

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/Evidence
<p>1a – Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> ✓ Content knowledge ✓ Prerequisite relationships ✓ Content pedagogy 	<p>Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice</p> <ul style="list-style-type: none"> ▪ 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/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 and how to address them ▪ Sample of online collaboration w/colleagues regarding curriculum and instruction ▪ Written reflections regarding the sequence of instruction and learning activities ▪ Lesson plan with list of intended questions to spur deep thinking ▪ Unit plan that include common misconceptions & where they will be addressed ▪ Lesson plans (template)—with list of intended questions to spur deep thinking ▪ Curriculum committee evidence ▪ Spreadsheet of testing data ▪ Exit tickets—application of skills ▪ College courses/transcripts ▪ Lesson plans reflect standards, district focus, and adopted curriculum

<p>1b – Demonstrating knowledge of students</p> <ul style="list-style-type: none"> ✓ Child development ✓ Learning processes ✓ Special needs ✓ Student skills, knowledge and proficiency ✓ Interests and cultural heritage 	<ul style="list-style-type: none"> ▪ 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 ▪ “Getting to Know Students” handout and results from beginning of year ▪ Student interest notecards/inventory and data from it ▪ Lesson that incorporates cultural sharing or activities ▪ Certificate of cultural event attended with reflection ▪ Parent/student survey results analysis ▪ Teacher designed opportunities for families to share their heritages ▪ Written reflections related to how instruction should/is be adjusted to meet the unique needs of the students I teach ▪ Sample of student learning profile data ▪ Intervention/enrichment group plans ▪ Seating chart—students seated for particular reasons ▪ Notes about learner special needs including those from IEP, 504 and GT plans ▪ Lesson plan with differentiated options for learning and assessment (multiple points of entry) ▪ Seating chart to demonstrate knowledge of IEP or other needs ▪ Lesson plans that demonstrate understanding of learning styles ▪ Behavior management plan that demonstrates understanding of personality and interaction styles ▪ Behavior tracking forms ▪ Home visits ▪ Partner/grouping list based on student data
<p>1c – Setting instructional outcomes</p> <ul style="list-style-type: none"> ✓ Value ✓ Sequence and alignment ✓ Clarity ✓ Balance ✓ Suitability for diverse learners 	<ul style="list-style-type: none"> ▪ 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 ▪ Differentiated process, product, assessment

	<ul style="list-style-type: none"> ▪ Incorporation of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.) ▪ Teacher designed opportunities for families to share their heritages ▪ Learning targets/"I can" statements in lesson plan or posted in room (picture of) ▪ Rubrics that identify proficiency for an outcome ▪ List of essential questions that are linked to outcomes ▪ Lesson/unit plans that contain learning outcomes that are rigorous and represent a range of important learning ▪ Lesson plans that show a variety of instructional strategies leading to an outcome ▪ Samples of differentiated learning activities, materials, assessment strategies, benchmarks ▪ Student goals – individual – student self-assessments ▪ Lessons reflect pretest data and learning goal ▪ Creating a cohesive/streamlined tiered system of outcomes ▪ Examples of tiered tasks
<p>1d – Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ✓ For classroom ✓ To extend content knowledge ✓ For students 	<ul style="list-style-type: none"> ▪ 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-may be pictures of) ▪ Demonstration/use of school/community resources ▪ List of resources with varying levels to accommodate students ▪ Varied text levels identified in a lesson or unit plan ▪ Lesson/unit/intervention plan(s) that includes appropriate technology applications ▪ Research and implementation of Response to Intervention strategies or resources ▪ Teaching bulletin boards (picture) ▪ SMART Notebook or Table lessons/presentations or assessments ▪ Lesson or unit plan that shows effective use of 1:1 technology ▪ Lesson or unit plan that utilizes community resources or speakers ▪ Documentation of curriculum review/adoption committee ▪ Assignment sheet w/ resource list ▪ Teacher website with links ▪ Documentation of use of online resources: Newsela, Lexile, Readworks, SMART Exchange, Discovery Ed assignments, etc. ▪ PLC 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) -

