

Teacher Generated Examples of Artifacts and Evidence

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

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

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

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

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

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

## Teaching Artifacts for Domain 1-4

### Domain 1: Planning and Preparation

- Lesson plans/units that demonstrate correlation of instructional objectives to local curriculum (1a, 1b, 1c, 1d, 1e, 1f)
- Lesson design that engages students and monitors the attainment of instructional goals (1a, 1b, 1c, 1e)
- Lesson plan reflecting differentiated instruction which might include an awareness of students needing accommodations and awareness of developmental and cognitive abilities (1a, 1b, 1c, 1e)
- List of resources and materials used for lessons or units and their alignment with curriculum (1a, 1d)
- List of websites, books or periodicals for ideas/planning/resources (1a, 1b, 1d)
- Record of human resources (i.e. speakers, parent volunteers, civic groups, museums, classroom visits, field trips) (1d)
- Assessments that clearly show alignment of testing items with the assessment of local curriculum (1c, 1f)
- Assessment results and how results were used for instructional grouping or planning of instructional strategies (1b, 1c, 1f)
- Anecdotal records and observations of student work, interactions and understandings as it relates to planning for student learning (1b, 1c)
- Student assessment of multiple intelligences, learning styles or interests (1b, 1f)
- Student survey results and plans for its use (1b, 1e)
- Procedures for cooperative grouping, learning centers or independent work (1a, 1b, 1e)
- Student-developed rubric (teacher) tied to specific goals (1f)
- Student portfolios with reflection (1d, 1f)
- Documents from team meetings or grade level meetings that reflect group planning for curriculum or instructional strategy implementation (1a, 1c, 1d, 1e)
- Evidence that professional development activity translated into planning for implementation of a new classroom activity or instructional strategy (4 Cs implementation) (1a, 1d, 1e)
- Continuing education in content area (1a)

## Domain 2: The Classroom Environment

- Letters, newsletters, postcards, or notes sent to parents or students regarding expectations for student behavior in class (2a, 2b, 2c, 2d)
- Copy of procedures and rules regarding classroom discipline plan (2a, 2c, 2d)
- Description, pictures, artifacts of various incentive programs (2b, 2d)
- Pictures of classroom layout including bulletin boards (2e)
- Seating charts (2b, 2d, 2e)
- Sample of grouping arrangements for different experiences/activities (2c, 2d, 2e)
- Digital pictures or video tape of student interactions (2a, 2b, 2c, 2d)
- Anecdotal records on student behavior (2d)
- Descriptions or other evidence of team building, or community building activities (2a, 2b)
- Classroom contracts, constitutions, charters of agreement, bill of rights or responsibility documents or posters (2a, 2b, 2c, 2d)
- Conflict resolution plans (2d)
- Individual student behavior plans or contracts with summaries of student behavior conferences (2d)

## Domain 3: Instruction

- Open-ended question rubric (3b, 3d)
- Participation rubric (3b, 3c, 3d)
- Evidence of teacher and student participation in rubric development (3c, 3d)
- Pre-teaching activities (i.e. anticipation guides, anticipatory sets) (3c)
- Video tapes of lessons (3a, 3b, 3c, 3d, 3e)
- Verbal flow diagrams (3b, 3c)
- Example of graded paper showing communication and feedback to students (3a, 3d)
- Example of feedback sheets, or documentation of student-teacher conferences based on examining student work and giving feedback (3a, 3d)
- Lesson plan that lists questions to be asked and alignment of questions to a taxonomy of critical thinking (3b)
- Student portfolios that include student reflection and self-assessment pieces (3c, 3d)
- Revised lesson plans based on reflection and/or student assessment data (3d, 3e)
- Student reflection of lessons/learning/feedback (3a, 3c)
- Student goal/learning logs (3a)
- Pre-and post-tests with explanations (3d, 3e)



