

Examples of Artifacts

1. Content Knowledge (Evidence should show that instruction is consistent with state curriculum guidelines, the curriculum is supplemented with external resources, the methods of inquiry are used)

- Lesson plans that correlate with the state curriculum and include external resources
- Lesson plans that show state curriculum goals and objectives and/or district goals
- Differentiated lesson plans that adapt instruction to meet the needs of varying learner styles
- Lesson plans that incorporate cultural contexts within the community
- Inquiry lesson plans that are built around a central question with the teacher playing the role of facilitator and students are led to answers through experiences; Lesson plans showing use of technology
- Lesson plans that show how the critical thinking process is conducted with all students
- Lesson plans that show how students work together in cooperative ways
- Units of study (integrated and interdisciplinary) that show a series of lesson plans around a central topic, concept, or theme that show connections between different subjects around the central focus

2. Human Development and Learning (Evidence should show how prior knowledge is linked to new information; experiences that are appropriate for students for their social, emotional and cognitive development)

- Lesson plans: any subject showing varied strategies for variety of age groups
- Examples of how to introduce concepts and principles at different levels of complexity for varying levels of development in students
- Teacher made materials: manipulative, worksheets, learning center materials, tangible items that explain concepts
- Photos of student activities or group work
- Developmental checklist

3. Diversity (Evidence should include adaptations of instruction to meet the needs of learners and the incorporation of cultural contexts within the community)

- Lesson plans (See above)
- Videos of student speeches, projects, and participation
- Plans for learning centers
- Bulletin boards
- Essays
- Examples of how to access appropriate services or resources to assist students with exceptional learning needs
- Examples of how to facilitate a learning community in which individual differences are respected

4. Planning for Instruction (Evidence should include long-range units and daily lesson plans based on curriculum goals, adjusted plans based on unanticipated sources of input or learner needs, and appropriate plans for curricula goals, diverse learners and problem solving)

- Lesson plans (See above)
- Long Range Unit plans
- Short-term and long-term objectives
- Pacing guide or timetable
- Examples of approaches to learning that are interdisciplinary and that integrate multiple content areas

5. Learning Environment (Evidence should provide procedures and rules for classroom management; examples of the ability to organize and manage time, space, and activities conducive to learning; examples of the ability to analyze potential problems and adjust the classroom environment to enhance social relationships; illustration of student motivation and engagement and examples of ways students are organized for various types of instruction)

- Floor plans of classroom and a geographic representation of a set-up that is conducive to learning
- Plans that show students are given the opportunity to be responsible for learning
- Management plan with classroom rules and consequences
- Incentive system
- Parent communications
- Cooperative activities
- Classroom procedures: how papers are turned in, pencils sharpened, questions answered, and other general processes

6. Instructional Delivery (Examples of multiple teaching strategies used for challenging critical thinking; examples of how students are encouraged to identify learning resources)

- Lesson plans that include higher order questions, activities, and assessments

- Plans that show multiple instructional strategies such as the teacher as facilitator, coach, instructor, or audience
- Collection of pre- and post-test data
- Lesson plans showing how all students' needs are met
- Power-point presentations
- Lesson plans that show adjusted strategies in response to learner feedback

7. Communications (Evidence should show the ability to model effective, culturally sensitive communication to support the learner expression; a variety of media communication tools to enrich instruction and learning)

- Communication to parents and students
- Examples of effective questioning techniques used to stimulate discussion
- Opportunities created for students to use effective written, verbal, nonverbal and visual communication

8. Assessment (Evidence should show a variety of assessment strategies; use of assessment strategies to adapt and adjust instruction; acquisition of information about students' learning behavior and needs; the involvement of learners in self assessment)

- Formal tests
- Work samples showing a variety of student's abilities and types of assessments
- Writing samples
- Authentic work products
- Records of student and parent conferences
- Phone logs to parents
- Informal tests
- Modifications of assessment for students with special needs
- Summaries of articles about multiple intelligences

9. Collaborative Relationships (Evidence should document participation in school activities, communication with parents, consultations with other professionals on behalf of students)

- Knowledge of community agencies; summaries or explanations of links between agencies and students and schools
- Sample letters to parents
- Planning and communication for field trips or classroom speakers
- Examples showing work with colleagues to develop effective learning

10. Reflection and Professional Growth (Evidence should include evaluation of self and self-improvement)

- Self assessments
- Journals
- Evaluations
- Attendance at professional meetings, conferences, workshops
- Summary of articles read or reviewed
- Membership in professional organizations

11. Professional Conduct and Leadership (Evidence should document your professional behaviors and leadership)

- Committee work or assistance
- Volunteer work
- Presentations
- Narrative about respecting boundaries of professional responsibilities

Adapted from: 1. Rieman, P.L.(2000). *Teaching Portfolios*. Boston: McGraw-Hill.
 2. Bullock, Ann Adams, Hawk, Parmalee P. (2004). *Developing a Teaching Portfolio*. Columbus, Ohio:Pearson/Merrill Prentice Hall.
 3. Content-Area Standards for Educators. (2000) ISBE

Helpful Resources

Campbell, D. M., Cignetti, P. B., Melenzyer, B. J., Nettles, D. H., & Wyman, R. M. (2003). *How to Develop a Professional Portfolio: A Manual for Teachers*. Boston: Allyn and Bacon. (3rd ed.) ISBN 0-205-393411-1

Bullock, Ann Adams, Hawk, Parmalee P. (2004). *Developing a Teaching Portfolio*. Columbus, Ohio: Pearson/Merrill Prentice Hall. (2nd ed.) ISBN 0-13-113213-x