in curriculum coordinating council, state or local focus group, or state or local project teams ● Uses student data to make appropriate adjustments to lesson content and the pacing of the curriculum |
| Element B: | <p>Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.</p> |
| Possible Artifacts: | <p>Curriculum Crafter notes, Readers' and Writers' Workshop, EBLI lessons, lesson plans, virtual field trips, learning/science fairs, on-line communities, EduSkype, student clubs and activities, student projects, certificates from workshops</p> |
| Developing | <ul style="list-style-type: none"> ● Objectives of daily lessons are aligned to content appropriate to grade level or subject area being taught ● Uses professional resources related to their content when planning and delivering instruction |
| Proficient | <ul style="list-style-type: none"> ● Attends professional development, graduate courses, conferences, designed to increase content knowledge ● Has a working knowledge of the technologies available to increase student understanding of content curriculum |
| Accomplished | <ul style="list-style-type: none"> ● Involves students in learning more about the content area outside of the required curriculum ● Shares content area resources with colleagues ● Engages in the use of technology to enhance the delivery and student understanding of the content area |
| Distinguished | <ul style="list-style-type: none"> ● Sponsors clubs, field trips, after-school activities related to content area ● Develops resources and tools that aid self and colleagues to increase the rigor and relevance of the content area for students |
| Element C: | <p>Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.</p> |
| Possible Artifacts: | <p>Curriculum Crafter notes, lesson plans, student work, classroom displays, meeting notes, guest speakers, field trips, EduSkype</p> |
| Developing | <ul style="list-style-type: none"> ● Has knowledge of the curriculum content below and above their grade level/course ● Has a global/interdisciplinary understanding of the interconnectedness of all curriculum areas ● Attends vertical and horizontal curriculum planning meetings |

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| Proficient | <ul style="list-style-type: none"> ● Team and/or vertical articulation meetings are attended to discuss grade level and/or subject area requirements ● Promotes global awareness relevant content into lesson plans and delivery |
| Accomplished | <ul style="list-style-type: none"> ● Relates content to other disciplines as evidenced by lesson plans, lesson delivery, student work, out of class activities ● Integrates global awareness content into lesson plans and delivery ● Team teaching/co-teaching or planning interdisciplinary units ● Leads content planning meetings |
| Distinguished | <ul style="list-style-type: none"> ● Utilizes technology to teach global awareness ● Collaborates with community, universities or other organizations to ensure the interconnectedness of content areas/disciplines ● Develops and delivers professional development designed to help colleagues understand global connections embedded within content areas |
| Element D: | Teachers make instruction relevant to students. Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness. |
| Possible Artifacts: | Lesson plans that involve critical thinking, problem solving, technology literacy, collaborating and communicating ideas to each other, global awareness, civic literacy, financial literacy, health awareness, authentic assessments that demonstrate student understanding, relevant lessons, websites and blogs |
| Developing | <ul style="list-style-type: none"> ● Lesson plans reflect that the teacher is able to connect their curriculum to life in the 21st century ● Knows how to access resources, artifacts, and examples to help students connect their learning to life in the 21st century |
| Proficient | <ul style="list-style-type: none"> ● Instructional delivery includes activities that enable students to connect the curriculum with technology using 21st century skills ● Teacher is able to help students make connections across the curriculum as evidenced by student work |
| Accomplished | <ul style="list-style-type: none"> ● Integrates core content with 21st century content ● Collaborates with colleagues to show relevance between disciplines ● Uses outside resources, artifacts and examples that facilitate students making connections between the classroom and life in the 21st century |
| Distinguished | <ul style="list-style-type: none"> ● Collaborates and develops relationships with community members ● Conducts field studies or active research with students to make connections between the classroom and life in the 21st century |
| STANDARD IV: | Teachers facilitate learning for their students |
| Element A: | Teachers know the ways in which learning takes place, and they know the appropriate levels. Teachers facilitate learning for their students of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt |

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| | resources to address the strengths and weaknesses of their students. |
| Possible Artifacts: | Lesson plans, data, IEP review/504 knowledge, utilizes available data to adapt/modify instruction (NWEA, MEAP, ACT, other), PD materials |
| Developing | <ul style="list-style-type: none"> Understands developmental levels and recognizes the need to differentiate instruction Assesses students' academic performance |
| Proficient | <ul style="list-style-type: none"> Implements multiple teaching strategies to address various learning styles Provides differentiated assignments based on assessment data |
| Accomplished | <ul style="list-style-type: none"> Consistently and appropriately differentiates instruction Identifies appropriate developmental levels using formative and summative assessments |
| Distinguished | <ul style="list-style-type: none"> Shares ideas with peers and assists in leading professional development Presents at county, state, or national meetings and/or conferences Is aware of current research regarding student learning Researches and encourages the school to adapt or adopt programs that enhance student learning |
| Element B: | Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs. |
| Possible Artifacts: | Anecdotal records, progress monitoring, knowledge of IEP/504's, meeting notes, lesson plans |
| Developing | <ul style="list-style-type: none"> Creates lesson plans aligned with the state standards/common core Administers required assessments Recognizes that data is an important tool for planning Uses available curriculum resources to guide instruction |
| Proficient | <ul style="list-style-type: none"> Uses formative/summative assessments as well as other data to guide instruction and lesson planning Continually modifies instruction based on informal and formal assessment data Incorporates teaching strategies that meet the needs of all students |
| Accomplished | <ul style="list-style-type: none"> Monitors all student responses during whole class, small group and seat-work activities Creates common assessments or reviews assessments with vertical content areas |
| Distinguished | <ul style="list-style-type: none"> Responds to cultural differences through lesson planning and lesson implementation Leads vertical data discussions to support SIP goals and objectives |
| Element C: | Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction. |
| Possible | Lesson plans, learning style surveys, lesson design, conferencing, classroom |

