



Teacher Documentation Log PLANNING

Component	Probationary			Non-Probationary		
Year on Cycle	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Teacher Documentation Log	1 uploaded document for Standards 2,4,6 (3 total)	1 uploaded document for Standards 2,4,6 (3 total)	1 uploaded document for Standard 1,3,5 (3 total) Minimum of 9 artifacts Maximum of 15	3-5 uploaded Artifacts from standards 1,2,3,4,5 or 6	3-5 uploaded Artifacts from standards 1,2,3,4,5 or 6	Minimum of 2 artifacts from each standard 2, 4, 6 (6 Total) Maximum of 15 artifacts
Specialist Documentation Log	1 uploaded document for Standards 3,4,6 (3 total)	1 uploaded document for Standards 3,4,6 (3 total)	1 uploaded document for Standards 1, 2, 5 (3 total)	3-5 uploaded Artifacts from standards 1,2,3,4, 5 or 6	3-5 uploaded Artifacts from standards 1,2,3,4, 5 or 6	3-5 uploaded Artifacts from standards 1,2,3,4, 5 or 6 Minimum of 2 artifacts in each standard 3, 4, 6 (Total of 6) Maximum of 15 artifacts

My Learning Plan Reflection Questions:

1. Describe how this artifact provides evidence for this standard.
2. Describe how this artifact impacted your professional practice and knowledge.
3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
No	No	<p>Standard 1: Professional Knowledge</p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> 1.1 Effectively addresses appropriate curriculum standards. 1.2 Integrates key content elements and higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate knowledge of the subject matter. 1.5 Demonstrates skills relevant to the subject area(s) taught. 1.6 Bases instruction on goals that reflect high expectations and understanding of the subject. 1.7 Understands intellectual, social, emotional, and physical development of the age group. 1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level. 1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Distinguished*	Effective	Developing/ Needs Improvement	Unacceptable
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

Standard 1 - Professionalism Artifact Ideas:

- Statement of philosophy of education
- Summary of plan for integrating instruction or services or for creating interdisciplinary units (e.g., integrating language arts and science)
- Intervention planning
- Professional Development Log
- Annotated list of instructional activities
- Common Core knowledge evidence
- Reflective journal/notes that are evidence of implementing what they learned from professional reading
- Additional certifications, licenses (National Board)
- List of instructional strategies to use in specific instances
- Blog roll

Questions to Consider

- How do I integrate higher-level thinking skills with content?
- How do I link priority/power content standards with past/future learning experiences?
- How do I reflect on professional knowledge?
- How do I adjust teaching based on new knowledge?

- Reflective journal/notes that represent professional growth
- Coursework transcript
- Samples of innovative approaches developed by teacher

- SST Intervention List ideas we have tried/Reflection
- Annual PDP reflection
- Webinar/Conference certificates

Name of Artifact (Link to artifact name)	Reflection 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge. 3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
No	2	Standard 2: Instructional Planning <i>The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.</i> Indicators: <ol style="list-style-type: none"> 2.1 Align lesson objectives to approved curriculum using student learning data to guide planning. 2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge. 2.3 Plans for differentiated instruction. 2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed. 2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Distinguished*	Effective	Developing/Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.

Standard 2 - Instructional Planning Artifact Ideas: (Additional Artifact Ideas in My Learning Plan)

- Differentiation in lesson planning and practice based on data sources
- Outline of a lesson with differentiation for multiple ability levels and learning styles
- Modifications of lesson plans
- Modifications of classroom level assessments
- Data-driven curriculum revision work
- Lesson plans with reflections that represent reflective thinking and professional growth
- Evidence of technology integration
- Bibliographies of texts, resources, etc.
- Learning styles inventory
- Computer-generated presentation materials
- Unit overviews
- Integrated Inquiry Unit
- Written evidence of integrating writing and content reading into classroom instruction (e.g., a list of reading and writing activities in content lessons)
- Evidence of enrichment activity planned
- Annotated samples or photos of instructional materials created by you
- Pre-assessment samples
- List of formative/summative assessment use/examples
- Written Learning Targets (daily)
- Curriculum planning (C4S, etc.)
- Career readiness correlations in course curriculum
- Analysis of samples or photos of student created work reflecting their learning from your planning
- Curriculum revisions based on CCSS
- Teacher-made instructional materials (e.g. handouts)
- Google Classroom

Question to Consider

- How do I plan and modify instruction based student surveys, pre-assessments, exit slips, etc.?
- How do I plan instructional approaches and techniques that are based on student choices, interests, passions, and ambitions?
- How do I plan alternative or personalized pathways for individual students to meet standards?
- How do I create learning targets derived from Priority/Power Standards?
- How do I choose appropriate instructional strategies derived from learning targets?

Name of Artifact (Link to artifact name)	Reflection 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge. 3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
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Yes	No	Standard 3: Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i> Indicators: <ol style="list-style-type: none"> 3.1 Engages and maintains students in active learning. 3.2 Builds upon students' existing knowledge and skills. 3.3 Uses a variety of effective instructional strategies. 3.4 Uses materials, technology, and resources to enhance student learning. 3.5 Differentiates and paces instruction to meet students' needs. 3.6 Reinforces learning goals consistently throughout the lesson. 3.7 Communicates clearly and checks for understanding.
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Distinguished*	Effective	Developing/Needs Improvement	Unacceptable
The teacher optimizes students' opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.

