




# **STANDARD I**

**Teachers Demonstrate  
Leadership**

# STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1-a. Teachers lead in their classrooms.** 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands how they contribute to students graduating from high school.</li> <li><input type="checkbox"/> Uses data to understand the skills and abilities of students.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.</li> <li><input type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities.</li> <li><input type="checkbox"/>  Establishes a safe and orderly classroom.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century.</li> <li><input type="checkbox"/> Evaluates student progress using a variety of assessment data.</li> <li><input type="checkbox"/>  Creates a classroom culture that empowers students to collaborate.</li> </ul>	<p>...and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages students to take responsibility for their own learning.</li> <li><input type="checkbox"/> Uses classroom assessment data to inform program planning.</li> <li><input type="checkbox"/>  Empowers and encourages students to create and maintain a safe and supportive school and community environment.</li> </ul>	<div data-bbox="1497 729 1845 1158" style="border: 1px solid #ccc; height: 300px; margin-bottom: 5px;"></div> <p>Not looked for</p> <input type="checkbox"/>

# STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1-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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<input type="checkbox"/> Attends professional learning community meetings.  <input type="checkbox"/> Displays awareness of the goals of the school improvement plan.	<p>...and</p> <input type="checkbox"/> Participates in professional learning community.  <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	<p>...and</p> <input type="checkbox"/> Assumes a leadership role in professional learning community.  <input type="checkbox"/> Collaborates with school personnel on school improvement activities.	<p>...and</p> <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.  <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.	<div data-bbox="1495 711 1843 1139" style="border: 1px solid black; height: 300px; width: 100%;"></div> <p>Not looked for <input type="checkbox"/></p>

# STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1-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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	<p>...and</p> <input type="checkbox"/> Improvement of the profession through professional growth.	<p>...and</p> <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	<p>...and</p> <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	<div data-bbox="1441 639 1773 1076" style="border: 1px solid black; height: 306px; width: 100%;"></div> <p>Not looked for</p> <input type="checkbox"/>

# STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1-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 education of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<input type="checkbox"/> Knows about the policies and practices affecting student learning.	...and <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	...and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	...and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	<div data-bbox="1483 646 1825 1078" style="border: 1px solid black; height: 300px; margin-bottom: 5px;"></div> <input type="checkbox"/> Not looked for

# STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

**1-e. Teachers demonstrate high ethical standards.** Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<input type="checkbox"/> Understands the importance of ethical behavior.	...and <input type="checkbox"/> Demonstrates ethical behavior.	...and <input type="checkbox"/> Knows and upholds ethical principles.	...and <input type="checkbox"/> Models ethical behavior and encourages others to do the same.	<div data-bbox="1497 621 1845 1042" style="border: 1px solid #008080; height: 295px; width: 100%;"></div> <input type="checkbox"/> Not looked for

# Standard II: Strands

- ▣ Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- ▣ Teachers embrace diversity in the school community and the world.
- ▣ Teachers treat students as individuals.
- ▣ Teachers adapt their teaching for the benefit of students with special needs.
- ▣ Teachers work collaboratively with the families and significantly adults in the lives of their students.



# Standard II: Artifacts

- ▣ Cooperation with ESL teachers.
- ▣ Lesson plans that integrate international content.
- ▣ Lesson plans that support modifications included in student IEP's.
- ▣ Documentation of referral data and use of IEP's.
- ▣ Communications with parents/community.
- ▣ Professional development on cultural attitudes and awareness.
- ▣ Use of technology to incorporate cultural awareness into lessons.
- ▣ Student profiles/portfolio.

# Standard III – Teachers know the content they teach

## Do teachers...

- a) Align instruction with Core Content Standards
- b) Know content appropriate to specialty
- c) Recognize interconnectedness within content and to other disciplines
- d) Make instruction relevant and incorporate 21<sup>st</sup> Century skills

## Artifact

Lesson plans a,b,c,d  
Student work, activities a,b,c,d  
Daily objectives posted a,b,c  
Displaying posters of content a  
Higher order thinking skills a,b,c,d  
Professional Development b,c  
Varying assessments a,b,c,d  
Student research b,d  
Relevance to 21<sup>st</sup> Century b,c,d  
Current events c,d  
Collaborate with colleagues b,c  
Use of technology c,d  
Simulations & presentations d

# Standard 4: Teachers Facilitate Learning for their Students

## Strands

- a) Know the developmental level of students.
- b) Plan appropriate instruction
- c) Vary instructional methods

## Artifacts/Examples

- a) Scaffolding questions on a WS
- b) Using data to adapt planning (*pre/post conference*)
- c) Board/Group learning time (*Lesson Plans*)

# Standard 4: Teachers Facilitate Learning for their Students

## Strands

- d) Use of Technology
- e) Develop critical thinking skills
- f) Help students work in teams and develop leadership qualities

## Artifacts/Examples

- d) Use of promethean/library visit (*plans*)
- e) Students draw conclusions and connect themes to other lessons (*observation*)
- f) Allowing students to delineate responsibilities (*observation*)

# Standard 4: Teachers Facilitate Learning for their Students

## Strands

g) Communicate Effectively

h) Varied assessment methods

## Artifacts/Examples

g) Verbal/Nonverbal cues

*(obs)*

h) Test utilizing different question types.

