Teaching Artifacts for Domain 1-4

Domain 1: Planning and Preparation

- Lesson plans/units that demonstrate correlation of instructional objectives to local curriculum (1a, 1b, 1c, 1d, 1e, 1f)
- Lesson design that engages students and monitors the attainment of instructional goals (1a, 1b, 1c, 1e)
- Lesson plan reflecting differentiated instruction which might include an awareness of students needing accommodations and awareness of developmental and cognitive abilities (1a, 1b, 1c, 1e)
- List of resources and materials used for lessons or units and their alignment with curriculum (1a, 1d)
- List of websites, books or periodicals for ideas/planning/resources (1a, 1b, 1d)
- Record of human resources (i.e. speakers, parent volunteers, civic groups, museums, classroom visits, field trips) (1d)
- Assessments that clearly show alignment of testing items with the assessment of local curriculum (1c, 1f)
- Assessment results and how results were used for instructional grouping or planning of instructional strategies (1b, 1c, 1f)
- Anecdotal records and observations of student work, interactions and understandings as it relates to planning for student learning (1b, 1c)
- Student assessment of multiple intelligences, learning styles or interests (1b, 1f)
- Student survey results and plans for its use (1b, 1e)
- Procedures for cooperative grouping, learning centers or independent work (1a, 1b, 1e)
- Student-developed rubric (teacher) tied to specific goals (1f)
- Student portfolios with reflection (1d, 1f)
- Documents from team meetings or grade level meetings that reflect group planning for curriculum or instructional strategy implementation (1a, 1c, 1d, 1e)
- Evidence that professional development activity translated into planning for implementation of a new classroom activity or instructional strategy (4 Cs implementation) (1a, 1d, 1e)
- Continuing education in content area (1a)
Domain 2: The Classroom Environment

- Letters, newsletters, postcards, or notes sent to parents or students regarding expectations for student behavior in class (2a, 2b, 2c, 2d)
- Copy of procedures and rules regarding classroom discipline plan (2a, 2c, 2d)
- Description, pictures, artifacts of various incentive programs (2b, 2d)
- Pictures of classroom layout including bulletin boards (2e)
- Seating charts (2b, 2d, 2e)
- Sample of grouping arrangements for different experiences/activities (2c, 2d, 2e)
- Digital pictures or video tape of student interactions (2a, 2b, 2c, 2d)
- Anecdotal records on student behavior (2d)
- Descriptions or other evidence of team building, or community building activities (2a, 2b)
- Classroom contracts, constitutions, charters of agreement, bill of rights or responsibility documents or posters (2a, 2b, 2c, 2d)
- Conflict resolution plans (2d)
- Individual student behavior plans or contracts with summaries of student behavior conferences (2d)

Domain 3: Instruction

- Open-ended question rubric (3b, 3d)
- Participation rubric (3b, 3c, 3d)
- Evidence of teacher and student participation in rubric development (3c, 3d)
- Pre-teaching activities (i.e. anticipation guides, anticipatory sets) (3c)
- Video tapes of lessons (3a, 3b, 3c, 3d, 3e)
- Verbal flow diagrams (3b, 3c)
- Example of graded paper showing communication and feedback to students (3a, 3d)
- Example of feedback sheets, or documentation of student-teacher conferences based on examining student work and giving feedback (3a, 3d)
- Lesson plan that lists questions to be asked and alignment of questions to a taxonomy of critical thinking (3b)
- Student portfolios that include student reflection and self-assessment pieces (3c, 3d)
- Revised lesson plans based on reflection and/or student assessment data (3d, 3e)
- Student reflection of lessons/learning/feedback (3a, 3c)
- Student goal/learning logs (3a)
- Pre-and post-tests with explanations (3d, 3e)
Domain 4: Professional Responsibilities

- Pre-and post-tests with explanations (4a, 4b)
- Peer observations (4a, 4d, 4e)
- Submission of a reflection journal (4a)
- Revised lesson plans or unit studies with self-assessment or reflections attached as addendums (4a)
- Attendance books, lesson plans, grade books, student behavior referrals, cum folders, anecdotal records, are examples of the ability to maintain accurate records (4b)
- Current grades in PowerSchool (4b, 4c)
- Comments about student progress in PowerSchool (4c)
- Standards-based grading (4b, 4c)
- Teacher learning logs (4a)
- IEP working file/case manager documents (4b, 4c)
- AIMSweb and progress monitoring (4b, 4c)
- Communication with community (letters, newsletters, blog, website etc.) (4c, 4f)
- Extra-curricular activities such as advisor or sponsorships of student clubs, activities or athletics (4d, 4e)
- Membership and attendance in professional building or district committees (4d, 4e, 4f)
- Recommendations for honors award recognition (4d, 4e, 4f)
- Evidence of professional memberships or associations (4d, 4e, 4f)
- Presenting at CCCUSD#1 professional development (4d, 4e, 4f)
- Evidence of summer curriculum writing (4a, 4b, 4d, 4e, 4f)
- Mentoring/sharing knowledge and resources (4d, 4e)
- Sharing materials from workshop or conference (4d, 4e)
- Participation in online communities (4d, 4e)
- Enrollment in graduate program (4d, 4e)
- Collaboration with colleges/businesses (4d, 4e)
- Volunteer and supervise school related activities (4c, 4d, 4f)
- Participation in book study groups (4d, 4e)
- Published articles/books (4e)
- National Board Certification (4d, 4e)
- Supervising student teachers (4e)
- Written summaries or reactions to professional readings (4e)
- Personal attendance records (4f)
- Professional attire/dress (4f)
- Timely response to email and other correspondence (4c, 4f)
- Returning phone calls (4c, 4f)
- Attendance, punctuality and attentiveness at meetings (4f)
- Letters to parents regarding academic information or expectations (4c)
- Open house presentation (4c)
- Letters or notes from students or parents (4c)