

Louisville City Schools

Artifact Examples by Standard

Pre-Conference

Instructional Planning – Focus on Learning – Standard 4: Instruction

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	FOCUS FOR LEARNING (Standard 4: Instruction)	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.
	<i>Sources of Evidence: Pre-Conference</i>				

Guiding Questions

- What is the focus for the lesson?
- What content will students know/understand?
- What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

Looks Like:

- “I Can” statements
- SLO
- Classroom Rules/Expectations
- Student Goal Sheets (Academic/Behavior)
- Student Grade Tracker (Graph from data folder)
- Today’s Objective/Target
- Bell work, word walls posted
- Differentiation samples
- Pacing guides

Pre-Conference

Instructional Planning – Assessment Data– Standard 3: Assessment

<p style="text-align: center;">ASSESSMENT DATA (Standard 3: Assessment)</p> <p style="text-align: center;"><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.</p>	<p>The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.</p>	<p>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p>	<p>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.</p>
	<p>The teacher does not use or only uses one measure of student performance.</p>	<p>The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p>The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p>	<p>Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</p>

Guiding Questions

- What assessment data was examined to inform the lesson planning?
- What does the pre-assessment data indicate about student learning needs?

Looks Like:

- Evidence of assessment/data or what students already know
- Entrance and exit slips
- Drafts
- Thumbs Up/Thumbs Down
- White Boards
- OAA or assessments form last year
- Value Added
- Creation of leveled groups based on pre and post assessment
- District benchmarks (STAR, Early Star, etc.)

Sounds Like:

- * Be prepared to discuss pre-assessment and how data was used
- * Discuss /explain connections and analysis of collected information
- * Explain how it drove lesson planning.

Pre-Conference

Instructional Planning – Knowledge of Students– Standard 1: Students

INSTRUCTIONAL PLANNING					
INSTRUCTIONAL PLANNING	KNOWLEDGE OF STUDENTS (Standard 1: Students) <i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference	<p>The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information.</p> <p>The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</p>	<p>The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p>	<p>The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>

Guiding Questions

- What should the evaluator know about the student population?
- How is this developmentally appropriate learning activity?

Looks Like:

- Surveys
- Portfolios
- District data
- Learning styles
- IEP's
- Interest surveys
- Writing activities
- Student conferences
- Examples of communication

Sounds Like:

*Able to verbally discuss specific knowledge o students.

Instructional Planning – Focus on Learning, Assessment Data, Prior Content Knowledge, Knowledge of Students

<i>Focus on Learning</i>	<i>Assessment Data</i>	<i>Prior Content Knowledge/Connections</i>	<i>Knowledge of Students</i>
<ul style="list-style-type: none"> • Standards/pacing guides with notations • Research articles on content and pedagogical approaches • Lesson plans • Units of Study • Pre-Conference • Task analysis of prerequisite skills • Examples of Topic-Do-LOT at beginning of lesson • Student work samples • Technology links • Modifications • Extension and enrichment activities • Differentiation samples • Copies of quizzes, tests, assignments • Examples of journaling and autobiographies • Examples of student projects • Examples of objectives and goals, clear expectations • Bell work, posted learning targets and word walls 	<ul style="list-style-type: none"> • Data analysis, test score, data notebook (Testingwerks) • Assessments • IEP's, 504 Modification plans • Pre-Conference • OAA or OGT results from previous year. • District benchmarks (DIBELS, STAR, etc.) • Creation of leveled groups based on pre and post assessment 	<ul style="list-style-type: none"> • Standards /Goals/Pacing Guides • Spreadsheet for tracking different instruction • Units of Study • IEP's, Modification plans • Differentiation plan • Lesson plans • Modification plans • Examples of pre-tests/entrance slips/exit slips • Examples of daily essential questions, goals, and objectives 	<ul style="list-style-type: none"> • Child development research • Child development charts • Student learning profiles • Student surveys and inventories of learning styles • Examples of aligning special service to curriculum

Instruction and Assessment

Lesson and Delivery – Standard 2: Content, Standard 4: Instruction, Standard 6: Collaboration and Communication

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>

Looks Like:

- Problem of the Day
- Exit Slips/Questions
- Students Teach Content
- Projects/Labs
- Questioning technique is open ended

Instruction and Assessment

Differentiation – Standard 1: Student, Standard 4: Instruction

<p>DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>	<p>The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom . The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>
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Looks Like:

- Modality Questionnaire
- Independents, Whole Class and Collaborative Work
- Objective stated or listed
- Choice, Option in Assessments
- Task Cards
- Performance Labs
- Stations
- Redirecting/Clarifying Instructions/Directions
- Pacing is Appropriate
- Tiered Assignments
- Grouping
- Bloom's Taxonomy

Instruction and Assessment

Resources – Standard 2: Content, Standard 4: Instruction

Instruction and Assessment				
	Ineffective	Developing	Skilled	Accomplished
<p>RESOURCES (Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p>	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

Looks Like:

- Journals
- Folders
- Books/Audio tapes
- Textbooks
- Technology (Elmo, etc)
- Pocket charts
- Manipulatives
- Maps
- Video clips
- Study Island
- Quizlet
- Study Guides
- Binders

Instruction and Assessment

Classroom Environment– Standard 1: Student, Standard 5: Learning Environment, Standard 6: Collaboration and Communication

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.	The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students questions or comments but does not inquire about their overall well-being.	The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
		There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.	Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.
		Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).	Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.
		The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.

