Examples of Possible Artifacts: Domain 1

1a. Knowledge of Content and Pedagogy
   - Professional Development in the content area (courses, workshops)
   - Lesson Plans incorporating best practices
   - Sharing new knowledge with peers
   - In-service trainings
   - Use assessment data to plan instruction

1b. Knowledge of Students
   - Review cumulative file of student
   - Personal Plans of Progress
   - Instructional Grouping Techniques
   - System for student information
   - Learning styles test
   - Previous teachers
   - CST and EST meetings

1c. Selecting Instructional Goals
   - Lesson Plans (show relationship to standards)
   - Standards are posted in classroom
   - Curriculum map, calendar
   - Evidence of modified curriculum (intervention plans, IEPs, enrichment)
   - Grade level/Team Agendas and minutes

1d. Knowledge of Resources
   - List of resources with varying levels to accommodate students (notes, assessments, anecdotal records)
   - Demonstration of school/community resources (UA, sped). Could use lesson plans.
   - Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips).
   - Evidence of collaboration and learning with peers and colleagues.
   - Enrichment/Support Math binders

1e. Designing Coherent Instruction
   - Lesson Plans show progression of continuity
   - Curriculum Mapping
   - Teacher and student reflection of lessons, learning, or feedback (written or oral)
   - Student developed rubric tied to specific goals
   - Concept Maps, Graphic Organizers
   - Meaningful/respectful Tasks

1f. Assessing Student Learning
   - Assignments and assessment that are clearly identified
   - Documentation of how student learning of standards are assessed
   - Performance assessments tasks (student samples)
• Rubrics
• Student Portfolios with reflections
• Vary assessment techniques meeting all learning styles.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
• Teacher interaction with students
• Student interactions with other students
• Teacher establishes relationships with each student
• Teacher shows an appreciation for each child as an individual
• Teacher provides opportunities for students to get to know and accept each other
• Teacher establishes (with students) and communicates classroom procedures and rules
• Teacher encourages students to take intellectual risks and be creative
• Words and actions of the teacher demonstrate this skill
• Classroom Constitution
• Teachers and students develop classroom guidelines together
• Classroom Jobs are established with students having the opportunity to choose a job

Component 2b: Establishing a Culture for Learning
• Establishing importance of the content
• Setting expectations for learning and achievement
• Instilling student pride in work
• Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.
• Author’s chair (students share writing)
• Peer conferences
• Students use interactive whiteboard to share project completed on computer
• Bulletin boards have student work displayed/students create
• Literature circles and book groups are organized and led by students
• Math groups are differentiated by both teacher and students

Component 2c: Managing Classroom Procedures
• Management of instructional groups
• Management of transitions
• Management of materials and supplies
• Performance of non-instructional duties
• Supervision of volunteers and paraprofessionals
• Evidence in the classroom – teacher explains, re-teaches and implements procedures
• Procedures are posted in the classroom, communicated in writing to students and families early in the year
• When working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person
• Teacher uses formative assessments and reteaches necessary material
• Students and teacher develop rubrics for school and classroom guidelines for learning at beginning of year
• Classroom Constitution/Guidelines are posted in classroom
• Time is spent at the beginning of the year to develop procedures for using classroom supplies and transitions
• Students assist with procedures such as attendance, Friday Folders, clean up, and dismissal

Component 2d: Managing Student Behavior
• Students and teacher develop rubrics for school and classroom guidelines for behavior at beginning of year
• Monitoring of student behavior
• Response to student misbehavior
• Age appropriate and culturally consistent standards
• Rules are made clear to all and are posted in the classroom
• Rules/expectations are clearly and consistently applied (no favoritism is evident)
• Classroom rhythm is only minimally disrupted; student dignity is maintained
• Teacher encourages students to monitor their own behavior
• Student behavior reflects what teachers has done to establish and maintain standards
• Preventive and intervening strategies are appropriately applied
• Classroom Guidelines are posted in classroom
• Teacher has system to track behavior
• Students use Teacher/Student developed behavior rubrics to track behavior and set goals
• Teacher often points out positive behaviors for all students
• Teacher uses IEP and EST plans to manage behavior of certain students

