

Standard	Possible Artifacts
<p><b>Standard 1: Professional Knowledge</b>  <b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b></p> <p><b>Indicators:</b></p> <p>1.1 Effectively addresses appropriate curriculum standards.</p> <p>1.2 Integrates key content elements and higher-level thinking skills in instruction.</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</p> <p>1.4 Demonstrates accurate knowledge of the subject matter.</p> <p>1.5 Demonstrates skills relevant to the subject area(s) taught.</p> <p>1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.</p> <p>1.7 Understands intellectual, social, emotional, and physical development of the age group.</p> <p>1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.</p> <p>1.9 Has knowledge and understanding of school, family,</p>	<ul style="list-style-type: none"> <li>-Unit plan that include common misconceptions &amp; where they will be addressed</li> <li>-Lesson plans (template)—with list of intended questions to spur deep thinking</li> <li>-Curriculum committee evidence</li> <li>-Written reflections regarding the sequence of instruction and learning activities</li> <li>-Spreadsheet of testing data</li> <li>-Notes from committees I belong to</li> <li>-Exit tickets—application of skills</li> <li>-College courses/transcripts</li> <li>-Sample of online collaboration w/colleagues regarding curriculum and instruction</li> <li>-Written reflections related to how instruction should/is be adjusted to meet the unique needs of the students I teach</li> <li>-‘Getting to know students’ handout &amp; results from first day</li> <li>-Student interest notecards/inventory and/or data of it</li> <li>-Sample of student learning profile data</li> <li>-Lesson that incorporates cultural sharing or activities into lesson</li> <li>-Certificate of cultural event attended w/reflection</li> <li>-Parent/student surveys results analysis</li> <li>-Intervention/enrichment group plans</li> <li>-Seating chart—students seated for particular reasons</li> <li>-Notes about learner special needs including those from IEP, 504 and GT plans</li> <li>-Lesson plan with differentiated options for learning and assessment (multiple points of entry)</li> <li>-Lesson/unit plans that contain learning outcomes that are rigorous and represent a range of important learning</li> <li>-Lesson plans that show a variety of instructional strategies leading to an outcome</li> <li>-Samples of differentiated learning activities, materials, assessment strategies, benchmarks</li> <li>-Learning targets/ “I can” statements in lesson plan or posted in the room (picture)</li> <li>-Rubrics that identify proficiency for an outcome</li> <li>-List of essential questions that are linked to outcomes</li> <li>-Lesson/unit/intervention plan(s) that includes appropriate technology applications</li> <li>-Research and implementation of Response to Intervention</li> </ul>

<p>and community resources to help meet all students' learning needs.</p>	<p>strategies or resources</p> <ul style="list-style-type: none"> <li>-Teaching bulletin boards (picture)</li> <li>-Common core lessons/assessments I created</li> <li>-Lesson or unit plan that shows effective use of 1:1 technology</li> <li>-Varied text levels identified in a lesson or unit plan</li> <li>-Pictures of field trips (community resources)</li> <li>-Lesson or unit plan that utilizes community resources or speakers</li> <li>- Written reflections on lesson implementation and changes to make in the future</li> <li>-Documentation of discussion with principal/colleague/PLC team</li> <li>-Reflection related to data analysis, student surveys, parent surveys</li> <li>-Reflection from a conference or workshop attended</li> <li>-Grade book entries (reflecting on student learning with a narrative)</li> <li>-PDP reflections</li> <li>-Reflective notes related to observing a colleague or a colleague observing me</li> </ul>
<p><b>Standard 2: Instructional Planning</b>  <b>The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.</b></p> <p><b>Indicators:</b></p> <p>2.1 Align lesson objectives to approved curriculum using data of student learning to guide planning.</p> <p>2.2 Plans accordingly for packing, sequencing content coverage, transitions, and application of knowledge.</p> <p>2.3 Plans for differentiated instruction.</p> <p>2.4 Develops appropriate long and short – range plans and is able to adapt plans when needed.</p> <p>2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.</p>	<ul style="list-style-type: none"> <li>-Learning activities sequenced and connected within the lesson or unit plan</li> <li>-Plan that includes variety of instructional groupings and instructional materials</li> <li>-Use of resources related to standards</li> <li>-Instructional plan that is tied to learning standards</li> <li>-Plan that includes tech resources</li> <li>-Plan that includes guiding/essential questions</li> <li>-Materials or lesson plans that show planning for differentiation</li> <li>-Print-out of a complete Curriculum Companion module/lesson plan</li> <li>-Written reflections on lesson implementation and changes to make in the future</li> <li>-Documentation of discussion with principal/colleague/PLC team</li> <li>-Reflection related to data analysis, student surveys, parent surveys</li> <li>-Reflection from a conference or workshop attended</li> <li>-Grade book entries (reflecting on student learning with a narrative)</li> <li>-PDP reflections</li> <li>-Reflective notes related to observing a colleague or a colleague observing me</li> </ul>

