Guide 8: Evidence Collection - Artifacts

Evaluators use both observations and artifacts as evidence to inform formative and summative evaluations. After an evaluator approves an educator's goals, both educators and evaluators may submit artifacts to Vector throughout the year. Artifacts show how an educator is meeting goals and standards. They allow educators to communicate aspects of their practice that are not always apparent during observations.

How it Works

Educators and Evaluators

- Collect artifacts as the plan is implemented and use those artifacts to assess proficiency in each standard and progress on each goal.
- All artifacts should be submitted electronically in Vector. Many educators take pictures, screenshots, or scanned artifacts that were not originally Google Docs, Word Documents, Excel Spreadsheets or PDFs.
- Use a clear naming convention to make sure that an artifacts are easily downloadable and well-organized:
    - Use short descriptive file names (e.g., PresentPerfectUnitPlan.docx) using fewer than 50 characters, and
    - Make sure that every file has the appropriate extension (.doc, .docx, .pdf, .jpg, .mov).
- For each artifact include:
    - a specific description of the artifact using fewer than 250 characters;
    - a clear rationale of how the artifact demonstrates progress toward goals or proficiency in standards. Evaluators have found that well-written rationales:
        - Identify the standard, element, or goal that the artifact addresses
        - Describe the artifact clearly and succinctly
        - Highlight the artifact's impact on student learning.
        - Specify the evidence of professional growth or proficiency in the standard(s) or element(s) the artifact provides.
    - tags indicating relevant goals and elements.

Best Practice Corner

- *Upload as you go*. Educators recommend uploading artifacts over the course of the year, rather than all at once as a strategy for time management.
- *Quality matters more than quantity*. Evaluators report that high quality artifacts with clear rationales that reflect a direct impact on student learning provide far more insight for evaluation than numerous artifacts without clear rationales.

- *Representative Evidence.* Artifacts should reflect a scope of evidence that is appropriate for interpretation. For example, a sampling of student work or analysis of the performance of a group of students provides more robust evidence than a single student's work.

What to submit: Artifacts Submitted in past school years*

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**
● 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	● 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	● 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	● 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.

How to Submit: Well-written Rationales

To ensure that an artifact provides a substantive contribution to one's overall evaluation, include a complete rationale. Here, we've adapted approaches introduced by Charlestown High and East Boston High to create an exemplar.

Step 1: Identify the standard, indicator, element, or goal that the artifact addresses.

Step 2: Describe the artifact and identify the section that directly connects to the standard, indicator, element, or goal.

Step 3: Highlight the artifact's impact on student learning.

Step 4: Specify the evidence of professional growth or proficiency in the standard, indicator, element the artifact provides.

Here are two annotated examples of rationales written in this format:

Sample 3rd Grade ELL Rationale

Artifact Instructions
Please rename this document to the title of your artifact. Please use a different form for each new artifact. To release this form into the plan (make viewable), please SIGN & SHARE, leaving the "share" checkbox checked, when ready. The FIRST time any form is SHARED, an automated email notification will be sent to the recipient.

Attachments:
Attach one or more documents or links here. NOTE: ONE ARTIFACT MAY CONTAIN SEVERAL ATTACHED DOCUMENTS OR LINKS.

Meeting Notes Artifact.doc

Meeting Notes Artifact.doc *by A. Teacher*

Rationale:
How does this artifact demonstrate proficient or better practice as aligned to the Teacher Rubric? Please tag the element(s) and/or goal(s) this artifact represents.

These notes from monthly meetings with gen ed teachers demonstrate proficient practice in IV-C-1 Professional Collaboration. I have been meeting with gen ed teachers who teach Spanish SEI students routinely since the beginning of the year to discuss these students' strengths and weaknesses and then what each of us can do to better support these students. In the notes, I included an explanation of how the Spanish SEI students are doing in the gen ed class and also a list of actions that the gen ed teacher and I will each take to support the students' achievement. These notes from meetings with gen ed teachers are strong evidence of how I consistently and effectively collaborate with colleagues to analyze student performance and plan appropriate interventions (IV-C-1).