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| <ul style="list-style-type: none"> • Teacher Web Site • Gradebook • Behavior Program • Parent Notification (Behavior/Academic) | <ul style="list-style-type: none"> * Emails/Phone Calls * Student Routines * Behavior Chart * Rules/Expectations are posted |
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Instruction and Assessment – Classroom Environment

<i>Rapport</i>	<i>Routines</i>	<i>Instructional Time/Transitions</i>	<i>Engagement</i>	<i>Classroom Management</i>
<ul style="list-style-type: none"> • Posted norms/rules • Class motto • Mission Statement • Student Incentives • Code of Conduct • Office Referrals • Parent contact log with notations of behavior • Student behavior checklists • Behavior Management Plan • Examples of getting to know students. 	<ul style="list-style-type: none"> • Performance action plan • Grouping plan • Classroom transition plan • Materials and supplies management plan • HW policy/plan/procedures • Teaching routine checklist • Procedure/routines for non-instructional duties • Daily, weekly routine, schedules 	<ul style="list-style-type: none"> • Specific learning activities are used to address objectives • Lesson plans indicate use of instructional techniques • Student data indicates an effective use on instructional techniques • Essential questions used to expand critical thinking skills • Open ended projects including multiple solutions. • Class debates to defend solutions • The use of technology literacy to create original products. • Students are engaged in the skills of analysis, synthesis, and interpretation 	<ul style="list-style-type: none"> • Students participate in evaluating the environment of the classroom • Student and/or parent surveys • Students participate in teamwork activities • Students are provided with real life examples • Structure and pacing of lesson • Grouping of students • Examples of student rubrics • Examples of work completed checklist • Examples of workstations • Notes on strategies for students • Class meeting notes • Examples of cooperative group activities 	<ul style="list-style-type: none"> • Students are self-directed in classroom management • Refines the use of motivation and engagement strategies • Written examples of routines • Opening activities • “When you are finished” sign • “Ask three before me” • Building behavior programs • Seating charts • Procedures • Examples of visual aids • Substitute plan folder

Instruction and Assessment

Assessment of Student Learning– Standard 3: Assessment

Instruction and Assessment		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference	The teacher does not routinely use assessments to measure student mastery.	The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.
		The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.	The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
		The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.	The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.	The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.	By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.
	The teacher does not provide students with feedback about their learning.	Students receive occasional or limited feedback about their performance from the teacher.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.	The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.	

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| • Exit Slips/Questions | * Portfolios |
| • Thumbs Up methods | * Observations |
| • System to check for understanding | * Written Responses |
| • Conferencing | * Reteach, Retakes, Extend |
| • Performance Based | |
| • Clickers | |

Instruction and Assessment

Professional Responsibility - Standard 6: Collaboration and Communication, Standard 7 Professional Responsibilities & Growth

Professionalism		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.	The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
	<i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others	The teacher fails to understand and follow regulations, policies, and agreements.	The teacher understands and follows district policies and state and federal regulations at a minimal level.	The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations.	The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.
		The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The teacher sets data-based short- and long-term professional goals and takes action to meet these goals.	The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.

Looks Like:

- LPDC goals
- Professional Organizations
- Team/Department meetings
- Grade level meetings
- Negotiations
- Pinterest
- Learning Academics
- Professional Development
- Professional presentations
- Collaboration with educational organization

Professionalism

<i>Communication with Student and Families</i>	<i>Communication with Colleagues</i>	<i>Ethical Standards</i>	<i>Short- and Long-Term Goals</i>
<ul style="list-style-type: none"> • Lesson Plans • Units of study • Graphic Organizers • Learning Expectations • Printed directions and/or procedures • Modification plans • Teacher’s peer review or feedback • Learning Contracts • Contact log • Web Site (Current) • Notes sent and received from home • Newsletter • Syllabus • Parent/Teacher Conference Records • Pre-Orientation Night Sign In • Parent letters and emails • Examples of specific report card comments • Examples of progress monitoring data and plans changed based on progress • Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc. • Remind 101 	<ul style="list-style-type: none"> • Grade level meetings notes • Department meeting notes • School Projects • District Level Projects • Professional Portfolio • Teacher Facilitated Professional Development • Department Chair • Committee Chair • Course work • Professional Development Print Out • Individual Growth Plan • Research Material Folder • Mentor • Leadership Roles • Documented Recommendations • Published articles • District, building committees • Presentations made • Lead teacher meetings 	<ul style="list-style-type: none"> • Participates in professional development to improve performance • Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent • Collaborates with others to shape educational goals, policies, and decisions • Consistently follows all school, system, and classroom policies • Holds National Board Certification • Consistently maintains professional behavior in the classroom, meetings and school functions • Keeps material confidential • Keeps accurate student discipline log, communication log, and grade book • Completes lesson plans for daily instruction 	<ul style="list-style-type: none"> • Reflection sheets or goals • Notes on lesson reflections and ideas for improvement