Standard 3 - Instructional Delivery Artifact Ideas: (Additional Artifact Ideas in My Learning Plan)

- Annotated photographs of class activities
- Video sample of instruction
- Photo journal depicting classroom activities
- Audio tape of teaching
- Student work samples
- Written description about instruction
- Annotated photos of teacher-made displays used in instruction
- Record of student - teacher responses/interaction & analysis
- Evidence of collaboration with instructional coaches
- Annotated photos of student made displays used in instruction
- Use of technology (screen shot, description)
- Pensieve (screen shot or printed report)
- record of learning for SLO growth (F&P, running record, anecdotal notes)

Question to Consider

- How do I stay involved with learning targets throughout the entire lesson?
- How do I connect the real world with content?
- How do I incorporate higher-order thinking strategies (metaphors/analogies,compare/contrast)?
- How do I maximize higher-order questioning?
- How do I integrate standards with other content?
- How do I engage students through collaboration and active learning?
- How do I involve every learner in intellectual work?

- How do I create open-ended problem solving/inquiry?
- How do I facilitate learning?
- How do I incorporate students' creativity and design?
- How do I use instructional approaches and techniques that are based on student choices, interests, passions, and ambitions?

Name of Artifact (Link to artifact name)	Reflection 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge. 3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
Yes	2	Standard 4: Assessment For and Of Learning

	<p><i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. 4.2 Involves students in setting learning goals and monitoring their own progress. 4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population. 4.4 Aligns student assessment with approved curriculum and benchmarks. 4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. 4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).
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Distinguished*	Effective	Developing/Needs Improvement	Unacceptable
The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

Standard 4 - Assessment Artifact Ideas: (Additional Artifact Ideas in My Learning Plan)

Questions to Consider

- Samples of teacher-made formative and summative assessments
 - Brief report describing your record keeping system and how it is used to monitor student progress
 - Scoring rubric(s) and summary of how used
 - Samples of educational reports, progress reports, or letters prepared for parents or students
 - Evidence of students' self-reflection and/or self-monitoring
 - Assessment feedback to students
 - Running records
 - Comprehension Checks
 - Evaluation Team Reports
- Student assessment results (i.e., student performance on assessments, including standardized tests, teacher-made tests, projects, etc.)
 - Records within electronic curriculum mapping tool
 - Student work samples (i.e., student performance on instructional activities and assignments)
 - Disaggregated analysis of student achievement scores on standardized test
 - Student journals of self-reflection and self-monitoring
 - List of formative/summative assessment uses/examples
 - Annotations on lesson plans
 - Evidence of collaboration with instructional coaches
 - Evidence of an RtI structure for students
 - Electronic pensieve anecdotal records
- How do I use performance-based assessment against criteria of priority/power standards?
 - How do I use student self-assessment measured against criteria (s/a proficiency scales)?
 - How do I use peer assessment/peer feedback?
 - How do I use student feedback to shift and guide student learning toward meeting priority/power standards?
 - How do I ensure each student can articulate how he/she falls short of meeting priority/power standards, how he/she is meet the standards, or how he/she is exceeding the standards?
 - How do I ensure students set, reflect on, and revise goals to achieve priority/power standards?
 - How do I provide opportunity for student reflection on learning?
 - How do I provide opportunity for pre-assessment to design learning experiences?
 - How do I create open-ended problem solving/inquiry?
 - How do I facilitate learning?
 - How do I provide multiple avenues and opportunities for students to reveal learning?

Name of Artifact (Link to artifact name)	Reflection <ol style="list-style-type: none"> 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge.
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	3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
Yes	No	Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

Indicators:

- 5.1** Establishes and maintains effective routines and procedures.
- 5.2** Creates and maintains a safe physical setting.
- 5.3** Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.4** Promotes respectful interactions that challenge and engage students within the learning environment.
- 5.5** Creates an environment that is academically appropriate, stimulating, and challenging.
- 5.6** Encourages student participation, inquiry, and intellectual risk-taking.
- 5.7** Respects and promotes the appreciation of diversity.
- 5.8** Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Distinguished*	Effective	Developing/Needs Improvement	Unacceptable
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

Standard 5 Learning Environment- Artifact Ideas: (Additional Artifact Ideas in My Learning Plan)

- Student Survey Sample
- Student Survey Growth Plan
- Student Survey Analysis
- Classroom management plan
- Explanation of behavior management philosophy and procedures
- List of classroom rules with brief explanation of the procedures used to develop and reinforce them

- Schedule of daily classroom routines
- Substitute lesson plan and materials
- Photos of classroom environment
- Record of classroom management situation and follow up
- Positive notes sent to parents about their child

Questions to Consider

- How do I design classroom layout to foster collaboration, mutual respect, communication, engagement?
- How do I foster intellectual risk-taking of students?
- How do I design student participation as an active role in intellectual work?
- How do I value opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students and perspective differences?

Name of Artifact (Link to artifact name)	Reflection 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge. 3. Detail the impact on student learning this artifact demonstrates.

Priority Standards	Required Documents	Teacher Standard/Indicator Language
No	2	Standard 6: Professionalism

		<p><i>The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> 6.1 Collaborates and communicates effectively to promote students' well-being and success. 6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress. 6.3 Adheres to school, district, legal, ethical, and procedural requirements. 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. 6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance. 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.
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Distinguished	Effective	Developing/Needs Improvement	Unacceptable
The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

Standard 6 Professionalism- Artifact Ideas:

(Additional Artifact Ideas in My Learning Plan)

Name of Artifact

(Link to artifact name)

Questions to Consider

- How do I contribute to the development of others and the well-being of the school?
- How do I guide colleagues in enriching the curriculum?

- How do I have a positive impact on school culture and community?
- How do I proactively communicate with students and guardian about student progress?
- How do I engage in professional reflection?
- How do I contribute as a member of a PLC?
- How do I, as a teacher, continually engage in high-level of personal/professional growth and application of skills?

Name of Artifact (Link to artifact name)	Reflection 1. Describe how this artifact provides evidence for this standard. 2. Describe how this artifact impacted your professional practice and knowledge. 3. Detail the impact on student learning this artifact demonstrates.