	<p>document</p> <ul style="list-style-type: none"> ▪ Documentation of connections of curriculum resources – adopted core, intervention, supplemental, etc.
<p>1e – Designing coherent instruction</p> <ul style="list-style-type: none"> ✓ Learning activities ✓ Instructional materials and resources ✓ Instructional groups ✓ Lesson and unit structure 	<ul style="list-style-type: none"> ▪ Unit plans that exhibit <ol style="list-style-type: none"> 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 ▪ Lesson plans that includes variety of instructional groupings and instructional materials ▪ Using resources related to standards ▪ Plan that includes guiding/essential questions ▪ Materials or lesson plans that show planning for differentiation ▪ Learning activities sequenced and connected within the lesson or unit plan ▪ Instructional plan that is tied to learning standards ▪ Plan that includes tech resources ▪ Plan that includes guiding/essential questions ▪ Course calendars-pacing guide (building blocks-chunks) ▪ Gradual release of responsibility - to, with, by ▪ Lists of flexible learning groups ▪ Collaborative learning activities for students ▪ Explicit vocabulary - academic language, “mortar” ▪ Vertical and/or horizontal progressions of learning
<p>1f – Designing student assessments</p> <ul style="list-style-type: none"> ✓ Congruence with outcomes ✓ Criteria and standards ✓ Formative assessments ✓ Use for planning 	<ul style="list-style-type: none"> ▪ A variety of formative/summative assessments connected to classroom instruction/outcomes ▪ Rubrics used to evaluate student work (tied to lesson/unit outcome) ▪ Examples of student assessments with teacher comments ▪ Varied assessment techniques meeting all learning styles ▪ Student-designed assessment ▪ Assignments and assessments including standards that are clearly identified ▪ Sample of student self-analysis of work using rubric ▪ Anecdotal notes from reader/writer conference with students ▪ Student data folder ▪ Proficiency checklists for students ▪ Unit or lesson plan that shows where assessments are built in (formative and summative) ▪ Unit plan that shows a reteach loop built in after each formative assessment

	<ul style="list-style-type: none"> ▪ Modified assessments ▪ Performance task with rubric ▪ Sample Exit tickets with reflection how information was used ▪ Reflective notes about how instruction was adjusted after formative feedback ▪ Collaborative team planning notes ▪ Documentation showing student choice in assessment ▪ Reflection on assessment including what you would change ▪ Surveys that gather student feedback ▪ Sample of student input/reflections/journals ▪ Common formative or summative assessments w/ notes about how the results were used ▪ Student-designed assessments tied to learning outcomes ▪ Variety of format for opportunities (paper/pencil, student-teacher interview, observation, project skill demonstration, technology, etc. ▪ Different styles of questions (multiple choice, open ended, essay, performance tasks) ▪ Use of baseline data to design assessments
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Domain #2 – The Classroom Environment	
Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
<p>2a – Creative an environment of respect and Rapport</p> <ul style="list-style-type: none"> ✓ Teacher interaction with students, ✓ Student interaction with students 	<ul style="list-style-type: none"> ▪ 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 <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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 ▪
<p>2b – Establishing a culture for learning</p> <ul style="list-style-type: none"> ✓ Importance of content ✓ Expectations for learning and achievement ✓ Student pride in work 	<ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ Documentation of management/procedures ▪ Posted expectations for working in cooperative groups ▪ Lesson plans with engagement strategies included <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>2c – Managing classroom procedures</p> <ul style="list-style-type: none"> ✓ Instructional groups ✓ Transitions ✓ Materials and supplies ✓ Non-instructional duties ✓ Supervision of volunteers and paraprofessionals 	<ul style="list-style-type: none"> ▪ 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 <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>2d – Managing student behavior</p> <ul style="list-style-type: none"> ✓ Expectations ✓ Monitoring behavior ✓ Response to misbehavior 	<ul style="list-style-type: none"> ▪ Logs of parent contacts pertaining to student behavior(phone/email/meeting) ▪ Leveled behavior system in classrooms (clip charts, card system) ▪ Behavior plan ▪ Individual plans 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 ▪ Reinforcement system (incentives) ▪ Check in check out (CICO) ▪ Online behavior management (Class Dojo reports) ▪ Individual contracts