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| Artifacts: | websites, Skype, handouts, labs, small group notes, professional literature/publications |
| Developing | <ul style="list-style-type: none"> ● Is aware of different teaching strategies and learning styles |
| Proficient | <ul style="list-style-type: none"> ● Differentiates instruction to meet the different learning styles in the classroom ● Incorporates a variety of classroom activities during instruction |
| Accomplished | <ul style="list-style-type: none"> ● Differentiates instruction on a *weekly basis incorporating visual, auditory, and kinesthetic learning opportunities to meet the learning needs of all students |
| Distinguished | <ul style="list-style-type: none"> ● Teacher incorporates current ideas from in-service training and self-generated research into lessons ● Teacher keeps informed of current best practices using professional literature |

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| Element D: | Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate. |
| Possible Artifacts: | Email, texting, Facebook, Skype, streaming, tweeting, NWEA, tablets, smart boards, lesson plans, projects, Powerpoint, web pages, PowerSchool |
| Developing | <ul style="list-style-type: none"> ● Is aware of technology that is accessible for instructional purposes |
| Proficient | <ul style="list-style-type: none"> ● Uses technology in the classroom daily |
| Accomplished | <ul style="list-style-type: none"> ● Teacher uses appropriate technology to support instruction of core curriculum while incorporating 21st century skills |
| Distinguished | <ul style="list-style-type: none"> ● Leads students to produce a project using technology ● Attends professional development on technology and uses skills learned as part of his/her daily practice |
| Element E: | Teachers help students develop critical thinking and problem solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems. |
| Possible Artifacts: | Pre-lesson activities, learning targets, projects, group work, essays, labs, conferencing, current events, discussion reflections, students teach others |
| Developing | <ul style="list-style-type: none"> ● Recognizes the importance of higher order thinking skills and the various levels of higher order questioning ● Asks knowledge and comprehension based questions in the classroom |
| Proficient | <ul style="list-style-type: none"> ● Requires students to apply, analyze, evaluate, and create |
| Accomplished | <ul style="list-style-type: none"> ● Teacher consistently poses higher order questions to students and models think- aloud and problem solving ● Teacher asks questions to help guide students toward developing their own understanding by: thinking creatively, synthesizing knowledge, drawing conclusions, understanding connections, making complex choices, and framing, analyzing and solving problems |
| Distinguished | <ul style="list-style-type: none"> ● Assists colleagues in integrating higher order thinking and problem solving skills during grade level meetings and/or staff development |

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| Element F: | Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities. |
| Possible Artifacts: | Author study, pre/post surveys, lists of groups, notes, peer evaluations, projects, rubrics, seating chart, lesson plans, peer tutoring, peer editing, partner work, athletic teams, clubs, book clubs |
| Developing | <ul style="list-style-type: none"> ● Understands the need to teach students to work collaboratively ● Arranges classroom seating that encourages and supports collaborative work |
| Proficient | <ul style="list-style-type: none"> ● Teacher provides frequent opportunities for paired activities and small group work ● Teacher <u>groups</u> students purposefully to ensure collaboration and provides <u>opportunities</u> for students to collaborate effectively |
| Accomplished | <ul style="list-style-type: none"> ● Creates a learning environment that empowers students to assemble working teams and assign themselves roles and responsibilities |
| Distinguished | <ul style="list-style-type: none"> ● Develops student leaders and teamwork skills that will benefit students outside the classroom setting |
| Element G: | Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively. |
| Possible Artifacts: | Rules/procedures posted, lesson plans, positive body language, website, newsletters, journaling, letters to parents, syllabus, texting, telephone, twitter, Facebook, projects, assessments |
| Developing | <ul style="list-style-type: none"> ● Utilizes correct grammar when communicating ● Speaks clearly in all conversations ● Gives clear directions as part of lessons ● Uses a positive tone and voice level in conversations ● There is evidence that rules and procedures are in place for effective classroom management |
| Proficient | <ul style="list-style-type: none"> ● Provides a variety of teaching styles (tone, visual, etc.) to communicate directions ● Communicates in verbal and written notes ● Utilizes a newsletter/website to communicate with parents ● Lesson presentation demonstrates use of variety of questioning techniques and opportunities for discussion ● Lessons include modeling ● Teachers communicate weekly to update parents and students ● Teacher assures that all students have equal opportunity for classroom responses ● Teachers use positive language and provides feedback through quarterly conferences with students ● Students participate in small group discussion and cooperative groups |
| Accomplished | <ul style="list-style-type: none"> ● Asks open-ended questions and encourages open discussions ● Uses cooperative groups effectively ● Communicates weekly with families through a variety of methods |

