

Compiled List of Possible Artifacts for Each Indicator under the Teacher Rubric

Remember that artifacts should be for this school year unless it is a special circumstance.

Please check with your evaluating administrator regarding use of artifacts not within this school year.

Classroom Management (30%)

Indicator #1 – Preparation

- Copies of student agenda where they write objectives.
- Consider writing objective on the board in your classroom so it can be easily seen by the students and principal during walkthroughs and observations.
- Lesson plans stating objectives and materials needed.
- Samples of lessons detailing activities that will engage students in higher level thinking skills and listing questions the teacher will ask to promote critical thinking and problem solving.
- Short write up or picture of your organization system for materials and equipment such as daily folders for papers, crate with needed materials for each day of the week, etc.

Indicator #2 – Discipline

- Copy of your classroom rules, expectations, and behavior management system.
- Examples of student behavior charts used.
- List of methods to signal students when expectations are not being followed.
- List of ways you contribute to monitoring student behavior throughout the school – assigned duties, standing in hall during passing periods, lunch room monitoring, etc.

Indicator #3 – Building Wide Climate Responsibility*

- Bulleted list with dates of any committees, meetings, programs, or trainings attended that involve school climate, bullying prevention, internet/social media safety, and/or discipline including guest speakers you have brought into the school (ex. – Great Expectations, Safe School Committee, Red Ribbon Week activities, etc.).
- Copy of class safety procedures.
- Bulleted list of health or safety lessons you have taught (including dates) – fire, disaster, bullying prevention, nutrition, walking/wellness, proper internet/social media use, etc.
- Bulleted list of anything you have reported on behalf of your students – unsafe conditions at school, reports to principal/counselor regarding student issues, etc.
- List of ways you contribute to monitoring student behavior throughout the school – assigned duties, standing in hall during passing periods, lunch room monitoring, club sponsorships, etc.

Indicator #4 – Lesson Plans*

- Sample copies of lesson plans with objectives or some type of check off sheet with dates showing when objectives are being covered.
- Sample copies of lesson plans where revisions were made to accommodate re-teaching or changes in instruction based upon analysis of student data.
- Sample copies of your substitute folder and substitute plans.
- Sample copies of long range plans
- Sample copies of daily agendas.
- List of students provided with “differentiated instruction” including a short description of how their different instructional levels and/or learning styles are being met.
- List (including dates) of activities or cooperative learning projects where different instructional levels of learning styles are being addressed.
- List of dates showing collaborative planning with grade level/subject area teams.
- Documentation of times other teachers have come to you or been sent to you by the principal to provide assistance, advice, modeling in this area. (Please let colleagues know their name is being used in your portfolio as someone who can provide an example of highly effective performance.)

Indicator #5 – Assessment Practices*

- Screen shots of Infinite Campus grade book or copies of handwritten report cards for early childhood grades.
- Outline of procedure for grading, reviewing, and returning work.
- Copies of emails, notes status checks, and/or progress reports sent home to keep parents updated about grades.
- Explanation and documentation of how you use formative and summative assessments to develop, refine, and evaluate instruction.
- Explanation and documentation of how you have students create goals, self-select on projects or activities, and critique/evaluate their own progress and/or work.

Indicator #6 – Student Relations

- Examples of considerate and respectful written communications with students.
- Examples of lessons used to build classroom community.
- Examples of lessons/projects detailing how you have actively explored curriculum with students.

Instructional Effectiveness (50%)**Indicator #7 – Literacy**

- Samples of plans and/or narrative with dates showing how literacy is embedded across the curriculum you teach – reading, writing, spelling, listening, speaking.
- Samples of student writing (quick writes at end of lesson, etc.).
- Pictures and narrative about how word wall/vocabulary wall is utilized on a consistent basis.

Indicator #8 – Current State Standards*

- Samples of curriculum calendars and lesson plans and/or narrative with dates showing how standards are being implemented including any alternate instructional strategies you are using.
- Dated list of any Oklahoma standards trainings.
- Dated list of service on curriculum committees, textbook adoption committees, etc.