	<p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>2e – Organizing physical space</p> <ul style="list-style-type: none"> ✓ Safety and accessibility ✓ Arrangement of furniture and resources 	<ul style="list-style-type: none"> ▪ 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 <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> • Video or audio of classroom teaching may apply to each component 	
Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
<p>3a – Communicating with students</p> <ul style="list-style-type: none"> ✓ Expectations for learning ✓ Directions and procedures ✓ Explanations of content ✓ Use of oral and written language 	<ul style="list-style-type: none"> ▪ 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 (Wiki, web pages, Edmodo, email, etc.) ▪ Class websites are updated regularly ▪ Gradebooks are updated regularly ▪ Skyward communication options used ▪ Timely and clear written feedback to students (personal/academic/skill related) ▪ Technology created emails/notes/reminders (Google, Synergy, Remind 101) ▪ Anchor chart/Sentence Frames ▪ Student Conference time sheets/notes ▪ Student conferencing notes ▪ White board instructions (photo)/SMART Notebook ▪ Data collection from mini/formal observation ▪ Learning targets posted ▪ Interviews students-do they know targets? ▪ Student surveys

	<p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>3b – Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ✓ Quality of questions ✓ Discussion techniques ✓ Student participation 	<ul style="list-style-type: none"> ▪ If the teacher’s formal/mini 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.) ▪ 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 ▪ Student work samples ▪ Examples of student response journaling <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>3c – Engaging students in learning</p> <ul style="list-style-type: none"> ✓ Activities and assignments ✓ Student groups ✓ Instructional materials and resources ✓ Structure and pacing 	<ul style="list-style-type: none"> ▪ Engagement strategies documented in lesson plans ▪ Videos of high engagement activities ▪ Administrator/ Peer notes on classroom observations of engagement strategies ▪ Student created assessments/problems ▪ Tally student participation (variety? Volunteer, cold call) ▪ Students graph own data/ keep track of p <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ Quality of student activities ▪ Structure and pacing of the lesson ▪ A variety of cooperative/interactive learning processes
<p>3d – Using assessments in instruction</p> <ul style="list-style-type: none"> ✓ Assessment criteria, ✓ Monitoring of student learning ✓ Feedback to students ✓ Student self-assessment and monitoring 	<ul style="list-style-type: none"> ▪ Ongoing assessment and strategy modification based on the analysis of data ▪ Examples of varying assessment styles (quiz, oral, conference, project, test, etc.) ▪ 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 <p>SIMILAR TO DOMAIN 1f</p> <ul style="list-style-type: none"> ▪ Samples of diagnostic tests ▪ Examples of pre-test/post test ▪ Examples of formative/summative assessments ▪ Examples of feedback given to the student ▪ Examples of rubrics ▪ Students receiving effective feedback ▪ Students engaged in self- and peer-assessment ▪ Teacher monitoring of student learning
<p>3e – Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ✓ Lesson adjustment ✓ Response to students ✓ Persistence 	<ul style="list-style-type: none"> ▪ 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 ▪ Incorporation of students’ interest into lesson ▪ 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 <p>To be observed during classroom observation</p> <ul style="list-style-type: none"> ▪ 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
<p>4a – Reflecting on teaching</p> <ul style="list-style-type: none"> ✓ Accuracy ✓ Use in future teaching 	<ul style="list-style-type: none"> ▪ Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation ▪ Post-observation conference discussion ▪ Written reflection on a lesson taught and changes to make in future ▪ 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

	<ul style="list-style-type: none"> ▪ Samples of student work with reflective notes ▪ Documentation of discussion with principal/colleague/PLC team ▪ Reflection related to data analysis, student surveys, parent surveys ▪ Reflection from workshop, conference or other professional development ▪ Gradebook entries that include reflecting on student learning with narrative ▪ PDP reflections ▪ Reflective notes related to observing a colleague or a colleague observing you
<p>4b – Maintaining accurate records</p> <ul style="list-style-type: none"> ✓ Student completion of assignments ✓ Student progress in learning ✓ Non-instructional records 	<ul style="list-style-type: none"> ▪ Gradebook maintained ▪ Class website maintained(accurate, updated) ▪ 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 ▪ Logs of phone calls/emails to parents ▪ Students’ own data files (dot charts, learning progress, graphs of progress, portfolios) ▪ Picture/sample of how you organize student data including STAR, F & P, CBM ▪ List of reader/writer conferences with students ▪ List of individual student feedback conferences ▪ Sample of completed progress report ▪ Sample of progress monitoring data ▪ Photocopy or login access to my electronic grading system ▪ Picture or summary of procedure to manage things like field-trip slips, conference sign-up note, homework, etc. ▪ Attendance records ▪ Sample of process used to track instructional minutes/strategies for students with special needs such as IEP, 504, GT, ELL, Tier II and III, etc. ▪ PLC data - SMART goal/data points ▪ Missing/turned in classwork record ▪ Substitute teacher folders – updated regularly
<p>4c – Communicating with families</p> <ul style="list-style-type: none"> ✓ About instructional program ✓ About individual students ✓ Engagement of families in instructional program 	<ul style="list-style-type: none"> ▪ Calendar and sample of classroom newsletters/parent letters ▪ Class website/ Teacher webpages – updated regularly ▪ 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

