Artifacts: Examples

The sample artifacts and evidence below are illustrative in nature and do not represent a comprehensive list.

Domain #1 – Planning and Preparation

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
1a – Demonstrating knowledge of content and pedagogy ✓ Content knowledge ✓ Prerequisite relationships ✓ Content pedagogy	Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice ▪ List of content-area courses taken to advance content/pedagogical knowledge ▪ List of workshops attended related to teacher's content/pedagogical area/district initiative ▪ List of presentations made at conferences/meetings pertaining to content-related material ▪ List of articles/books written for professional journals/publishers that pertain to a teacher's content area ▪ List of websites visited/used that pertain to content-related material/Common Core State Standards (CCSS)/district initiatives ▪ List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided) ▪ List of free online courses (MOOCs, Itunes, Coursera, etc.) that teacher took to advance content/pedagogical knowledge (include dates and certificates of completion, if provided) ▪ List of courses taught at upper-level institutions ▪ Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher's content/pedagogical strengths ▪ Summer reading lists and summer preparation ▪ Unit plans, lesson plans, and/or assignments incorporating best practices ▪ Shared content knowledge with peers ▪ Pre-service and in-service training ▪ ·Active involvement in Professional Learning Communities (logs, team agendas) ▪ A teacher-developed list of common student misperceptions
1b – Demonstrating knowledge of students ✓ Child development ✓ Learning processes ✓ Special needs ✓ Student skills, knowledge and proficiency ✓ Interests and cultural heritage	▪ Lists of accommodations made for individual students ▪ Lists of modifications made for students with IEPs/504s ▪ Examples of differentiation in the classroom – i.e. – different handouts/exercises/assignments geared for specific learning groups ▪ Examples of instructional scaffolding in the classroom ▪ Unit plans, lesson plans, and/or assignments ▪ Communication with families ▪ Instructional grouping techniques ▪ Student profile worksheets ▪ Index cards with student information ▪ Lesson plans reflecting differentiated instruction, awareness of students needing accommodations and developmental and cognitive readiness

1c – Setting instructional outcomes
  ✓ Value
  ✓ Sequence and alignment
  ✓ Clarity
  ✓ Balance
  ✓ Suitability for diverse learners
	▪ Lesson plans (units) aligned to curriculum guides/CCSS
	▪ Instructional outcomes are listed on the board prior to class instruction
	▪ Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication [written/spoken]; etc.)
	▪ Assessments that show outcomes are being achieved in your classroom
	▪ ·Curriculum map
	▪ Evidence of modified curriculum (intervention plans, IEPs, enrichment)
	▪ PLC/Team agendas and minutes that include unit/lesson planning notes

1d – Demonstrating knowledge of resources
  ✓ For classroom
  ✓ To extend content knowledge
  ✓ For students
	▪ Examples of diverse resources used in the classroom (print and electronic)
	▪ Supplemental materials you provide or recommend for your students - after-school tutoring, supplemental coursework, etc.
	▪ Explanations of how you use aides and specialists in your classes
	▪ Professional journals you regularly read and consult
	▪ Unit plans and/or lesson plans
	▪ Evidence of collaboration and learning with peers and colleagues
	▪ Record of human resources (i.e., speakers, parent volunteers, civic groups, museums, classroom visitors, field trips)
	▪ Demonstration/use of school/community resources
	▪ List of resources with varying levels to accommodate students

1e – Designing coherent instruction
  ✓ Learning activities
  ✓ Instructional materials and resources
  ✓ Instructional groups
  ✓ Lesson and unit structure
	▪ Unit plans that exhibit
	1. Coherence (methods, materials, assessments all work together)
	2. Variety of instructional activities and methods
	3. Problem-based learning
	4. Student choice
	5. Higher order thinking activities
	▪ Unit plans and/or lesson plans showing progression of conceptual complexity
	▪ Curriculum map
	▪ Teacher and student reflection of lessons, learning, or feedback (written or oral)
	▪ Intellectually challenging tasks
	▪ Concept Map – Advanced Organizer
	▪ Meaningful/respectful tasks

