

<u>Standard I Artifacts</u>	<u>Standard II Artifacts</u>	<u>Standard III Artifacts</u>	<u>Standard IV Artifacts</u>	<u>Standard V Artifacts</u>		
E.g. Data Tracking Document	E.g. Learning Style Inventory	E.g. Standards and Essential Question written on board	E.g. Students engaged in technology in the classroom	E.g. Teachers re-teaching based on student data		
Parent Contact list Safe and Orderly Environment for Students: student contracts; rules and expectations displayed; organized classroom (not too busy, etc.)	Use of diverse primary sources E-Mails and meeting minutes with specialists/ ESL & EC	EQ, Learning Target, HW and Agenda are written on the board	Formative/common assessments with summative assessment follow-up	Teachers use data related to lexicon levels, pre-testing, earlier assignments, and demographics to design lessons and tests. Teachers take PD that reflects areas that they want to improve upon, be it classroom management, digital learning, curriculum content, etc...		
Teachers keep accurate Attendance records	Using IEP, 504, and LEP information to guide instruction	Webquest that connects content/curriculum	Webquest that intentionally connects students to real world events and their curriculum. Bonus points for including parent(s)/guardians(s) in the process (e.g. "Adult Symposium" data)	Teachers use exit surveys at the end of units / courses to see how students perceived lessons, projects, and the course in general.		
Update Grade Book	Parent Contact Logs	Primary texts or sources used to prepare lessons and activities (shows that research was done for lessons)	Allow students to work in groups for certain assignments and rotate those groups in order for students to work with their peers at different skill levels	Reading books to learn how to be a better teacher		
	Scaffolded Assignments	Completed student work or assessments that align with standards		Artifacts: Lesson plans, Completion of professional development, Formative assessments, Participation in professional learning, Student work community, Professional Development Plan, Formative and summative assessment data		
Classroom website	Materials and decorations that represent diverse voices, cultures, and perspectives	Data from assessments (formative & summative) on assignments aligning with standards		Weekly quizzes and review sessions based areas that the students showed that they needed on those quizzes.		
PLT Leader	Website	Utilizing the news as a way to connect content to what's happening around the world		collaboration with colleagues in PLTs about modifying instruction		
Scantron analysis sheet - re-teach as needed	Progress Reports	Enrichment Activities and extensions to content beyond state standards	i.e. project on cancer in exponential function- tying in to a variety of content areas; design a website for student work; use decimal graphing calculator online to demonstrate mastery of graphing functions	Develop relationships with students and allow students to constructively criticize instruction practices. Make adjustments based on student input		
Uploads documents to PLT shared drive	Room Arrangement and wall decorations			maintaining a student portfolio to measure improvement		
Member of SIT and or attend SIT meetings	culturally inclusive lesson plans	Teacher should incorporate differentiated literacy instruction regardless of content area.		communication with past students to learn what they think you should do differently		
Department Chair	mixed learning groups		Samples of differentiated lesson plans & student products	National Board Portfolio		
Lead Teacher in District PLC	Use COSEBOC strategies: storify it, gameify it, and make it social in your lesson plans	Presentation that a teacher has given to colleagues as part of professional development/at a conference		requesting peer observation		
Lead 'Out of the Box' presentation	co-planning with EC and ELL teachers	News ELA potential example of use		class (student) evaluations		
	demonstrating and encouraging use of inclusive vocab	Documentation of Guest Speaker from community		EVAAS/longitudinal student growth and performance data		
	content relevant decor in the classroom (Maps, posters, quotes)!			Twitter chats		
	individual student contracts			Restorative circles		
Provide PLTs for teams	offering after-school tutoring		kahoot, menti, and socrative for prior knowledge and quizzing...(KWL)			
Pretests, midterm/benchmark, post	participating in afterschool events for culturally diverse organizations		canvas and google docs to communicate assignments			
Rubrics	Artifacts on the walls that support & expand on the curriculum		edmodo			

Online tools such as Kahoot! Quizziz.com, Clicker Systems and data collected for assessments			brightlink presentations		
As we look over these artificats we can determine whether students are grasping concepts, need tutoring, retesting or remediation.			student presentations		
			video clips to supplement lessons		