#### Domain 4: Professional Responsibilities

- Pre-and post-tests with explanations (4a, 4b)
- Peer observations (4a, 4d, 4e)
- Submission of a reflection journal (4a)
- Revised lesson plans or unit studies with self-assessment or reflections attached as addendums (4a)
- Attendance books, lesson plans, grade books, student behavior referrals, cum folders, anecdotal records, are examples of the ability to maintain accurate records (4b)
- Current grades in PowerSchool (4b, 4c)
- Comments about student progress in PowerSchool (4c)
- Standards-based grading (4b, 4c)
- Teacher learning logs (4a)
- IEP working file/case manager documents (4b, 4c)
- AIMSweb and progress monitoring (4b, 4c)
- Communication with community (letters, newsletters, blog, website etc.) (4c, 4f)
- Extra-curricular activities such as advisor or sponsorships of student clubs, activities or athletics (4d, 4e)
- Membership and attendance in professional building or district committees (4d, 4e, 4f)
- Recommendations for honors award recognition (4d, 4e, 4f)
- Evidence of professional memberships or associations (4d, 4e, 4f)
- Presenting at CCCUSD#1 professional development (4d, 4e, 4f)
- Evidence of summer curriculum writing (4a, 4b, 4d, 4e, 4f)
- Mentoring/sharing knowledge and resources (4d, 4e)
- Sharing materials from workshop or conference (4d, 4e)
- Participation in online communities (4d, 4e)
- Enrollment in graduate program (4d, 4e)
- Collaboration with colleges/businesses (4d, 4e)
- Volunteer and supervise school related activities (4c, 4d, 4f)
- Participation in book study groups (4d, 4e)
- Published articles/books (4e)
- National Board Certification (4d, 4e)
- Supervising student teachers (4e)
- Written summaries or reactions to professional readings (4e)
- Personal attendance records (4f)
- Professional attire/dress (4f)
- Timely response to email and other correspondence (4c, 4f)
- Returning phone calls (4c, 4f)
- Attendance, punctuality and attentiveness at meetings (4f)
- Letters to parents regarding academic information or expectations (4c)
- Open house presentation (4c)
- Letters or notes from students or parents (4c)

## Danielson's Framework for Teaching - Professional Artifact Collection Examples

The following are examples of some types of *possible* artifacts and are included here for illustrative purposes only.

### DOMAIN 1: Planning and Preparation

- Lesson and/or unit plans
- Do Now activities
- Communication with families (conferences, phone logs, progress reports, report card, class contracts, email, website, connect-ed messages, letters, class newsletters)
- Communication with counselors/administrators/resource room teachers/special area teachers/support staff (phone logs, emails, meeting logs, progress/weekly reports)
- Project descriptions
- Learning style inventories
- Parent/student surveys
- Readings from professional journals, educational publishing/online resources
- Peer observations (as observer and/or as observed)
- Curriculum writing
- Grant writing (proposed and/or awarded)
- Self-reflections
- Syllabus
- Observation meetings with supervisor
- Teacher-created resources
- Grade level meetings
- Attend CSE meeting
- Complete and/or read IEP forms
- Team meetings
- Elementary school visits
- Mock exams
- Artifacts of technology use (PowerPoint presentations, pod casts, teacher-developed websites or use of educational websites or programs such as *Discovery Science* or use of educational software programs such as *Inspiration*)
- Reflection/analysis of yearly goals

## DOMAIN 2: The Classroom Environment

- Created bulletin boards
- Displayed student work
- Displayed class rules, inspirational posters
- Class contract establishing expectations
- Artifacts depicting classroom management procedures
- Artifacts depicting organizational procedures
- Artifacts depicting management of student behavioral procedures

## DOMAIN 3: Instruction

- Samples of student work (projects, homework, labs, independent readings, essays, etc.)
- Assessment tools (quizzes, exams, reading activities)
- Field trip/guest speaker records
- Records of contests entered and/or won by students
- Interdisciplinary instruction
- Samples of homework assignments
- Samples of differentiated instruction
- Artifacts of motivational activities
- Examples of independent study activities
- Examples of group work activities

## DOMAIN 4: Professional Responsibilities

- Communication with families (phone log, progress reports, report cards, class contracts, emails, website, letters)
- Maintenance of records (gradebooks, attendance, discipline, portfolios, other resources)
- Professional development ( departmental meetings, building meetings, district meetings, superintendent conference days, continuing education, in-service courses, conferences, college courses, national board certification, additional certifications)
- Membership in professional/community organizations (SEPTA, HSA/PTA, NYSUT, AFT, TESOL, etc)
- Extra-curricular activities (applied for/or granted coaching positions for sports, clubs, supervisions)
- School programs (grade level orientations, PSAT/SAT prep, career ed night, tutoring, homebound instruction, Saturday school, district arts programs, science fair, graduation, sports/awards nights, etc.)
- Committee involvement (school or district level)
- Turnkey and/or presentations to colleagues
- Hosted webinars or podcasts
- Cooperating teacher for a student teacher, mentoring a teacher
- College/work recommendations