

Implementing the Plan

Artifacts Submitted in 2012-2013*

Evaluators use both observations and artifacts as evidence to determine formative and summative evaluations. This table displays some of the artifacts that educators throughout BPS submitted over the course of a school year.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<ul style="list-style-type: none"> • Unit plans & assessments -aligned to Common Core • Lesson plans - modified for specific student populations - indicating standards addressed - indicating methods of addressing mastery - that include text-based questions • Class activities/assignments • Instructional materials • Student work • Variety of formative and summative assessments (e.g., student writing, quizzes, tests, projects) • Assessment data analysis • Plans for re-teaching • Observations/ notes from data meetings • IEP meeting observations • Progress reports • Written teacher feedback on student assignments • Edmodo quiz data • Exit tickets 	<ul style="list-style-type: none"> • Exemplars/Rubrics/Criteria for success • Systems requiring students to make up/revise work • Lesson plans • Student surveys • Differentiated/modified instructional plans and materials • Class rituals, routines, rules, norms • Group work structures • Student self-monitoring • Culturally responsive instructional materials • Assignments with scaffolding • Lesson plans for re-teaching • Academic support opportunities • PBIS interventions • Visual aides • Student work from centers • IEP goals tracker • Images of anchor charts or word walls • Student profile sheets including potential accommodations 	<ul style="list-style-type: none"> • Clear communications in the form of letters, emails, or calendars to families about class activities and invitations to participate • Multiple options for parents to support student learning • Progress reports • Class-related activities for families Progress reports • Letters/phone calls to families communicating expectations, curriculum, and study strategies • Log of contact with families with descriptions of topics discussed • Results from family surveys • Letters to families in multiple languages • Analysis of impact of family engagement on student performance • Participation in community meetings 	<ul style="list-style-type: none"> • Self-Assessment • Student Learning and Professional Practice Goals & Action plan • Written reflections on practice • Reflections on participation in PD & how it informed practice • Plans for re-teaching • Reflections on leadership roles • Observations/records of participation in/contribution to team meetings • Protocols used to analyze student learning • Plans/materials created collaboratively • Record of participation in school events • Record of input in decision-making • Results from student surveys • National Board Certification & its impact on practice • Role in district-wide initiatives

* Please note that the suggestions listed here do *not* include all possible sources of evidence.