

**Melrose Public Schools**  
**SAMPLE Artifact Packet**  
**2014-15**  
**Elementary Level**

This packet is intended to provide educators with a sample or model of artifacts and cover sheets that are to be submitted prior to a Formative Assessment (Mid-cycle) or Summative Evaluation (end-of-cycle).

These samples are in no way intended to limit the thinking and submission of artifacts to only those included in this packet. In fact, educators themselves will likely have far more effective and powerful artifacts that will serve as evidence of educator performance.

Please keep in mind:

- Evidence towards evaluation is collected in the following ways:
  - Artifacts submitted by the educator (the samples in this packet)
  - Observations in the classroom by evaluators
  - Observation of educators outside the classroom, in meetings, events, etc. by evaluators
- Artifacts CAN and SHOULD cover multiple areas. Think of artifacts that support goals and multiple standards within the educator rubric. A single cover sheet can be used for multiple artifacts that meet the same goals.
- Artifacts MUST be submitted to evaluators in the following areas:
  - Artifacts supporting progress towards goals
    - Student Learning Goal
    - Professional Practice Goal
    - If goal completion cannot yet be measured, artifacts should provide evidence of action item completion and their effectiveness. In other words, did you do what you said you were going to do?
  - Artifacts supporting Standards III and IV
    - Family & Community Engagement
    - Professional Culture
    - While these can be observed by an evaluator, it is assumed that the educator will need to provide the evidence of these.
- Artifacts CAN be submitted to evaluators that support Standard I and II
  - It is assumed that the evaluator has observed elements from:
    - Standard I – Curriculum, Planning and Assessment
    - Standard II – Teaching All Students
    - However, artifacts from goals and supporting Standards III and IV will likely also support parts of Standards I and II
- Artifacts must be submitted using an Artifact Cover Sheet.

Below and on to the next page is a list of some possible options for artifacts.

- Additional resources for Artifact Collection and Submission can be found on the DESE website at the following link: <http://www.doe.mass.edu/eval/training/teachers/Workshop4-Handout.pdf>

**Possible Artifacts**

Standard I – Curriculum, Planning and Assessment

- Examples of lesson plans and/or unit plans
- Examples or explanations of the resources used for the unit /lesson

- Descriptions of strategies used to construct a positive learning environment
- Formative and summative assessments

**Standard II – Teaching All Students**

- Examples or explanations of culturally appropriate instructional materials
- Descriptions of instructional strategies used and how they address diverse student learning needs
- Examples of differentiated instruction

**Standard III - Family and community engagement**

- Evidence of active outreach and on-going engagement with families
- Participation in parent-teacher conferences
- Participation in IEP or 504 Plan conferences
- Communications with parents/caregivers via phone calls, meetings, email, etc.
- Notification to parents/caregivers about student successes and/or areas of concern
- Assistance to parents/caregivers about homework or other guidance in assisting their child(ren)
- Other evidence of impact or actions taken appropriate to the role and responsibility of the educator.
- Feedback from parents.

**Standard IV – professional responsibilities and growth and contributions to professional culture**

- Self-assessment
- Peer collaboration
- Professional development linked to goals and educator plans
- Participating actively in grade level or subject teams
- Conducting model lessons within the classroom
- Producing materials, lessons or activities resulting from district/school professional development
- Developing curriculum materials
- Creating/leading a parent engagement program
- Serving on a school or district committee
- Attending professional association conferences and meetings
- Serving in a leadership capacity for professional organizations
- Serving on DESE advisory committees
- Supervising a student teacher or administrative intern
- Advising student groups
- Providing professional development programs
- Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

The remainder of this packet includes 6 SAMPLE artifacts that could be submitted. Each is preceded by an Artifact Cover Page, where the educator can explain the artifact and how it supports their Goals and Performance on the Standards in the rubric. The artifact description can be written in two ways, linear with each standard or goal connection explicit, or in narrative paragraph form. Both are used in these samples

<b>Artifact</b>	<b>Standards &amp; Goals: Title</b>
#1	I, Student Learning: Week-long Lesson Plan
#2	I, Professional Practice: Small Group Number Sense Games and Assessment
#3	II, IV, Professional Practice: Special Educators Team Summary
#4	I, II, IV, Student Learning: DIBELS Math Data for Progress Monitoring
#5	II, Student Learning: DICE Journal Examples
#6	III, Professional Practice: Website/Communication Log

