

## ARTIFACT WORKSHEET

### INSTRUCTIONS FROM TEACH POINT EDUCATOR EVIDENCE LOG:

Educators are required to submit evidence of the progress toward their Professional Practice and Student Learning Goals and two pieces of evidence or artifacts demonstrating their performance in Standards III and IV during the course of their educator plans. An educator may, at his/her discretion, add or replace an artifact after discussion with his/her evaluator.

**Educators shall submit ONE Evidence Log for EACH piece of evidence or artifact submitted.**

Evidence or artifacts may be describe or attached.

Those on one year plans shall submit one artifact or piece of evidence by **December 15** and the second piece by **March 15**.

Those on two-year plans shall submit one piece by March 15 of Year 1 and the second piece by March 15 of Year 2 of the plan.

**Use this worksheet to craft an artifact description and rationale that you can copy/paste to an EDUCATOR EVIDENCE LOG on TeachPoint** along with whatever artifact you upload. This first page is a template, but there is a **SAMPLE** of an exemplar artifact description and rationale on pages 2-3. At the bottom of this doc are the **FOUR DISTRICT FOCUS ELEMENTS** for Standards III and IV and the description of **PROFICIENT** for each.

**A. Standard-Element-Indicator:**

**B. Description of Proficient** (use the language right from the educator rubric for the indicator):

**C. Artifact Description** (describe what the artifact is: lesson plan, communication log, family event or performance agenda, photo of activity, etc.):

**D. Explanation of how the artifact is evidence of proficiency in the standard** (most important - this is your CLAIM that the artifact submitted is EVIDENCE of the above indicator - use the language of the rubric in your claim):

**Evidence Submitted** (combine parts A, B, C, and D above in this field of the TeachPoint Educator Evidence Log):

## ARTIFACT WORKSHEET SAMPLE

**Standard:** IV-C-1. Professional Collaboration

**Description of Proficient** (right from the standard):

*Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.*

**Artifact Description:**

*I have a collection of student writing samples of Realistic Fiction from Module 2 which I scored with my grade level partner using the WaR rubric. These are available for review upon request.*

**Explanation of how the artifact is evidence of proficiency in the standard:**

*In order to create this artifact, I met with my grade level partner to examine student work, analyze student performance and plan appropriate intervention. We met after school with Pam to look at student work. We each scored 6 papers using the WaR rubric and then we compared our results. After discussing several discrepancies, we normed our scoring practices and then scored the rest of the papers. We each scored half the papers from my class and half the papers from my partners class. Then we sorted through all the papers and found 1 example at each level of the rubric. In the future, we will use these samples as models for students when we launch the unit.*

*As we were scoring the papers together, we looked for common mistakes in both classrooms and discussed how to address them in class. For instance, we found that many students struggle with past and present tense in their narrative writing, so we developed a mini-lesson using some of the books we have read in class to look at how writers write in past tense. We have met two times so far (December) this year after school to LASW.*

**NOTE: THIS IS WHAT YOU WOULD SUBMIT INTO THE EDUCATOR EVIDENCE LOG on TEACHPOINT**

**Evidence Submitted** (combine the parts above in this field of the TeachPoint Educator Evidence Log):

IV-C-1. Professional Collaboration

*Artifact Description: I have a collection of student writing samples of Realistic Fiction from Module 2 which I scored with my grade level partner using the RaW rubric. These are available for review upon request.*

*Rationale: This artifact is evidence of how I consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.*

*In order to create this artifact, I met with my grade level partner to examine student work, analyze student performance and plan appropriate intervention. We met after school with Pam to look at student work. We each scored 6 papers using the WaR rubric and then we compared our results. After discussing several discrepancies, we normed our scoring practices and then scored the rest of the papers. We each scored half the papers from my class and half the papers from my partners class. Then we sorted through all the papers and found 1 example at each level of the rubric. In the future, we will use these samples as models for students when we launch the unit.*

*As we were scoring the papers together, we looked for common mistakes in both classrooms and discussed how to address them in class. For instance, we found that many students struggle with past and present tense in their narrative writing, so we developed a mini-lesson using some of the books we have read in class to look at how writers write in past tense. We have met two times so far (December) this year after school to LASW.*

**NOTE: THIS IS WHAT THIS SHOULD LOOK LIKE ONCE SUBMITTED ON TEACHPOINT:**

**Educator Evidence Log - Standard IV**

Name: PETER HOLTZ	Evaluator: Self-Evaluation
School: Bartlett Community Partnership	Date: Dec 14, 2014 11:59 PM EST
	Shared: NO

**Instructions**

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**Standard IV Professional Culture**

**IV. Evidence description and rationale**

IV-C-1. Professional Collaboration

Artifact Description: I have a collection of student writing samples of Realistic Fiction from Module 2 which I scored with my grade level partner using the RaW rubric. These are available for review upon request.

Rationale: This artifact is evidence of how I consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. In order to create this artifact, I met with my grade level partner to examine student work, analyze student performance and plan appropriate intervention. We met after school with Pam to look at student work. We each scored 6 papers using the WaR rubric and then we compared our results. After discussing several discrepancies, we normed our scoring practices and then scored the rest of the papers. We each scored half the papers from my class and half the papers from my partners class. Then we sorted through all the papers and found 1 example at each level of the rubric. In the future, we will use these samples as models for students when we launch the unit.

As we were scoring the papers together, we looked for common mistakes in both classrooms and discussed how to address them in class. For instance, we found that many students struggle with past and present tense in their narrative writing, so we developed a mini-lesson using some of the books we have read in class to look at how writers write in past tense. We have met two times met so far (December) this year after school to LASW.

*\*\*Educators provide evidence to evaluators for rating on these standards/elements*

**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.*

**Indicator III-A.            Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**

III-A. Elements	Needs Improvement	Proficient
III-A-1. Parent/Family Engagement	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.

**Indicator III-C.            Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.**

III-C.	Needs Improvement	Proficient
<u>III-C-1.</u>	Relies primarily on newsletters and other	Regularly uses two-way communication with families

<b>Two-Way Communication</b>	one-way media and usually responds promptly to communications from families.	about student performance and learning and responds promptly and carefully to communications from families.
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**Standard IV: Professional Culture.** *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

**Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**

IV-A.	Needs Improvement	Proficient
<b>IV-A-2. Goal Setting</b>	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.

**Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**

IV-C.	Needs Improvement	Proficient
<b>IV-C-1. Professional Collaboration</b>	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.