Indicator #9 – Involves All Learners

- Dated examples with short narratives of activities where students are either self-selecting individually or by group to enhance their learning (project-based learning).
- Dated examples with short narratives of when KWL or KWLH charts are used to guide investigations.
- Copies of student interest inventories with short narrative of how these interests are incorporated into the classroom.

Indicator #10 - Explains Content

- Copies of student interests and/or learning style inventories with short narrative of how these are incorporated into instruction.
- Sample lesson plans/activities using cooperative learning groups and/or advanced organizers.
- Sample lesson plans where use of technology is embedded or narrative of how technology is used on a routine basis – SmartBoards, clickers, etc.
- Dated examples with short narrative of how you sought new strategies to support instructional outcomes and cognitively challenge diverse learners.
- Dated examples with short narratives of how you share discoveries and success with colleagues. Could also include emails sent by you to faculty or other teacher networking groups.
- Narrative of how students are included in planning for instructional delivery.

Indicator #11 – Clear Instruction and Directions

- Narrative of how you plan for transition times.
- Narrative of ways you extend students' vocabularies. (Might include picture of word wall and describe how you use it.)

Indicator #12 – Models

- This indicator should be easily observable to your evaluating administrator.

Indicator #13 – Monitors

- This indicator should be easily observable to your evaluating administrator.

Indicator #14 – Adjusts Based Upon Monitoring

- Samples of re-teaching activities with short narrative about how you determined you needed to reteach the concept and changes you made to your teaching to adjust.
- Samples of individualized or differentiated instruction.
- Descriptive list of methods used to accommodate student needs – study groups, students as teachers, peer tutoring, buddy partners, small groups, etc.
- Evidence of data you have collected and short narrative of what that data told you and how you used it to modify instruction and/or guide intervention.
- Documentation of referrals.
- Documentation of modifications.

Indicator #15 – Establishes Closure

- Samples of students' writings (exit tickets) that summarize main ideas and show their ability to connect lesson/activity to prior learning and future use.
- Evidence of using KWL or KWLH charts as way to establish closure.

Indicator #16 – Student Achievement*

- Include copy of required IEP modifications and document work with Special Education teacher to provide accommodations.
- Document meetings with parents, special education teachers, and/or counselors regarding student progress.
- Screen shots of up-to-date grade book and/or copies of student progress reports.
- Dated samples of communication methods to let parents know about student progress – positive notes, phone call log, missing work forms, emails, etc.
- Dated samples of any communication used to encourage parents to check classroom website or access student grades.
- Any initial communication with parents that outlines grading process, homework, work expectations, when/how graded papers are returned.

Professional Growth & Continuous Improvement (10%)**Indicator #17 – Professional Development***

- ERO transcript – easiest way to print out list of all professional development attended, but must be able to discuss implementation of any new practices based on professional development if asked.
- Dated list of trainings conducted and/or presentations made.
- Documentation of advanced degree/coursework or certification work.
- Dated list of assistance given to other teachers – include mentorship to student and/or first year teachers.
- Brief narrative of action research you have conducted.
- Samples of publications and/or articles you have written.

Indicator #18 – Professional Accountability*

- Evidence that you are requesting subs as soon as you know you will be absent instead of at the last minute.
- Could log into Employee Portal and print screen shot of school year calendar showing number of days you have been present/absent.
- Evidence that you submit required reports on time.

Interpersonal Skills (5%)

Indicator #19 – Effective Interpersonal Skills*

- Samples of communication with families and/or colleagues – emails, newsletters, website, handwritten notes, etc.
- Dated list of involvement with PTA.
- Dated list of committees, projects, and/or other collaboration with colleagues.

Leadership (5%)

Indicator #20 – Professional Involvement and Leadership*

- Dated list of involvement in school, district, and/or community activities or committees. Include any leadership roles held.
- Dated list of attendance at student activities.
- Evidence of assistance provided to other teachers – including mentoring of new teachers.
- Examples of referrals or contacts made on behalf of students.

***These dimensions/indicators are not easily observable in a routine classroom observation. Focus on providing artifacts for these areas.**