<table>
<thead>
<tr>
<th>Criterion</th>
<th>Element</th>
<th>Example Artifacts/ Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Centering instruction on high expectations for student achievement</td>
<td>2b: Establishing a culture for learning</td>
<td>• student generated chart on what hard work looks/sounds like</td>
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<td></td>
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<td>• student(s) explain to the evaluator what their role as a learner is</td>
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<td></td>
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<td>• evidence gathered from observation by evaluator</td>
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<td>• established and know classroom goals</td>
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<td></td>
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<td>• displaying classwork (nominated by peers)</td>
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<td></td>
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<td>• retake effort (number of students taking advantage of retake opportunities)</td>
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<td></td>
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<td>• students setting goals and self-reflecting on learning</td>
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<td>• tracking homework return and self-reflection</td>
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<td>• portfolios – one-to-one conferences and set new goals and identify the plan to meet the goal</td>
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<td></td>
<td>3a: Communicating with students</td>
<td>• teacher generated list of targets for the lesson / unit / year</td>
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<td>• student journal and rewrite the essential question(s) and their reflection on it</td>
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<td>• evidence gathered from observation by evaluator</td>
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<td></td>
<td>• teacher provide document (evidence) showing scaffolding/task analysis</td>
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<td></td>
<td></td>
<td>• student communication log (e-mail group, etc.)</td>
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<td>• student conferences</td>
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<td></td>
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<td>• explicitly stating instructional outcome</td>
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<td></td>
<td>• modeling lesson</td>
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<td></td>
<td>• choice of tasks</td>
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<td>• anchor papers</td>
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<td></td>
<td>3c: Engaging Students in learning</td>
<td>• student response tracking chart</td>
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<td>• teacher outline of student completion options</td>
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<td></td>
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<td>• connection chart between standards / targets and assignments / activities</td>
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<td></td>
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<td>• menu(s) of assignment options to hit multiple learning styles</td>
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<td></td>
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<td>• differentiated learning</td>
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</tbody>
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# Teacher Generated Examples of Artifacts and Evidence

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| **Criterion 2: Demonstrating effective teaching practices** | 3b: Using questioning and discussion techniques | • think / pair share  
• 10/2 strategy - GLAD  
• partner / group work  
• higher order questions  
  o oral  
  o anchor chart  
  o 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) |
| | 4a: Reflecting on Teaching | • suggestions for improvement  
• providing artifacts/evidence on how you "improved" a lesson  
• written reflection  
• teacher provides assessment summary sheet |
| **Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs** | 1b: Demonstrating knowledge of students | • 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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| **Criterion 3:** Demonstrating flexibility and responsiveness | 3e: Demonstrating flexibility and responsiveness | • 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 | • evidence gathered from observation by evaluator |
| 1c: Setting instructional outcomes | • lesson plan  
• learning targets  
• reflections |
| 1d: Demonstrating knowledge of resources | • guest speakers  
• iPads  
• SMART Boards |
| 1e: Designing coherent instruction | • 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 | • behavior contract  
• evidence gathered from observation by evaluator  
• notes home  
• behavior incentives (“gold tickets,” etc.) |
| 2c: Managing classroom procedures | • evidence gathered from observation by evaluator  
• smooth transitions  
• use of music or bell to initiate transition  
• schedule  
• routines |
| 2d: Managing student behavior | • 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 | • seating chart  
• students working in groups/partners/individual |
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| 1f: Designing student assessments | | • series of lesson plans  
• exit slips  
• pre-assessments  
• rubrics  
• checklists  
• student work samples  
• benchmark assessments  
• anecdotal notes  
• student groupings  
• clear / can statements related to standard(s)  
• modified leveled grouping  
• modified rubrics  
• student created/written growth goal(s)  
• student monitoring own goal(s)  
• running records |
| Criterion 6: Using multiple student data elements to modify instruction and improve student learning | 3d: Using assessment in instruction | • 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 |
| | 4b: Maintaining accurate records | • grade books  
• student tracking charts  
• attendance records  
• communication records  
  ▪ 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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| **Criterion 7:** Communicating and collaborating with parents and the school community | 4c: Communicating with families | • newsletters  
  o weekly  
  o 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) |
| **Criterion 8:** Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning | 4d: Participating in a professional community | • attending school events  
  o science fair  
  o math night  
• participation on committees (school-, district-, region-, or state-wide)  
  o participation log  
  o agenda  
  o minutes  
• Wednesday collaboration time  
• attendance at workshops / trainings  
• PLC / collaboration log  
• e-mails correspondence  
• narrative – reflection of meeting or learning |
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| 4e: Growing and developing professionally | • 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 |
| 4f: Showing professionalism | • 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 |