Artifact Idea Chart for Danielson Framework in David Douglas School District

As part of the Teacher Growth and Evaluation system, teachers and administrators are asked to collect evidence and artifacts to support their ratings on the self-assessment and summative evaluation forms.

Evidence: noun
- the available body of facts or information indicating whether a belief or proposition is true or valid
- signs; indications

Artifact: noun
- an object made by a human being, typically an item of cultural or historical interest
- something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the preparative or investigative procedure

When is an administrator required to provide evidence to support their ratings?
1. There must be documented evidence or an artifact for a teacher to be ranked Exemplary on a teaching standard.
2. Any area that is identified as Unsatisfactory, the administrator/evaluator will provide documented evidence or artifacts.
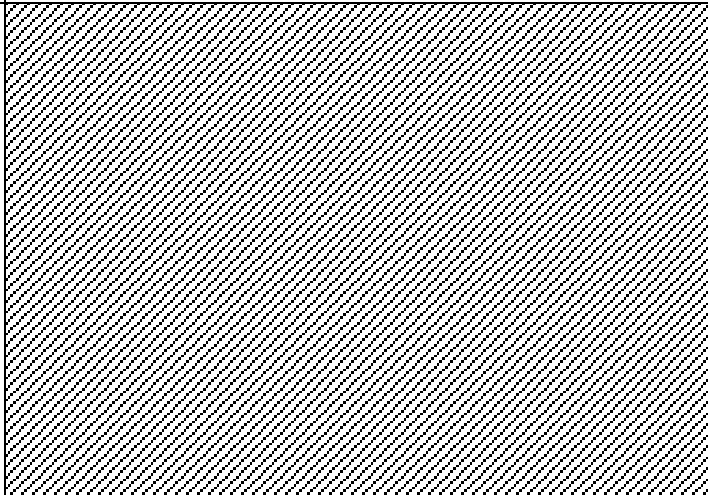
When is a teacher required to provide evidence or an artifact to support their ratings?
1. Any area in which you identify yourself as Exemplary, you must submit evidence or artifacts on the evidence documentation sheet (upload to Talent Ed).
2. If a teacher disagrees with the rating of an administrator/evaluator they will provide documented evidence or artifacts to support their claim.
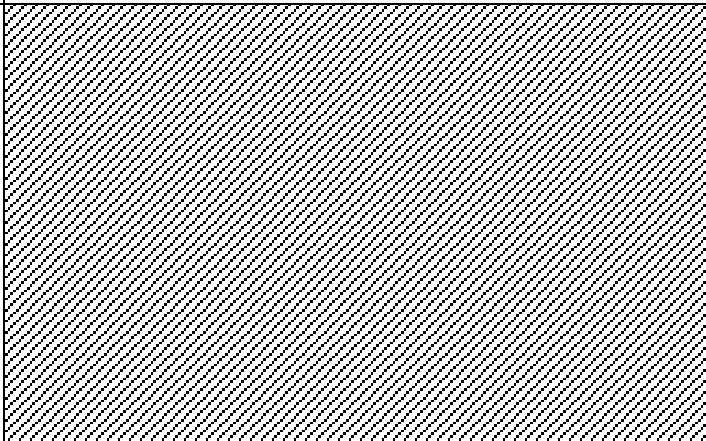
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1a. Demonstrating Knowledge of Content and Pedagogy	1b. Demonstrating Knowledge of Students
• Learning targets aligned to standards posted and used in classroom • Curriculum –differentiation- appropriate level • Collaborative and independent lessons/activities (different learning styles) • Lesson plans including a diversity of activities • Lesson plans reflect standards, current practices, and adopted curriculum	• Examples of modified tasks • Seating chart to demonstrate knowledge of IEP or other needs • Differentiated lessons/tasks • Lesson plans that demonstrate understanding of learning styles • Behavior management plan that demonstrates understanding of personality and interaction styles • Behavior tracking forms • Home visits –communication logs – email/phone calls • Student surveys • Notes about individual student strengths and challenges • Use of synergy reports w/ reflection on date • Partner/grouping list based on student data • Record/log of attendance of extracurricular events
1c. Setting Instructional Outcomes	**1d. Demonstrating Knowledge of Resources**
• Learning Targets posted – lesson objectives clearly communicated in the lesson plan • Student goals – individual – student self-assessments • Reflecting and adjusting instruction as necessary based on the following: formative assessments, observations, check-ins, etc. • Lessons reflect pretest data and learning goal • Plans that show alignment of standards and curriculum • Curriculum map that lists standards connected to lessons • Individual and PLT SMART goals and baseline data • Creating a cohesive/streamlined tiered system of outcomes • Examples of tiered tasks	• Invitations, notes, video for guest speaker • Documentation of curriculum adoption committee or training • Assignment sheet w/ resource list • Teacher website with links • Field trips – documentation of connection to learning targets and standards • Using TOSAs and other specialist (calendars, emails, conversation logs) • Documentation of use of online resources: IXL, Discovery Ed assignments, etc. • PLT documentation of shared resources (common assessments, shared strategies) • Appropriate leveled texts lists (classroom library list, picture of leveled library) • Utilized peers and administrators (specialists, librarian, IT) - document • Documentation of connections of curriculum resources – adopted core, intervention, supplemental, etc.
1e. Designing Coherent Instruction	**1f. Designing Student Assessments**
• Course calendars-pacing guide (building blocks-chunks) • Unit outlines • Lesson plans connected to standards • Gradual release of responsibility - to, with, by • Assessments • Lists of flexible learning groups • Differentiated lessons • Collaborative learning activities for students • Observations from evaluator/peer learning walks • Student success on goals (data, self assessment, reflection) • Sentence frames included in lessons • Present information using visuals, speaking, audio • Explicit vocabulary - academic language, "mortar" • Vertical and/or horizontal progressions of learning	• Using/accessing district assessments • Assessment samples • Variety of format for opportunities (paper/pencil, student-teacher interview, observation, project skill demonstration, technology, etc. • Assessment rubrics reflecting levels of proficiency • Different styles of questions (multiple choice, open ended, essay, performance tasks) • Use of baseline data to design assessments • Demonstration of ongoing assessment • Pre/formative/post assessments for same concept

