

Teacher Generated Examples of Artifacts and Evidence

Criterion	Element	Example Artifacts/ Evidence
<p align="center">Criterion 1: Centering instruction on high expectations for student achievement</p>	<p align="center">2b: Establishing a culture for learning</p>	<ul style="list-style-type: none"> • student generated chart on what hard work looks/sounds like • student(s) explain to the evaluator what their role as a learner is • evidence gathered from observation by evaluator • established and know classroom goals • displaying classwork (nominated by peers) • retake effort (number of students taking advantage of retake opportunities) • students setting goals and self-reflecting on learning • tracking homework return and self-reflection • portfolios – one-to-one conferences and set new goals and identify the plan to meet the goal
	<p align="center">3a: Communicating with students</p>	<ul style="list-style-type: none"> • teacher generated list of targets for the lesson / unit / year • student journal and rewrite the essential question(s) and their reflection on it • evidence gathered from observation by evaluator • teacher provide document (evidence) showing scaffolding/task analysis • student communication log (e-mail group, etc.) • student conferences • explicitly stating instructional outcome • modeling lesson • choice of tasks • anchor papers
	<p align="center">3c: Engaging Students in learning</p>	<ul style="list-style-type: none"> • student response tracking chart • teacher outline of student completion options • connection chart between standards / targets and assignments / activities • menu(s) of assignment options to hit multiple learning styles • differentiated learning

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<p align="center">Criterion 2: Demonstrating effective teaching practices</p>	<p align="center">3b: Using questioning and discussion techniques</p>	<ul style="list-style-type: none"> • think / pair share • 10/2 strategy - GLAD • partner / group work • higher order questions <ul style="list-style-type: none"> ○ oral ○ anchor chart ○ written response • task cards • evidence gathered from observation by evaluator • submit student work samples showing higher level questioning and engagement • student rating on cooperative group participation (assign roles)
	<p align="center">4a: Reflecting on Teaching</p>	<ul style="list-style-type: none"> • suggestions for improvement • providing artifacts/evidence on how you "improved" a lesson • written reflection • teacher provides assessment summary sheet
<p align="center">Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs</p>	<p align="center">1b: Demonstrating knowledge of students</p>	<ul style="list-style-type: none"> • student questionnaire • notes of student backgrounds / culture / language proficiency • students of the week papers • intentional grouping (seating chart) acknowledging past learning • create flexible small groups based on leveled skills • change reading groups based on progress monitoring data • GLAD strategies • conferencing with students • goal setting with students

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	3e: Demonstrating flexibility and responsiveness	<ul style="list-style-type: none"> • differentiated lesson plan templates • LAP fliers for Literacy Night • exit slips • lessons plans with notes and reflection • collaboration record / notes with specialist (i.e. ELL, SPED, SLP, etc.) • change lesson plan because students are not advancing as planned; show how weekly / daily lesson plan have changed • flexible grouping • use multiple sources to access a sequence of learning • GLAD • SIOP • differentiated lessons and levels
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	1a: Demonstrating knowledge of content and pedagogy	<ul style="list-style-type: none"> • evidence gathered from observation by evaluator
	1c: Setting instructional outcomes	<ul style="list-style-type: none"> • lesson plan • learning targets • reflections
	1d: Demonstrating knowledge of resources	<ul style="list-style-type: none"> • guest speakers • iPads • SMART Boards
	1e: Designing coherent instruction	<ul style="list-style-type: none"> • questioning (level of questioning based on student need)
Criterion 5: Fostering and managing a safe, positive learning environment	2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> • behavior contract • evidence gathered from observation by evaluator • notes home • behavior incentives (“gold tickets,” etc.)
	2c: Managing classroom procedures	<ul style="list-style-type: none"> • evidence gathered from observation by evaluator • smooth transitions • use of music or bell to initiate transition • schedule • routines
	2d: Managing student behavior	<ul style="list-style-type: none"> • student reflection form on behavior • increase/decrease in number of student referrals • parent communication • behavior scale • learning targets • behavior expectations / reminders
	2e: Organizing physical space	<ul style="list-style-type: none"> • seating chart • students working in groups/partners/individual

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<p align="center">Criterion 6: Using multiple student data elements to modify instruction and improve student learning</p>	<p align="center">1f: Designing student assessments</p>	<ul style="list-style-type: none"> • series of lesson plans • exit slips • pre-assessments • rubrics • checklists • student work samples • benchmark assessments • anecdotal notes • student groupings • clear <i>I can</i> statements related to standard(s) • modified leveled grouping • modified rubrics • student created/written growth goal(s) • student monitoring own goal(s) • running records
	<p align="center">3d: Using assessment in instruction</p>	<ul style="list-style-type: none"> • student created rubric • student scored rubric • student reflection and goal setting • student work samples • pre-assessment checklists • reflection form • individual conferencing chart • student self-assessment
	<p align="center">4b: Maintaining accurate records</p>	<ul style="list-style-type: none"> • grade books • student tracking charts • attendance records • communication records <ul style="list-style-type: none"> ○ students ○ families ○ colleagues • data notebooks/binders • graphs of student progress (growth) • student conferencing chart • assignment logs / grade sheet • learning reflection form • student planners / assignment logs • assessment folders (fluency, etc.) • lesson plans / guide

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<p align="center">Criterion 7: Communicating and collaborating with parents and the school community</p>	<p align="center">4c: Communicating with families</p>	<ul style="list-style-type: none"> ● newsletters <ul style="list-style-type: none"> ○ weekly ○ monthly ● progress reports – 1st / 3rd week of each month ● parent sign progress reports ● parent sign reading logs ● Spanish translating newsletters and progress reports ● booster clubs / parent groups ● student-led conferences with structure provided by teacher – showing student portfolios ● individual e-mails / notes to individual families ● class website ● student reflection of work or project, then sharing with family ● parent communication log (phone log, e-mail communication, etc.) ● action plans ● data notebooks/binders (share with parent/families)
<p align="center">Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</p>	<p align="center">4d: Participating in a professional community</p>	<ul style="list-style-type: none"> ● attending school events <ul style="list-style-type: none"> ○ science fair ○ math night ● participation on committees (school-, district-, region-, or state-wide) <ul style="list-style-type: none"> ○ participation log ○ agenda ○ minutes ● Wednesday collaboration time ● attendance at workshops / trainings ● PLC / collaboration log ● e-mails correspondence ● narrative – reflection of meeting or learning

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	<p align="center">4e: Growing and developing professionally</p>	<ul style="list-style-type: none"> • attendance forms from PD opportunities • STAR learning walks / STAR protocol • reflection log • feedback from peers / principal • professional development log • National Boards (pursuing) • book studies • membership in professional organization • degree • narrative – reflection of meeting or learning • extra courses (clock hours) • district committees / teams • building committees / teams
	<p align="center">4f: Showing professionalism</p>	<ul style="list-style-type: none"> • developing / following norms at meeting • working with others in developing plans or activities (i.e. lesson planning, evacuation plans, etc.) • narrative – reflection of meeting or learning • PLC documents • Meeting notes