1f – Designing student assessments
  ✓ Congruence with outcomes
  ✓ Criteria and standards
  ✓ Formative assessments
  ✓ Use for planning
	▪ A variety of formative/summative assessments connected to classroom instruction/outcomes
	▪ Rubrics used to evaluate student work
	▪ Examples of student assessments with teacher comments
	▪ Varied assessment techniques meeting all learning styles
	▪ Performance assessment tasks
	▪ Student-designed assessment
	▪ Assignments and assessments including standards that are clearly identified

Domain #2 – The Classroom Environment

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
2a – Creative an environment of respect and Rapport ✓ Teacher interaction with students, ✓ Student interaction with students	To be observed during classroom observation ▪ Teacher has positive, meaningful interaction with students ▪ Students have positive, meaningful interaction with each other ▪ Students feel comfortable in the classroom, with the instructor and with each other
2b – Establishing a culture for learning ✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work	To be observed during classroom observation ▪ Students are actively engaged and care about what they are doing (Not going through motions) ▪ Teacher encourages high level thinking/has high expectations ▪ Classroom displays student work ▪ Classroom has visual aids that enhance the learning process ▪ Student pride in work ▪ Energy and commitment of the teacher
2c – Managing classroom procedures ✓ Instructional groups ✓ Transitions ✓ Materials and supplies ✓ Non-instructional duties ✓ Supervision of volunteers and paraprofessionals	To be observed during classroom observation ▪ Classroom rules are posted and students are aware and follow them. ▪ Teacher makes effective use of class time (bell to bell teaching) ▪ Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher ▪ Teacher has clear plan for non-instructional tasks – passing out papers, taking attendance, bathroom passes, etc. ▪ Teacher makes effective use of aides/para-professionals ▪ Efficient functioning of the classroom ▪ Organization of supplies/resources ▪ Smooth transitions ▪ Effective use of adults in the classroom
2d – Managing student behavior ✓ Expectations ✓ Monitoring behavior ✓ Response to misbehavior	▪ Logs of parent contacts pertaining to student behavior(phone/email/meeting) To be observed during classroom observation ▪ Students are actively engaged in the class ▪ Students are monitored and know the rules of the class ▪ Students monitor their own behavior ▪ Student conduct ▪ Teacher response to student behavior
2e – Organizing physical space ✓ Safety and accessibility ✓ Arrangement of furniture and resources	To be observed during classroom observation ▪ Classrooms are organized for effective teaching ▪ Classroom is safe (cords, computers, heavy objects, etc. are secure) ▪ Safety guidelines/regulations are adhered to

Domain #3 – Instruction	
Framework Guidelines	**Artifacts/Actions to Illustrate Proficiency**

3a – Communicating with students
  ✓ Expectations for learning
  ✓ Directions and procedures
  ✓ Explanations of content
  ✓ Use of oral and written language
	▪ A sampling of assignments that clearly show what you expect from the students is clearly evident; communication is clear and effective
	▪ Electronic communications with students (Edmodo, email, etc.)
	▪ Class websites are updated regularly
	▪ Gradebooks are updated regularly
	▪ Skyward communication options used
	To be observed during classroom observation
	▪ Teachings facilitate strong classroom discussion
	▪ Students take initiative in classroom discussion
	▪ Teacher explains to students the purpose of particular assignment/activity/learning
	▪ Clarity of teacher directions and explanations

3b – Using questioning and discussion techniques
  ✓ Quality of questions
  ✓ Discussion techniques
  ✓ Student participation
	▪ If the teacher's formal observation is not "heavy" on questioning/discussion, teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in
	varying group settings (whole class/small group/differentiated settings/etc.)
	To be observed during classroom observation
	▪ All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit
	▪ Students are grouped appropriately to achieve the most learning from the questioning/discussion
	▪ Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion
	▪ Students take an active role in the questioning/discussion
	▪ Quality and rigor of teacher and student questions and of the discussion
	▪ High-level questions posed for all students
	▪ Various techniques employed to maximize participation
	▪ Text dependent questions are regularly used

3c – Engaging students in learning
  ✓ Activities and assignments
  ✓ Student groups
  ✓ Instructional materials and resources
  ✓ Structure and pacing
	To be observed during classroom observation
	▪ In-class activities are challenging
	▪ Homework is challenging
	▪ Class is paced well
	▪ Students are grouped effectively
	▪ Students are on a meaningful task bell-to-bell
	▪ Students take an active role in their learning
	▪ Quality of student activities
	▪ Structure and pacing of the lesson
	▪ A variety of cooperative/interactive learning processes