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2a. Creating an Environment of Respect and Rapport	2b. Establishing a culture for Learning
• Pictures of goals, norms, classroom posters (PBIS) • Examples of whole class positive reinforcement (compliment jar, class points, etc.) • Examples and non-examples for how to interact with others in the room (T-chart, video role play) • Photos of students following expectations (example: wearing goggles in a lab) • Class feedback surveys (Do you feel safe in class?, Do you feel respected?) • Seating chart with notes about cooperative groups • Examples of	• Classroom expectation charts and Universal expectation posters (PBIS) • Academic Language posted • Posting goals/ strategies/ focus skills/learning targets • Photo of materials station to support learning • Student work displayed • Course syllabus • Entrance routine expectations – "Bell Work" • Teacher/student conferencing notes • Documentation of management/procedures • Posted expectations for working in cooperative groups • Lesson plans with engagement strategies included
2c. Managing Classroom Procedures	**2d. Managing Student Behaviors**
• Jobs charts/ student jobs • Lessons on how to do everyday activities/routines • Photos of materials and supplies prepared in advance • Posted matrix (classroom expectation charts for transitions/work time) • Role plays (videoed) • Make-up assignment notebooks/files (system) • Posted schedules • Documentation of transition signals or procedures • Noise/ level scale posted • Attendance records • Assistant/volunteer schedules and plans	• Leveled behavior system in classrooms (clip charts, card system) • Behavior plan • FBA/BSP for student with notes about implementation • Behavior expectations and consequences posted • Data for students - # of minors/ referrals for particular behaviors – lessons for addressing problem areas • Home/ School Communication log • Reinforcement system (incentives) • Check in check out (CICO) • Online behavior management (Class Dojo reports) • Individual contracts
2e. Organizing Physical Space	
• Materials and teacher tools stored in organized and secure manner (photo) • Layout of room (photo) – space organized and user friendly – easy to move around and get to all students, safe, easy access to resources • Photos of room show easy student access to materials and learning spaces. • Seating charts • Fire safety plan posted • Assignment turn-in baskets • Traffic pattern plans for teaching and for student movement	