Component 2e: Organizing Physical Space
• Safety and accessibility
• Spaces for reading, quiet and noisy activities are provided
• Furniture arrangement is appropriate for large and small group activities
• Desks and chairs arranged so main teaching area is visible to all students
• Centers for exploration of content in the form of labs, circles, etc.
• Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
• Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
• Appropriate use of technology is evident
• Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
• Classroom has different learning areas
• Students understand organizational system for materials
• School-wide procedures for emergency exiting or clear the hall drills are provided.
Domain 3: Instruction

Component 3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set, including time factors
- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model
- Teacher gives expectations both orally and written
- Instructions are both oral and written, depending on the needs of the students
- Instruction is given in large and small groups and individually, if needed
- Teacher is clear about directions and time given for activities
- Teacher uses interactive whiteboard, manipulatives, and other visuals during instruction

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation
- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain…”, “give an explanation for…”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose
- Essential questions are posted in classroom and explained to students
- Questions engage students in an exploration of content
- “Think, pair, share” and “Turn and Talk” techniques are used
- Teacher probes to seek clarification, i.e. explain, give an example
- Teacher has a procedure to ensure that all students are participating in discussions
- Teacher uses follow-up, rephrases and applies what students contribute or pose

Component 3c: Engaging Students in Learning
- Activities and assignments adapted to students’ learning styles and levels
- Knowledge of instructional goal(s) established
- Instructional materials and resources adapted to needs of students
- Structure and pacing
- Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic
- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)
- Groups are based on formative assessments and instructional goals
- Structure of lesson is maintained: beginning, middle, and closure
- Groupings are differentiated based on student knowledge, interests, ability

**Component 3d: Using Assessment in Instruction**
- Using assessment criteria established by Colchester School District and following established timelines
- Monitoring of student learning/assessment
- Teacher and peer comments on student work using assessment criteria
- Effective feedback that is specific, descriptive, understandable
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning
- Comments give students information needed to improve performance
- Assessment is both formative and summative
- Opportunities for self-assessment and self-monitoring of progress

**Component 3e: Demonstrating Flexibility and Responsiveness**
- Response to students academic needs
- Adjustments to learning that improve student experience or clarify confusion
- Teacher provides for needs of specific learners
- Teacher abandons lesson all together or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred
- Teacher adjusts lessons or reteaches a lesson as needed
- Lessons are adapted for needs of specific learners
- Teacher is flexible to allow for special news events (national election) or local projects (school wide event, Veteran’s Day celebration).

**Examples of Possible Artifacts – Domain 4**

**4a. Reflecting on Teaching**
- Written reflection on lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Student Survey
- Samples of Student Work
- Peer Observations

**4b. Maintaining Accurate Records**
- Gradebook or Electronic Gradebook
- Lesson Plan Book
• Student Documentation
• Math/Literacy Assessments on SharePoint

4c. Communicating with Families
• Classroom Webpage/Blog
• Notes to parents
• Copies of e-mails to parents
• Letters to parents
• Open House/Parent Night
• Parent/Teacher/Student Conferences

Component 4d: Participating in a Professional Community
• Positive/professional relationships with colleagues
• Involvement in a culture of professional inquiry
• Participation in school and district projects
• Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
• Chairing committees, teams, etc. or coordinating programs
• Movement beyond one’s own classroom
• Work with grade level colleagues to accomplish school goals

Component 4e: Growing and Developing Professionally
• Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
• Receptivity to feedback from colleagues
• The teacher voluntarily examines and shares research on class performance and best practice strategies
• Takes leadership roles, participates in school and district committees
• Subscribes to professional/trade journals
• Attends professional conferences and shares with colleagues upon return

Component 4f: Showing Professionalism
• Displays integrity and ethical conduct
• Advocacy
• Decision making
• Compliance with school and district regulations
• Daily interactions with students
• Helpfulness for needy students
• Advocates for underserved students
• Is open-minded and willing to adopt new approaches
• Uses data to support actions
• Sets long-term goals and takes responsibility for own professional growth
• Demonstrates high ethical standards through compliance with school/district codes and community expectations