# Artifact Cover Page

Educator Name: K Teacher

Submission Date: January 10, 2014

This artifact pertains to the following SMART Goals and/or Standards and Indicators for Effective Teaching Practice (check all that apply):

- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- I. Curriculum, Planning, & Assessment
- II. Teaching All Students
- III. Family & Community Engagement
- IV. Professional Culture

Title of Artifact: Math Workshop Small Group Plan


*In the box below, briefly explain how this artifact illustrates the above aspects of educator performance:*

**Standard 1:** This is a week-long lesson plan for teacher directed instruction during math workshop. The group instruction is differentiated based on DIBELS, EnVision quick checks, and curriculum tests.


**Student learning:** Part of my goal was to increase student number sense and concept fluency and this plan shows how I incorporate these skills into every small group meeting.

\*Please note if there are portions of the artifact that the evaluator needs to access digitally.

Signature of Educator:  Date: 1/7/14

Signature of Evaluator:  Date: 1/21/14

Math	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Team 1/A</b> Luca Matthew Shane Lily Bernardo	-number ID -QDF -flash a number 72C -tens frame " (blank) counters is 1 fewer than (blank) counters"	-number ID -QDF -may I please have more? 78C "May I please have 2 more? 7 is 2 more than 5"	-number ID -QDF -show me 2 fewer -what's 2 fewer than x?	-number ID -QDF -rocketship: take turns counting down, 1 friend jumps up at 0 -making a number line	-number ID -QDF -making a number line with missing numbers
<b>Team 2/B</b> Mayissa Rosie Mehmet Elsie Loyd	-number ID -QDF --flash a number 72C -tens frame " (blank) counters is 1 fewer than (blank) counters"	-number ID -QDF -may I please have more? 78C "May I please have 2 more? 7 is 2 more than 5"	number ID -QDF -show me 2 fewer -what's 2 fewer than x?	number ID -QDF -rocketship: take turns counting down, 1 friend jumps up at 0 -making a number line	-number ID -QDF -making a number line with missing numbers
<b>Team 3/C</b> Anika Amelia Susannah Jonathan	-number ID -QDF --flash a number 72C -tens frame " (blank) counters is 1 fewer than (blank) counters"	don't meet number ID -QDF -what's 2 fewer than x?	number ID -QDF -what's 2 fewer than x?	don't meet number ID -QDF -making a number line	-number ID -QDF -making a number line with missing numbers
<b>Team 4/D</b> Sophie Anna Jesse Olivia Paul Shivin	don't meet	-number ID -QDF -My number is 2 more than what number?	don't meet	number ID -QDF -making a number line (white boards) how can we extend it (to 20)? -number line with missing numbers	

Educator Name:  \_\_\_\_\_

Submission Date: April 12, 2014

This artifact pertains to the following SMART Goals and/or Standards and Indicators for Effective Teaching Practice (check all that apply):


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Title of Artifact: **Small Group Number Sense Games and Assessment**

1) Professional Practice Goal – I worked with my small intervention/enrichment math groups building on the Number Sense activities I was using during my Number talks. I made small group games and activities with ideas from my Number Talk professional development training, ideas shared from the Instructional coaches and from conversations with colleagues.

2) Standard I – I demonstrate knowledge of the developmental levels of the students in my class by providing differentiated instruction during my small group math lessons. I organize and analyze my formal assessments (DIBELS Tests) as well as my informal assessments (small group notes) to frequently adjust my practice and implement appropriate differentiated interventions and or enhancements.




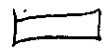
\*Please note if there are portions of the artifact that the evaluator needs to access digitally.