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3a. Communicating with students	**3b. Using Questioning and Discussion Techniques**
- Timely and clear written feedback to students (personal/academic/skill related) - Technology created emails/notes/reminders (Synergy, Remind 101) - Anchor chart/Sentence Frames - Student Conference time sheets/notes - Keeping synergy up to date (studentvue/parentvue) - Student conferencing notes - White board instructions (photo) - Data collection from mini/formal observation - Learning targets posted - Class website - Interviews students-do they know targets? - Student surveys	- Power point slides w/ discussion questions that promote metacognition - Engagement strategies documented in lesson plans - Academic sentence frames provided for small group/ whole class discussion - Observation feedback - Record of the types of questions that not only teachers are asking students, but students are asking each other - Using discussion forums online (edmodo) - Student work samples - Examples of student response journaling
3c. Engaging Students in Learning	**3d. Using Assessment in Instruction**
- Engagement strategies documented in lesson plans - Videos of high engagement activities - Administrator/ Peer notes on classroom observations of engagement strategies - Student created assessments/problems - Documentation of ELD Routines utilized with notes about student participation/success - Tally student participation (variety? Volunteer, cold call) - Students graph own data/ keep track of progress - Use of menus to provide student choice	- Ongoing assessment and strategy modification based on the analysis of data - Examples of varying assessment styles (quiz, oral, conference, project, test, etc.) - Rubrics - Exit slips/ target checks/ self-assessments - Video of lesson using check in systems during lessons to gage students understanding (ex. Thumb up/down, partner/sharing) - Differentiation plans based on pre-assessment
3e. Demonstrating Flexibility and Responsiveness	
- Differentiated lesson plans based on data, student needs and interests - Use of menus to provide student choice - Notes from admin or peer observation about making changes based on student response. - Variety of media/resources used to address need	

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4a. Reflecting on Teaching	4b. Maintaining Accurate Records (Artifacts that show PROFICIENCY)
• Mid year review conference document • PLT notes with reflection on future goals and growth • Lesson plans w/ reflection at end • Meeting notes with peers to reflect on lessons • Collaboration notes • Record of post peer observation debrief conference • Coaching log • Reflection journal	• Grade book • Conferencing notes • Data tacking sheet/system • PLT data - SMART goal/data points • Forms - field trip, health information, class fee • Behavior notes and data • Missing/turned in classwork record • Attendance log • Collecting minor incident data • Guest teacher folders • Students graph own data/ keep track of progress (Use to document exemplary)
4c. Communicating with Families (Artifacts that show PROFICIENCY)	**4d. Participating in a Professional Community**
• Copy of class newsletter/ parent communication tools (translate to languages – exemplary) • Parent communication log • Course syllabus • Positive notes home • Emails to parents • Notes from Parent/ teacher conferences • Report card comments • Progress reports with comments • Missing work reports • Class Dojo reports • Student led newsletter (Use to document exemplary) • School-home projects designed by the student (Use to document exemplary)	• PLT and/or collaboration facilitator's meeting notes and agendas • Documentation of <u>leadership</u> on a district, school, and/or community committee • Presenting in staff meeting • Model teacher for peer observation (ex. Notes, feedback, reflections…) • Mentoring student teachers • Participation in school/community activities outside the work day • Active participation in professional organizations • Attendance at PTA/PTO meetings • Attendance at School Board meetings
4e. Growing and Developing Professionally	**4f. Showing Professionalism**
• Certificate of completion @ workshop • PDU Log • Endorsements/new programs (endorsements, masters, doctoral) • Documentation of additional leadership responsibilities • Participation in staff book studies • Participating in professional learning critical friends group • Peer-observation with feedback documentation • Visitations to other classrooms/schools • Action research • Publishing in professional journals or websites • Membership/ leadership in professional organization • Collaborating with peers – reflection notes • National Board Certification	• Examples of promptness in meeting deadlines (IEPs, report cards, etc.) • Documentation of developing professional learning opportunities for colleagues • Creating a decision making model for your team • Using a professional voice in teaching and when interacting with others • Collection of testimonials documenting high professional standards (honesty, integrity, confidentiality) • Advocating for students by accessing additional resources and services (speech, learning, health, emotion, behavior)