3d – Using assessments in instruction
  ✓ Assessment criteria,
  ✓ Monitoring of student learning
  ✓ Feedback to students
  ✓ Student self-assessment and
	SIMILAR TO DOMAIN 1f
	▪ Samples of diagnostic tests
	▪ Examples of pre-test/post test
	▪ Examples of formative/summative assessments
	▪ Examples of feedback given to the student

monitoring	- Examples of rubrics - Students receiving effective feedback - Students engaged in self- and peer-assessment - Teacher monitoring of student learning
3e – Demonstrating flexibility and responsiveness ✓ Lesson adjustment ✓ Response to students ✓ Persistence	- Examples of student/teacher homework contracts - Examples of teacher-initiated help for particular students - Examples of how modifications/accommodations are used for a particular assignment/activity/assessment To be observed during classroom observation - Teacher is willing to adjust a lesson to guarantee learning - Teacher seizes on a "teachable moment" - Teacher response to student interests

Domain #4 – Professional Responsibilities	
Framework Guidelines	**Artifacts/Actions to Illustrate Proficiency**
4a – Reflecting on teaching ✓ Accuracy ✓ Use in future teaching	- Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation - Post-observation conference discussion - Written reflection on a lesson taught - Lesson plans with reflective notations - Pre- and post tests with explanations of student misconceptions - Anecdotal records - Student survey/feedback on a lesson/unit - Audio/video tape of class lesson used for reflection - Samples of student work with reflective notes
4b – Maintaining accurate records ✓ Student completion of assignments ✓ Student progress in learning ✓ Non-instructional records	- Gradebook maintained - Class website maintained - Classroom inventory - Student assessment data organized - Budgets - Instructional and non-instructional records - Student progress data - Anecdotal notes of student participation/responses - Seating chart that is up-to-date - Lesson plan book/instructional files - Relevant student information
4c – Communicating with families ✓ About instructional program ✓ About individual students ✓ Engagement of families in instructional program	- Classroom newsletters - Class website/ Teacher webpages - List of classroom volunteers - List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log - Using Skyward Family Access - Examples of assignments geared particularly for families (photo frames, Mothers' Day cards, etc.) - Teacher-organized community activities - Teacher interaction with families at school events - Notes to parents

	▪ Copies of Emails/letters to parents ▪ Homework that invites parent involvement ▪ Parent conference summaries ▪ Parent night participation

4d – Participating in a professional Community
  ✓ Relationships with colleagues
  ✓ Participation in school projects
  ✓ Involvement in culture of professional inquiry
  ✓ Service to school
	▪ A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher association, etc.)
	▪ A list of all extra-curricular activities supervised/coached
	▪ A list of all volunteer work/paid within the school (scheduling, Special Event Days, book fairs, ticket taker, etc.)
	▪ A list of all presentations made at the local, state, and national level
	▪ A list of all workshops/meetings attended as a representative of the district
	▪ Teacher participation in school events
	▪ Teacher collaboration with colleagues
	▪ Meeting agendas/minutes
	▪ School committee participation/leadership
	▪ List of school and district committee involvement
	▪ Service to the profession log
	▪ Record of outside activities teacher has sponsored
	▪ Supplemental assignments
	▪ Volunteer and supervision activities

4e – Growing and developing professionally
  ✓ Enhancement of content knowledge and pedagogical skill,
  ✓ Receptivity to feedback from colleagues
  ✓ Service to the profession
	▪ See DOMAIN 1a
	▪ Examples of local professional development communities
	▪ Professional learning transcript
	▪ Plan for action research
	▪ National Board Certification
	▪ Mentoring
	▪ Supervising student teachers
	▪ Professional organization membership/involvement
	▪ Teacher awards
	▪ Reading and applying learning from current educational literature

4f – Showing professionalism
  ✓ Integrity/ethical conduct
  ✓ Service to students
  ✓ Advocacy, Decision-making
  ✓ Compliance with school/district regulations
	In essence, the teacher should . . .
	  ❖ Be on time
	  ❖ Dress appropriately
	  ❖ Be positive
	  ❖ Help students
	▪ Follow the teacher handbook/board policy
	▪ Teacher conduct in team and faculty meetings
	▪ Professional organization leadership roles
	▪ Leadership roles in the school or in the community