<p><b>Standard 4: Assessment For and Of Learning</b></p> <p><b>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.</b></p> <p><b>Indicators:</b></p> <p>4.1 Uses pre---assessment data to develop expectations for students, to differentiate instruction, and to document learning.</p> <p>4.2 Involves students in setting learning goals and monitoring their own progress.</p> <p>4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.</p> <p>4.4 Aligns student assessment with established curriculum and benchmarks.</p> <p>4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.</p> <p>4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</p> <p>4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).</p>	<ul style="list-style-type: none"> <li>-Lesson or unit plan that contains appropriate assessment plan tied to standards and outcomes</li> <li>-Rubrics tied to lesson/unit outcome</li> <li>-Sample of student self-analysis of work using rubric</li> <li>-Anecdotal notes from reader/writer conferences with students</li> <li>-Student data folder</li> <li>-Proficiency checklists for students</li> <li>-Unit or lesson plan that shows where assessments are built in (formative &amp; summative)</li> <li>-Unit plan that shows a reteach loop I've built in after each formative assessment (if necessary)</li> <li>-Sample of modified assessments</li> <li>-Sample performance task with rubric</li> <li>-Sample Exit tickets with reflection about how the information was used</li> <li>-Surveys that gather student feedback</li> <li>-Reflective notes about how instruction was adjusted after formative feedback</li> <li>-Sample of student input/reflections/journals</li> <li>-Collaborative team planning notes</li> <li>-Documentation showing student choice in assessment</li> <li>-Common formative or summative assessments w/ notes about how the results were used</li> <li>-Student-designed assessments tied to learning outcomes</li> <li>-Reflection on an assessment including what I would change</li> <li>-Photocopy or login access to my electronic grading system</li> <li>-Link to classroom website with accurate, updated, class-related information</li> <li>-Picture/sample of how I organize student data including AIMSweb, STAR, MAP, F &amp; P, etc.</li> <li>-List of reader/writer conferences with students</li> <li>-List of individual student feedback conferences</li> <li>-Professional Development Plans</li> <li>-Log of parent or community contact/communication</li> <li>-Pages from lesson plan book showing planning organization</li> <li>-Student data folder</li> <li>-Student portfolios</li> <li>-Sample of a completed progress report</li> <li>-Picture or summary of procedure to manage things like field-trip slips, conference sign-up note, homework, etc.</li> <li>-Attendance records</li> <li>-Sample of process used to track instructional minutes/strategies for students with special needs such as IEP, 504, GT, ELL, Tier II and III, etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>-Sample of a progress-monitoring spreadsheet</li> <li>-Written reflections on lesson implementation and changes to make in the future</li> <li>-Documentation of discussion with principal/colleague/PLC team</li> <li>-Reflection related to data analysis, student surveys, parent surveys</li> <li>-Reflection from a conference or workshop attended</li> <li>-Grade book entries (reflecting on student learning with a narrative)</li> <li>-PDP Reflections</li> <li>-Reflective notes related to observing a colleague or a colleague observing me</li> <li>-PTC log with reflections</li> <li>-Parent communication log (includes phone, email, in-person contacts)</li> <li>-Log of school functions attended</li> <li>-Parent-teacher conference schedule</li> <li>-Calendar and sample of classroom newsletters/parent letters</li> <li>-Parent notes and/or letters to me</li> <li>-Website that shows how I keep parents informed about what is happening in the classroom on a regular basis</li> <li>-Parent involvement in classroom</li> <li>-Evidence of appropriate use of social media with parents/families</li> </ul>
<p><b>Standard 6: Professionalism</b>  <b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.</b></p> <p><b>Indicators:</b>  <u><b>Communication</b></u>  6.1 Collaborates and communicates effectively to promote students' well-being and success.  6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.</p>	<ul style="list-style-type: none"> <li>-PTC log with reflections</li> <li>-Parent communication log (includes phone, email, in-person contacts)</li> <li>-Log of school functions attended</li> <li>-Parent-teacher conference schedule</li> <li>-Calendar and sample of classroom newsletters/parent letters</li> <li>-Parent notes and/or letters to me</li> <li>-Website that shows how I keep parents informed about what is happening in the classroom on a regular basis</li> <li>-Parent involvement in classroom</li> <li>-Evidence of appropriate use of social media with parents/families</li> <li>-PowerPoint or outline of something I presented to others</li> <li>-Agenda from School Leadership Team</li> <li>-Log of all leadership activities</li> <li>-Documentation of sharing information or learning with staff</li> <li>-Meeting or committee notes</li> <li>-PLC agendas/notes</li> <li>-Anything that shows how I collaborate with colleagues to improve student learning (enrichment/remediation planning, book study with applied learning, action research, etc.)</li> <li>-Evidence of community involvement—planning events</li> </ul>

<p><b><u>Ethical Behavior</u></b> 6.3 Adheres to school, district, legal, ethical and procedural requirements.</p> <p><b><u>Professional Growth</u></b> 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. 6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.</p> <p><b><u>Professional Contributions</u></b> 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.</p>	<ul style="list-style-type: none"> <li>-Evidence of participation in a School Data Retreat</li> <li>-Evidence of participation on an interview panel</li> <li>-Evidence of serving as a mentor or PDP Review Team Member</li> <li>-List of voluntarily attended school functions (athletic events, Fun Fair, Family Reading Night, etc.)</li> <li>-Book study groups (could include agenda, notes, actions taken)</li> <li>-List of course(s) taken or transcript w/reflection</li> <li>-Plans, handouts, agenda or certificate of attendance from workshops or conferences w/reflection</li> <li>-National Board Certification</li> <li>-Online portfolio</li> <li>-Presentation handouts w/plans for implementation</li> <li>-Technology resources used to enhance my knowledge or skill</li> <li>-PDP activities completed within the year</li> <li>-Leading district, school, and department-level professional development (presentation handouts)</li> <li>-Evidence of membership in professional organizations</li> <li>-List of professional publication subscriptions</li> <li>-Samples of professional reading w/reflection on how they have impacted practice</li> <li>-Reflective notes related to observing a colleague or a colleague observing me</li> <li>-List of committee participation in the school or district</li> <li>-Any type of evidence that shows I advocate for a student or students</li> <li>-Ways I have provided students with resources 'above and beyond' (working lunches, after-school support, mentoring students, organizing the Holiday Adopt a Family event at my school)</li> <li>-Letter(s), emails, notes that speak to my standards, integrity, or contribution to the positive culture of my school</li> <li>-Personal attendance record</li> <li>-Serving as a new-teacher mentor</li> </ul>
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