Signature of Educator  \_\_\_\_\_ Date 4/12/14

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# \* Example of Informal Assessment

W/o 3/4 Small group check

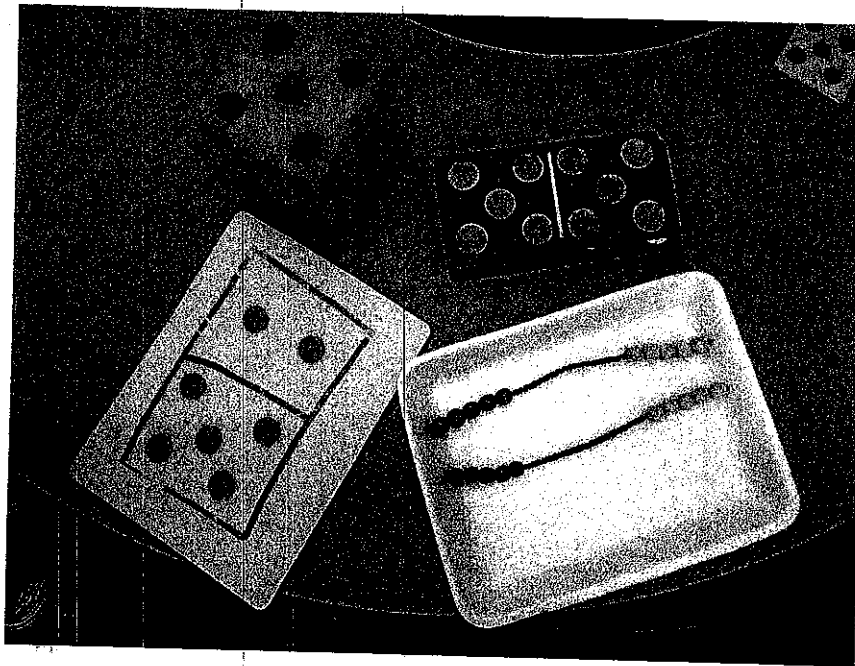
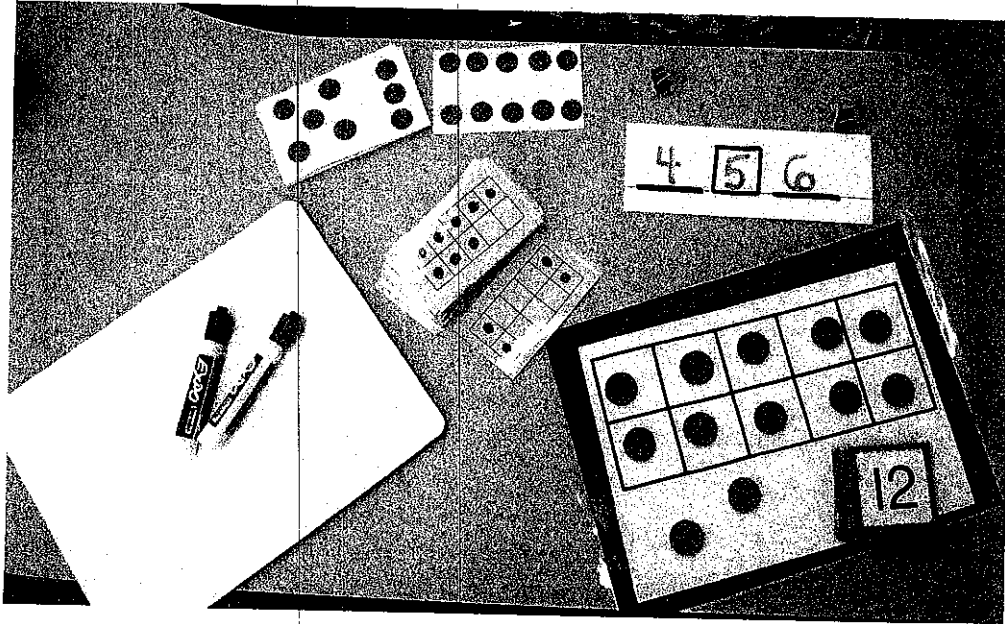
Groups				
dot cards	N.T. - ✓ M.R. Just start count on	N.W. <u>more up</u>	all of them	all of them
big die	C.A. " " " " K.C. - Needs Help J.Z. - " "	E.B. ✓ good W.T. Needs more practice	great job	great awesome!
			I.S. <u>more</u>	
before after	whole group slow but understand	good keep doing	I.S. ✓	great job! next week add <u>2 before 2 after</u>
extended	still not visualizing sets 10	good	<u>Do next week</u>	

(Next week)

\* Move I.S. up for Math  
 Δ group do extra day small group

## Small Group Teacher Center

The kids and I are having fun with different quick games to boost their number sense. I have the kids grouped by ability so I can differentiate my lessons.



