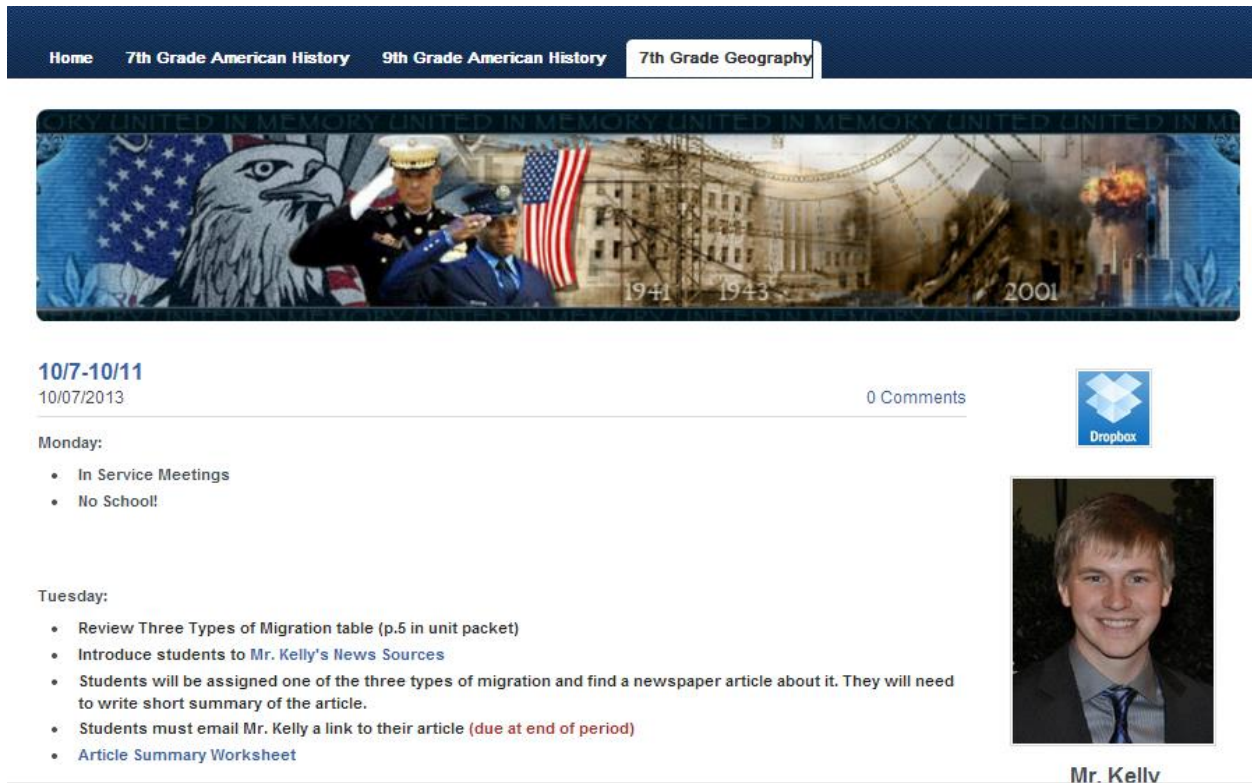


Standard 8(e) Rationale: Collaborates with a variety of groups to enhance student learning.

I chose my class website my artifact for this criterion. It demonstrates how I work with my students and my parents in order to enhance student learning. I post a weekly agenda for each class. This includes all due dates, reminders, and materials used in class to complete various activities. This allows absent students to collect their makeup work and complete it in a timely manner. It also keep students and parents informed on upcoming deadlines. This allows parents to support their students in meeting important deadlines for my class. I also built in a subscription service so that students and parents can obtain an email subscription to my blog. It automatically emails them a summary when I post the weekly class agenda or when I make any changes. My website also has a text alerts service built into it. I used it extensively last year to send reminders for tests and project deadlines. Lastly, it has an email form built into it so that parents and students can contact me directly from my website with questions, comments, or concerns. This makes my class expectations and deadlines easily accessible and also shifts the responsibility of academic success into the hands of my students. They now have computers and regular internet access during the day at school. They are well-trained in checking my website to collect makeup work and keep track of class deadlines.

Standard 8(e) Artifact:



The screenshot shows a class website with a dark blue header containing navigation links: Home, 7th Grade American History, 9th Grade American History, and 7th Grade Geography. Below the header is a wide banner image with historical and patriotic themes, including an eagle, a sailor, an American flag, and a building, with the years 1941, 1943, and 2001 overlaid. The main content area features a post for the dates 10/7-10/11, dated 10/07/2013, with 0 Comments and a Dropbox logo. The post content is as follows:

Monday:

- In Service Meetings
- No School!

Tuesday:

- Review Three Types of Migration table (p.5 in unit packet)
- Introduce students to Mr. Kelly's News Sources
- Students will be assigned one of the three types of migration and find a newspaper article about it. They will need to write short summary of the article.
- Students must email Mr. Kelly a link to their article (due at end of period)
- [Article Summary Worksheet](#)

On the right side of the page is a profile picture of a young man in a suit and tie, identified as Mr. Kelly.