

Teacher Name: [Type text]

Content Area/Grade Level: [Type text]

Wellsville Central School District

Domain #1 & Domain #4 Professional Responsibilities

Teacher Artifacts

Listed within this are suggested examples of artifacts aligned to each component.

Please refer to the Teachscape (2011) “Framework for Teaching” Rubric to reflect on how your artifacts align with the rubric.

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Domain 1: Planning and Preparation Evidence Form

Check those items where evidence is attached. Mark attached evidence with the number corresponding that the component (ie: 1a). Please provide comments that you believe will be helpful to the evaluator. The list of evidence provided is not intended to be all inclusive of acceptable evidence; you may provide evidence that is not listed as it relates to the corresponding component.

<p><i>Demonstrate knowledge of content and Pedagogy:</i></p> <p>1a</p>	<ul style="list-style-type: none"><input type="checkbox"/> Weekly lesson plans align to NYS, CCSS and 21st Century Learning targets.<input type="checkbox"/> Unit Plans with alignment to NYS and CCSS.<input type="checkbox"/> Student assessments with feedback to students that further learning.<input type="checkbox"/> Evidence of content based learning/professional development.<input type="checkbox"/> Quality IEPs as defined by QIP.<input type="checkbox"/> Article review/book study.<input type="checkbox"/> Curriculum Map.<input type="checkbox"/> College course work (beyond certification requirements).
<p><i>Demonstrating knowledge of students:</i></p> <p>1b</p>	<ul style="list-style-type: none"><input type="checkbox"/> Provide summary of students' backgrounds, cultures, language proficiencies, understandings of skills, interests or special needs.<input type="checkbox"/> Student Interest Inventory.<input type="checkbox"/> Attendance at parent meetings and notes.<input type="checkbox"/> Participation in community cultural events.<input type="checkbox"/> Knowledge/recognition of extracurricular participation.<input type="checkbox"/> Instructional grouping techniques.<input type="checkbox"/> Evidence in Lesson Plans that students are engaged in inquiry.

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<p><i>Setting Instructional outcomes:</i></p> <p>1c</p>	<ul style="list-style-type: none"><input type="checkbox"/> Lesson plan evidence of fluency and alignment with core curriculum and 21st Century Learning practices.<input type="checkbox"/> Differentiated Instruction demonstrating rigorous and important learning in discipline.<input type="checkbox"/> High expectations for students.<input type="checkbox"/> Implementation of IEP goals in instruction and learning.<input type="checkbox"/> Sampling of instructional goals provided to students (on the board, IWB, MBC, etc.).<input type="checkbox"/> Rationale for flexible Reading groups (use of running records, needs assessments, etc.).<input type="checkbox"/> Evidence of differentiated instruction.
<p><i>Demonstrating knowledge of resources:</i></p> <p>1d</p>	<ul style="list-style-type: none"><input type="checkbox"/> Use of student focused technological resources.<input type="checkbox"/> List of resources beyond district provided.<input type="checkbox"/> Virtual field trip.<input type="checkbox"/> Implementation and use of My Big Campus and/or other online instructional tools.<input type="checkbox"/> Teacher designed websites.<input type="checkbox"/> Evidence of continuing professional education (course, professional groups, etc.).

Designing coherent instruction:**1e**

- Unit planning is structured.
- Lessons that support instructional outcomes and reflect important concepts.
- Instructional maps that indicate relationships to prior learning.
- Activities that represent high-level thinking and engage students and advance them through the content.
- Opportunities for student choice.
- The use of varied resources that are appropriate to the learning needs of students.
- Thoughtfully planned learning groups (use of data, running records, etc.).
- Structured lesson plan (clear and sequenced to advance students' learning).
- Assessments reflect student progression.
- Student developed rubric tied to specific skills.
- Concept maps, graphic organizers (detailed and aligned to CCLS).
- Teacher and student reflection of lesson, learning, or feedback.

Designing student assessment**1f**

- Interim and Formative assessments that are clearly defined as part of the instructional process.
- Lesson plans indicate correspondence between assessments and instructional outcomes.
- Variety of authentic performance opportunities for students.
- Modified assessments are available for individual students as needed.
- Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction.
- Progressive exams.
- Performance assessment tasks (with rubric and student samples).
- Rubrics aligned to unit/lesson learning outcomes and CCLS.
- Student portfolios with criteria and student reflections.

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<p><i>Participating in a professional community:</i></p> <p>4d</p>	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate meaningful communication and participation as a member of a team (grade level, department, content area, inquiry team).<input type="checkbox"/> Active participation in Personal Professional Learning network(s).<input type="checkbox"/> Written evidence of student-teacher supervision.<input type="checkbox"/> Evidence/outcomes of professional development activities.<input type="checkbox"/> Evidence of participation in school events.<input type="checkbox"/> Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities.
<p><i>Growing and developing professionally:</i></p> <p>4e</p>	<ul style="list-style-type: none"><input type="checkbox"/> Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities.<input type="checkbox"/> Teacher seeks feedback from supervisors and colleagues.<input type="checkbox"/> Teacher researches and implements alternative approaches shown to be effective.<input type="checkbox"/> Active participation in professional organizations.<input type="checkbox"/> Attends professional conferences and shares with colleagues upon return.<input type="checkbox"/> Reflections of academic reading on topics that further your knowledge of the teaching profession/content area.
<p><i>Showing professionalism</i></p> <p>4f</p>	<ul style="list-style-type: none"><input type="checkbox"/> Advocates for students.<input type="checkbox"/> Evidence of Teacher Leadership.<input type="checkbox"/> Outside the box scheduling to meet student needs.<input type="checkbox"/> After school help.<input type="checkbox"/> Confidential resolution of issues.<input type="checkbox"/> Positive/professional relationships with colleagues.<input type="checkbox"/> Open minded and willing to adapt new approaches.<input type="checkbox"/> Sets goals and takes responsibility for professional growth.