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| | <ul style="list-style-type: none"> ● Students actively participate by listening, writing, and classroom discussions ● Teacher has students use journals and responds to their work ● Teacher provides opportunity for students to select appropriate means of communication and assess their work |
| Distinguished | <ul style="list-style-type: none"> ● Teacher empowers students to lead in instructional opportunities ● Teacher empowers students to assess peers and their own learning ● Helps to establish school-wide procedures for enhancing communication of students and colleagues ● Employs a 21st century mindset in communication and learning |

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| Element H: | <p>Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p> |
| Possible Artifacts: | <p>Assessments, modified work, progress reports, rubrics, running records, self-assessments, data, student work, homework, digital recordings, NWEA, grade level meetings, unit tests, ACT, IGOR, MEAP, quick checks, classroom notes, peer review notes</p> |
| Developing | <ul style="list-style-type: none"> ● Administers required assessments ● Administers formative and summative assessments and maintains records of students' progress |
| Proficient | <ul style="list-style-type: none"> ● Reviews students' homework to assess mastery ● Uses test data to group children for instruction ● Adjust teaching to address and meet students' needs based on multiple assessments ● Uses a variety of methods to assess students including small group interactions ● Understands how to interpret the data and uses information to drive instruction ● Provides evidence that students are attaining 21st century knowledge |
| Accomplished | <ul style="list-style-type: none"> ● Uses data in order to modify instruction on a consistent basis ● Consistently uses data to drive instruction and modifies daily instructions accordingly ● Uses small group instruction to teach concepts based on data from assessments ● Teacher allows students to choose from a variety of ways to demonstrate mastery ● Teacher uses rubrics to determine learning expectations for the students as well as to evaluate student products ● Allows peer review and peer feedback to encourage learning and reflection |
| Distinguished | <ul style="list-style-type: none"> ● Teachers teach students to self-evaluate and set goals ● Regularly conducts summative, formative, and anecdotal assessments to fluidly group students ● Teach students to analyze assessments/tests in order to take responsibility for their own performance and set personal improvement goals |

LAKEVIEW COMMUNITY SCHOOLS

McREL Targets AND Artifacts

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| | <ul style="list-style-type: none"> Students are allowed to choose the artifacts they are assessed by |
| STANDARD V: | Teachers reflect on their practice |
| Element A: | Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students. |
| Possible Artifacts: | Portfolios, workshop/PD certificate, collaboration notes, data journal, projects, labs, rubrics, RIT scores, running records, flexible groups, team meeting notes, webinars, academic fair, displays student work |
| Developing | <ul style="list-style-type: none"> Review students' portfolio, IEP's, and cumulative records prior to planning lessons Attends workshops focused on improving student learning |
| Proficient | <ul style="list-style-type: none"> Routinely shares research based interventions while discussing and analyzing student data during PLC's, staff, content area, or grade level meetings |
| Accomplished | <ul style="list-style-type: none"> Keeps a student data log or journal showing analysis and reflection about student learning |
| Distinguished | <ul style="list-style-type: none"> Keeps a student data log or journal on each student showing evidence of analysis from using research based strategies and shares strategies during grade level discussions |
| Element B: | Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth. |
| Possible Artifacts: | Meeting notes, notes from conferences, student work, PD plan/goals |
| Developing | <ul style="list-style-type: none"> Attend staff meetings and professional development sessions at school and with the county Has knowledge of availability of workshops through the MAISD Develops an appropriate professional development plan Reads and provides input with colleagues on school improvement plan |
| Proficient | <ul style="list-style-type: none"> Participates in professional development that aligns with individual, building, and/or district professional development goals Has a positive rapport with staff |
| Accomplished | <ul style="list-style-type: none"> Attend workshops aligned with individual professional development goals that apply to student needs Takes an active leadership role in leading professional development Collects and shares outside resources |
| Distinguished | <ul style="list-style-type: none"> Uses the strategies learned at professional development workshop in planning with grade level team Chairs a committee or is an active leader in the overall school improvement process |
| Element C: | Teachers function effectively in a complex dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students. |
| Possible | Lesson plans, NWEA, student work, certificates, professional |

LAKEVIEW COMMUNITY SCHOOLS
McREL Targets AND Artifacts

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| Artifacts: | literature/publications, journaling, e-mails, classroom data, evaluations for special education, meeting minutes |
| Developing | <ul style="list-style-type: none">● Reviews professional material and is knowledgeable of current research based approaches |
| Proficient | <ul style="list-style-type: none">● Uses research based intervention practices in lessons |
| Accomplished | <ul style="list-style-type: none">● Implements research based practices in the classroom● Participates in workshop on own initiative and presents to staff |
| Distinguished | <ul style="list-style-type: none">● Conducts and/or shares research from professional materials● Presents at local, county, state, or national level |

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