

## Educator Evaluation System Suggested Artifacts List - TEACHERS

Below, please find a suggested list of artifacts that can be used as evidence for each of the standards for the new educator evaluation system. Educators are encouraged to select the artifacts that are most closely associated with their practice, and educators should emphasize quality over quantity. Furthermore, educators are encouraged to select a variety of artifacts, rather than multiple copies (more than four) of the same type of artifact. In general, educators and evaluators will use photographs or written documentation as artifacts, and the "other" line can be used independently if educators or evaluators have additional ideas for artifacts that are relevant to each standard.

**Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.**

ARTIFACT	NOTES
Unit plans	
Lesson plans	Submit prior to teaching the lesson for which the plan has been written.
Teacher-developed formative and summative assessments, including differentiated assessments	
Scoring guides/rubrics	
Student work samples	
Analysis of student data including how instructional practices will be adjusted	Written reflection on results of formative, summative, benchmark, or state-wide assessments
Posted learning objectives	Annotated photographs are an acceptable form of documentation
Posted lesson agenda	Annotated photographs are an acceptable form of documentation
Posted essential questions	Annotated photographs are an acceptable form of documentation
Evidence of incorporating available technology into lessons	Annotated photographs are an acceptable form of documentation
Feedback to students about work	Examples include written feedback to students on projects, written work, assessments, etc.
Other:	

**Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.**

ARTIFACT	NOTES
Scoring guides/rubrics	
Student work samples	
Student data analysis	Written data analysis from meetings with colleagues or from individual analysis are acceptable forms of documentation.
Grade level or subject team collaboration (e.g., PLC, data dialogue, content meetings, etc.)	Agendas, minutes, or notes from meetings are acceptable forms of evidence. In addition, evidence from MyLearningPlan is also acceptable.
Methods for engaging all students	Written reflection or annotated photographs are acceptable forms of documentation
Team-developed instructional work products	
Example of exemplars	
Grading practices	
Evidence of teacher modeling	Written reflection or a series of annotated photographs are acceptable forms of documentation
Evidence of ongoing flexible grouping strategies	Written reflection or a series of annotated photographs are acceptable forms of documentation

Evidence of guided practice, including gradual release of responsibility	Written reflection or a series of annotated photographs are acceptable forms of documentation
Other	

**Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.**

TOPIC	NOTES
Outreach activities to families	Written reflection or annotated photographs are acceptable forms of documentation
Communication with families via phone calls, emails, newsletters, or blog	A phone log can be used to document phone calls.
Notes, minutes or agendas from meetings with families (including IEP, 504, and parent conference meetings)	
Individualized feedback on report cards	
Feedback from parents/families	Emails or letters are acceptable forms of evidence.
Homework assignments and/or use of homework website, if applicable	
Other:	

**Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.**

TOPIC	NOTES
Work products from professional development programs or course work	
Agendas, notes or minutes from teacher collaboration meetings (such as PLC meetings, content meetings, team meetings, etc.)	
Curriculum development examples (such as unit plans, etc.)	
School or district committee service	Agendas, minutes, or notes from meetings are acceptable forms of evidence. In addition, evidence from MyLearningPlan is also acceptable.
Participation in all-school or all-grade level projects	Written reflection or annotated photographs are acceptable forms of documentation
Professional conference attendance and report to colleagues	
Paper work completion	
Other	

## Educator Evaluation System Suggested Artifacts List--SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP)

Below, please find a suggested list of artifacts that can be used as evidence for each of the standards for the new educator evaluation system. Educators are encouraged to select the artifacts that are most closely associated with their practice, and educators should emphasize quality over quantity. Furthermore, educators are encouraged to select a variety of artifacts, rather than multiple copies (more than four) of the same type of artifact. In general, educators and evaluators will use photographs or written documentation as artifacts, and the "other" line can be used independently if educators or evaluators have additional ideas for artifacts that are relevant to each standard.

**Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.**

TOPIC	NOTES
Treatment plan	
Lesson plans	Submit prior to teaching the lesson for which the plan has been written.
Examples of assessments used	
Scoring guides/rubrics	
Student work samples	
Student data analysis	
Team-developed instructional work products	
Analysis of student learning needs	Written results of diagnostic, formative, summative, benchmark, or state-wide assessments
Methods for engaging all students	
Posted behavioral norms	Annotated photographs are an acceptable form of documentation
Photographs of instructional/treatment space	
Communications to students about work	Examples include written feedback to students on projects, written work, assessments, etc.
Other:	

**Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.**

TOPIC	NOTES
Treatment plan	
Lesson plans	Submit prior to teaching the lesson for which the plan has been written.
Examples of assessments used	
Scoring guides/rubrics	
Student work samples	
Student data analysis	
Team-developed instructional work products	
Analysis of student learning needs	Written results of diagnostic, formative, summative, benchmark, or state-wide assessments
Grade level or subject team collaboration (e.g., IST, PLC, data dialogue, team meetings, etc.)	Agendas, minutes, or notes from meetings are acceptable forms of evidence. In addition, evidence from MyLearningPlan is also acceptable.
Methods for engaging all students	Written reflection or annotated photographs are acceptable forms of documentation
Posted behavioral norms	Annotated photographs are an acceptable form of documentation
Photographs of instructional/treatment space	Annotated photographs are an acceptable form of documentation
Communications to students about work	Examples include written feedback to students on projects, written work, assessments, etc.
Other:	

**Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.**

TOPIC	NOTES
Outreach activities to families	Written reflection or annotated photographs are acceptable forms of documentation

Notes, minutes or agendas from meetings with families (including IEP, 504, and parent conference meetings)	
Communication with families via phone calls, emails, meetings	A phone log can be used to document phone calls.
Feedback from parents/families	Emails or letters are acceptable forms of evidence
Homework assignments and/or use of homework website, if applicable	
College/financial aid program development	
Other:	

**Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.**

TOPIC	NOTES
Work products from professional development programs or course work	
School or district committee service	Agendas, minutes, or notes from meetings are acceptable forms of evidence. In addition, evidence from MyLearningPlan is also acceptable.
Agendas, notes or minutes from teacher collaboration meetings (such as PLC meetings, content meetings, team meetings, etc.)	
Participation in all-school or all-grade level projects	Written reflection or annotated photographs are acceptable forms of documentation
Professional conference attendance and report to colleagues	
Paper work completion	
Other	