# Standard 5: Teachers Reflect on their Practice

## Strands

- a) Analyze student learning
- b) Link professional growth to professional goals
- c) Function in a complex/dynamic environment




## Artifacts/Examples

- a) Identify student needs and think of ways to help improve achievement *(post conference)*
- b) Reading an article that highlights a way to improve on your professional goals. *(ex: article on classroom management)*
- c) Try a new instructional method based on research-based practices to improve teaching *(conference)*

# Self-assessment

## Standard 1: Teachers Demonstrate Leadership

**1-a. Teachers lead in their classrooms.** 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Understands how they contribute to students graduating from high school.  <input checked="" type="checkbox"/> Uses data to understand the skills and abilities of students.	<b>...and</b> <input checked="" type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.  <input checked="" type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities.  <input checked="" type="checkbox"/>  Establishes a safe and orderly classroom.	<b>...and</b> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century.  <input checked="" type="checkbox"/> Evaluates student progress using a variety of assessment data.  <input checked="" type="checkbox"/>  Creates a classroom culture that empowers students to collaborate.	<b>...and</b> <input type="checkbox"/> Encourages students to take responsibility for their own learning.  <input type="checkbox"/> Uses classroom assessment data to inform program planning.  <input checked="" type="checkbox"/>  Empowers and encourages students to create and maintain a safe and supportive school and community environment.	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> Not looked for <input type="checkbox"/>

Observable

- Check off every box that describes your teaching practice.

# Comments & Artifacts

**2-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 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated <i>(Comment Required)</i>
<input type="checkbox"/> Responds to family and community concerns.	<b>...and</b> <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	<b>...and</b> <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	<b>...and</b> <input type="checkbox"/> Promotes trust and understanding throughout the school community.	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <input type="checkbox"/> Not looked for

Comments - Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students



Comments may be added by teacher or evaluator

 [Add Standard-Related Artifacts](#)



You may add artifacts, but not a requirement at this time. Artifacts can be submitted throughout the evaluation process.



# Artifacts

**Add Artifact**

\* What type of artifact  
Notes

Notes

Cancel Next

Adding an artifact is a simple three step process.

**Step 1**  
Select a type and content

**Step 2**  
Associated McREL Standards

**Step 3**  
Review your artifact before adding it

Artifact can be:

- File
- Note
- URL

One artifact can be used as documentation for various standards. Check off as many boxes as the artifact applies to

For example: A lesson plan with modifications listed

**What standards does artifact support**

Adding an artifact is a simple three step process.

**Step 1**  
[View Attachment](#)

**Step 2**  
Associated McREL Standards  
**Scroll to bottom to continue**

**Step 3**  
Review your artifact before adding it

**Standard 1: Teachers Demonstrate Leadership**

<input type="checkbox"/> Class rules and procedures	<input type="checkbox"/> Membership in professional organizations	<input type="checkbox"/> School Improvement Team membership
<input type="checkbox"/> Discipline records	<input type="checkbox"/> National Board Certification	<input type="checkbox"/> Service on committees
<input type="checkbox"/> Formal and information mentoring	<input type="checkbox"/> Participation in Professional Learning Community	<input type="checkbox"/> Student handbooks
<input type="checkbox"/> Journals	<input type="checkbox"/> Relevant data	<input type="checkbox"/> Student work
<input checked="" type="checkbox"/> Lesson plans	<input type="checkbox"/> School improvement planning	<input type="checkbox"/> Surveys

**Standard 2: Teachers establish a respectful environment for a diverse population of students**

<input type="checkbox"/> Communications with parents/community	<input type="checkbox"/> Lesson plans that integrate international content	<input type="checkbox"/> Student profiles
<input type="checkbox"/> Cooperation with ESL teachers	<input checked="" type="checkbox"/> Lesson plans that support modifications included in student IEPs	<input type="checkbox"/> Student surveys
<input type="checkbox"/> Documentation of referral data and use of IEPs	<input type="checkbox"/> Professional development on cultural attitudes and awareness	<input type="checkbox"/> Use of technology to incorporate cultural awareness into lessons

**Standard 3: Teachers know the content they teach**

<input type="checkbox"/> Content standards	<input type="checkbox"/> Display of creative student work	<input checked="" type="checkbox"/> Lesson plans
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# Self-assessment

Link to McRel evaluation website is in your email

Username: your Edison email address

Password: 123456

Please report to these locations to complete your self-assessment

LIBRARY

Phys. Ed

Family & Con. Sci.

English

213

Math

217

Business

234

Social Studies

123

Science

138

Technology

Art

Music

197

World Language

Special Ed.-Join your department