Sample 8th Grade, Math Rationale

Artifact Instructions
Please rename this document to the title of your artifact. Please use a different form for each new artifact. To release this form into the plan (make viewable), please SIGN & SHARE, leaving the "share" checkbox checked, when ready. The FIRST time any form is SHARED, an automated email notification will be sent to the recipient.

Attachments:
Attach one or more documents or links here. NOTE: ONE ARTIFACT MAY CONTAIN SEVERAL ATTACHED DOCUMENTS OR LINKS.

Reteach Plan.doc

Reteach Plant.doc *by A. Teacher*

Rationale:
How does this artifact demonstrate proficient or better practice as aligned to the Teacher Rubric? Please tag the element(s) and/or goal(s) this artifact represents.

This post-assessment debrief form shows proficient practice in I-B-2. Adjustments to Practice. Using the re-teach template I highlighted the important aspects of re-teaching an objective. I identified particular students in each class who need support on mastering this objective, so that I will be able to logically differentiate my lesson plan. I also have specific dates for action items and have planned to give students additional opportunities to practice the skills. Therefore, this artifact shows that I am adjusting my practice to provide support to particular students given previous assessment data (I-B-2).

Artifact:

This artifact has so many of the I-B-2 'look-fors!'

Standard/ Objective	8 F 1 Functions and definitions ● Students will define a "function" as a rule that assigns exactly one output to each input. ● Students will identify equations that do and do not represent functions, as a non-fun ● Students will use the definition of a function to identify tables and lists of ordered pa do and do not represent functions. ● Students will use the vertical line test to identify graphs that represent functions and that do not represent functions. ● Students will interpret word problem scenarios to decide if the situation represents a or a relation that is not a function

This artifact provides evidence that the teacher has used assessment data to make groups.

Who? (Names!)	Period 1: Donald, Shadya, Lin, Mohammed, Jaheel, Michael, Patricia, Preethi, Wilbur, Robby Period 4: Bilbar, Rohan, Sarah, Emily, Hawa, Ronaldo, Richardson, Shakeema, Aleesha
When? (Dates!)	Beginning Feb 4th We have met collaboratively to map out an 8.F.1 unit. We will focus on being able to identify functions and non-functions from analyzing graphs, tables, equations, and coordinate points. We have created classwork assignments, close reading assignments, exit slips, and short ANET quizzes to address this standard.
How? (Action steps!)	After analyzing our data and reflecting on our instruction 2 major pieces emerged. Students are able to classify functions as linear or not, but they are not able to recognize other functions such as quadratic or exponential when presented in a table or graph. If students [illegible] of change in first differences they are classifying it as a non-function. Th[illegible] be more explicit about classifying functions. We need to make students aware that in order to be a function it does not have to be linear. Therefore we plan to ask students to investigate non-linear functions and prove using a method other than constant rate of change that they are a function. We plan to keep asking students to refer to the definition of a function: when one input produces one specific output. We then want to connect that to a visual on a graph and table. This section provides evidence of adjusting practice based on student assessment data. Also we made a strategic decision to not teach the 'vertical line test' for functions on a graph. We felt as though the function knowledge students demonstrated was very fragile and they were not ready to make conceptual sense of why the vertical test works. We plan to re-visit functions on graphs and connect this idea to the vertical line lest followed by practice. We also realized that we did not offer students enough practice identifying a function or non-function from a set of coordinate points. So we have developed more practice geared to this concept.

Reassess (Dates!)	We plan to use a mix of exit slips asking students to rate their own comprehension of parts of the 8.F.1 standard. We also have prepared short ANET and ATI quizzes to re-assess the students. This reassessment will happen at the end of week Feb 15, and Mar 1st.

There is evidence of multiple forms of assessment and providing students with the opportunity for self-assessment.

A suggested follow up artifact for this educator is an analysis of updated student data based on the implementation of this plan.