

Artifacts and Evidence for Charlotte Danielson's Framework for Professional Practice

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Lesson plans based on current best practice
- Plans strategies to reduce barriers to learning
- Knowledge of common core learning standards
- Completes advanced courses in content and techniques (in or out of district)
- Instructional artifacts (evidence in the form of student work products)
- Instructional interactions with students and/or colleague teachers

Component 1b: Demonstrating Knowledge of Students

- Inventories, surveys and communications to families are used to gather information about students at the beginning of the year.
- Uses school records, i.e. test scores, permanent records, IEP's etc. as primary sources of knowledge of students. Uses secondary sources such as conversations with prior teachers and other school personnel.
- Access and utilizes students out of school experiences to plan relevant instruction
- Appropriately classifies students by learning abilities and other indicators (2nd language, other ethnic-cultural issues, special needs – medical, social and educational)
- Uses appropriate grouping strategies where applicable
- Provides access to the curriculum through multiple learning modalities
- Allow students to demonstrate knowledge through multiple means of representation

Component 1c: Setting Instructional Outcomes

- Identifies goals and learning objectives that are age/level appropriate, suitable for diverse learners, challenging and relevant
- Lesson plans reflect clear learning objectives that provide a lesson focus
- Lesson plans structure the lesson so that students can achieve the learning objective
- Goals and objectives are articulated in pre conference
- Goals and objectives are aligned to the standards

Component 1d: Demonstrating Knowledge of Resources

- Identifies resources to assist teaching and/or help students, i.e. texts, instructional aids, field trips, experts from community, programs/experiences, technology
- Demonstrates knowledge of a range of resources, services and aids including high tech
- Differentiates content based on knowledge of resources and students

Component 1e: Designing Coherent Instruction

- Unit and lesson plans over multiple weeks that reflect organization and sequencing and varied materials and groupings
- Lesson plans include descriptions of students, instructional objectives, materials, assessments, and strategies

- Alignment among curriculum maps, unit plans and lesson plans
- IEP and instructional goals are known and utilized
- Summative and formative assessments are ongoing
- Learning tasks are rigorous and relevant
- Grouping patterns with a student focus:
 - Low – teacher or student leads large group, students work in small groups while teacher circulates; students work alone, teacher monitors
 - Moderate – teacher works w/ small groups; students work alone or in small groups .
 - High – student lea presentations or other leadership roles within a structured lesson

Component 1f: Designing Student Assessment

- Multiple methods of assessing each goal: anecdotal observation, tests, data analysis, running records, conferencing, informal inventories, and checklists
- Scoring systems/rubrics establishing measurable criteria are communicated to students
- Authentic, real world applications are evident
- Formative assessment guides next steps, i.e. teaching or re-teaching
- Opportunities to self reflect and self assess by students and teacher

- **Examples of Possible Artifacts – Domain 4**

- **4a. Reflecting on Teaching**

- Written reflections on lesson taught (Teachscape or other sources)
- Lesson plans with reflective notations
- Participates in reflective professional conversations in post conferences or with colleagues
- Anecdotal Records
- Teacher's Individual Growth Plan
- Samples of Student Work
- Participates in Peer Observations

- **4b. Maintaining Accurate Records**

- Gradebook or Electronic Gradebook
- Lesson Plans
- Maintenance of class assessment records (benchmark testing, DRA)
- Maintenance of student records: permission slips, attendance data entry, late slips
- Phone logs
- Genesis

- **4c. Communicating with Families**

- Classroom E board/Webpage/Blog/Class Newsletter
- Progress reports
- Copies of e-mails to parents
- Letters and notes to/from parents
- Open House/Parent Night Participation/Feedback
- Parent/Teacher/Student Conferences
- Community Involvement

- **Component 4d: Participating in a Professional Community**

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Participation in school and district projects
- Volunteering for school committees and extra-curricular responsibilities
- Chairing committees or coordinating programs
- Participation and leadership on grade level teams
- Working with grade level colleagues to accomplish school goals
- Coaching or moderating school activities or teams
- Cooperating Teacher/Practitioner
- Continuing Education
- Mentoring

- **Component 4e: Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- Voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

- **Component 4f: Showing Professionalism**
- Displays integrity and ethical conduct
- Advocates for students
- Exercises sound decision making
- Compliance with school and district regulations
- Positive daily interactions with students
- Helpfulness towards needy students
- Letters of recommendation
- Demonstrates open-mindedness and willingness to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth