

# Parma School District

## Sample of Artifacts of Teaching

## Form A

### Unit Plan with Student Assessment

This artifact provides evidence of a teacher's skill in long-range planning.

*Components: 1a, 1b, 1c, 1d, 1e, and 1f*

### Activity or Assignment

This artifact is an assignment or directions for an activity, including student work, with the teacher's comments to students on their work. It provides excellent evidence of a teacher's skill in designing work that engages students in rigorous intellectual activity.

*Components: 1a, 1b, 1c, 1e, 1f, 3c, 3d*

### Communication with Families

This artifact provides evidence of the range of techniques used by a teacher in communicating with families.

*Components: 1b, 4c*

### Instructional and Non instructional Records

This artifact provides evidence of a teacher's skill in maintaining accurate records, for both Instructional and Non instructional matters.

*Component: 4b*

### Participation in a Professional Community

This artifact provides evidence of a teacher's involvement in and commitment to the school or professional organization.

*Component: 4d*

### Professional Development

This artifact provides evidence of the teacher's participation in opportunities for professional learning and for sharing expertise with colleagues.

*Component: 4c*

### Evidence of Student Learning

This artifact provides evidence of the teacher's effectiveness with students.

*Components: All*

\*The observation of classroom performance is the most direct method whereby an observer can obtain evidence of a teacher's classroom skills. But as important as classroom practice is, it does **NOT** reflect the entirety of a teacher's responsibilities; some of those do not occur in the classroom. For an example, an observer will never with multiple classroom observations, know how skilled a teacher is in communicating with families or participating in a professional community.

\*Artifacts are intended to stimulate discussion, reflection, and professional learning. It is important that teachers know what is expected, so they can concentrate on the quality of what they collect.