	<ul style="list-style-type: none"> ▪ Copies of Emails/letters to parents ▪ Homework that invites parent involvement ▪ Parent conference summaries ▪ Parent night participation ▪ Daily assignment notebooks requiring parents to discuss and sign off on assignments ▪ Parent notes and/or letters to teacher ▪ Teacher/classroom blog, wiki, other social media ▪ Parent involvement in classroom ▪ PTC log with reflections ▪ Log of school functions attended ▪ Parent-teacher conference schedule ▪ Evidence of appropriate use of social media with parents/families ▪ Translated parent communication – notes, newsletters, report cards, etc. ▪ Course syllabus ▪ Student led newsletter
<p>4d – Participating in a professional Community</p> <ul style="list-style-type: none"> ✓ Relationships with colleagues ✓ Participation in school projects ✓ Involvement in culture of professional inquiry ✓ Service to school 	<ul style="list-style-type: none"> ▪ 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 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 (powerpoint or agenda of what presented) ▪ A list of all workshops/meetings attended as a representative of the district ▪ Teacher participation in school events ▪ Teacher collaboration with colleagues ▪ Meeting or committee notes ▪ School committee participation/leadership (building leader agenda) ▪ 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 ▪ Evidence of participation in school data retreat ▪ PLC agendas/notes ▪ Evidence of participating on interview committee ▪ Evidence of serving as mentor, student teacher supervisor, or PDP Review team member ▪ PowerPoint or outline of something I presented to others ▪ Log of all leadership activities ▪ Documentation of sharing information or learning with staff ▪ PLC agendas/notes ▪ Anything that shows how I collaborate with colleagues to improve student learning (enrichment/remediation planning, book study with applied learning, action research, etc.) ▪ Evidence of community involvement—planning events ▪ List of voluntarily attended school functions (athletic events, Fun Fair, Family Reading Night, etc.) ▪ Attendance at School Board meetings

<p>4e – Growing and developing professionally</p> <ul style="list-style-type: none"> ✓ Enhancement of content knowledge and pedagogical skill, ✓ Receptivity to feedback from colleagues ✓ Service to the profession 	<ul style="list-style-type: none"> ▪ Professional development plan (PDP) ▪ Examples of local professional development communities ▪ Professional learning transcript with reflection ▪ 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 ▪ Plans, handouts, agenda or certificate of attendance form workshops or conferences with reflection ▪ Presentation handouts with plans for implementation ▪ Technology resources used to enhance your knowledge or skill ▪ PDP activities completed within the year ▪ Leading district, school or department/grade professional development (presentation handouts) ▪ Evidence of membership in professional organizations ▪ List of professional publication subscriptions with reflection ▪ Samples of professional reading with reflection on how they have impacted practice ▪ Reflective notes related to observing a colleague or a colleague observing you ▪ Book study groups (could include agenda, notes, actions taken) ▪ List of course(s) taken or transcript w/reflection ▪ Online portfolio ▪ PLC agendas/notes ▪ Teaching license endorsements/new programs(degrees) (endorsements, masters, doctoral) ▪ Action research ▪ Publishing in professional journals or websites
<p>4f – Showing professionalism</p> <ul style="list-style-type: none"> ✓ Integrity/ethical conduct ✓ Service to students ✓ Advocacy, Decision-making ✓ Compliance with school/district regulations 	<p>In essence, the teacher should . . .</p> <ul style="list-style-type: none"> ❖ 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 ▪ School and out of school volunteering ▪ List of committee participation in the school or district ▪ Any evidence showing advocacy for a student or students ▪ Evidence of providing students with resources ‘above and beyond’ (working lunches, after school support, mentoring students, organizing a Holiday Adopt a Family) ▪ Personal attendance record ▪ Letter(s), emails, notes that speak to my standards, integrity, or contribution to the positive culture of my school ▪ Serving as a new teacher mentor