# Artifact Cover Page

Educator Name: [Redacted]

Submission Date: April 16, 2014

This artifact pertains to the following SMART Goals and/or Standards and Indicators for Effective Teaching Practice (check all that apply):

- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
  - I. Curriculum, Planning, & Assessment
  - II. Teaching All Students
  - III. Family & Community Engagement
  - IV. Professional Culture

Title of Artifact: Special Educators Team Summary

*In the box below, briefly explain how this artifact illustrates the above aspects of educator performance:*

Professional Goal: As part of the Special Educators' professional goal, we planned to meet to discuss how the use of the strategies is affecting student growth. The summary is evidence of our meeting and reflection of how our students were doing with the strategies.

Standard 2: This summary is evidence of various ways that I differentiate instruction to meet the needs of my learners while remaining consistent with the general education curriculum.

Standard 4: The special education team met to discuss the benefits and reflect upon various instructional strategies that were being used in individual practice.

\*Please note if there are portions of the artifact that the evaluator needs to access digitally.

Signature of Educator [Redacted] Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_



Special Educators Team Goal – Using Research Based Practices to Improve Student Outcomes with Number Sense and Operations.

Sped Teachers met periodically for discussion of progress toward this goal and to reflect on practices used. A brief summary of our discussions follows.

11/16/13 - Number Talks- Can use at extra help sessions also. Everyone reports positive effects. Students getting more opportunity to use the precise math language/vocab and hear it used by others multiple times. Ways to keep track of NTs – daily teacher journal, notecards as bank of problems used. Challenging with one student but still worthwhile.

- D. I. C. E. benefit - strategy used in class and pull out – consistent practice. Scaffolding of certain parts needed with specific students. Moving from concrete to pictorial – beware of doing this too quickly – transition by using both until student ready. ‘Explain’ is most problematic part – scaffold this or skip it until other skills solid. Students learn the acronym quickly. Maximize space on organizer. Selecting this strat. Independently when appropriate next challenge for students.

1/24/14 – Anchor charts/bar diagrams. Bar diagram visuals are helping students to illustrate problems. Students tend to overgeneralize with one kind. Need to build in flexibility of different kinds of bar diagrams linked to thinking about what problem asking. Seeing students use them independently in tests, homework, at extra help with other teacher/s very encouraging. Anchor charts give students access to prompt - eventually without teacher intervention - as practice becomes standard.

2/12/14 – Student outcomes – post math data meetings debrief on our individual students. Joys and concerns – mostly joys!

3/12/14– Use of Math Navigator assessment, placement, instruction and monitoring materials. Will materials be expendable or photocopied? Managing topics at a slower pace than classroom instruction – dipping in and out to accommodate other IEP goal areas being taught in class may be problem. Ensure we spend enough time to build student familiarity with the routines of the program. Assess low enough to catch all problem areas. Some assessments make students look more skilled than we feel they actually are – monitor.

# Artifact Cover Page

Educator Name: K Teacher

Submission Date: January 10, 2014

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- II. Teaching All Students
- III. Family & Community Engagement
- IV. Professional Culture

Title of Artifact: DIBELS Math Data for Progress Monitoring

*In the box below, briefly explain how this artifact illustrates the above aspects of educator performance:*

Standard 1: This is the data I use based on DIBELS Math to create small groups for math workshop. The DIBELS Math Sort was created during the fall math data meeting and constructed my initial groupings. The following spreadsheet shows progress monitoring scores as of November, which changed the original groups to accommodate the changing needs of instruction.

Standard 2: The data created differentiated small groups for math workshop that I target with the specific skills they need with direct teacher instruction.

Standard 4: I collaborate and reflect on student progress during common planning time with grade level team.

Student learning: Part of my goal is for Tier 2 and 3 students to meet benchmarks and you can see how student scores have increased since initial testing.

Signature of Educator \_\_\_\_\_ Date 1/7/14

Signature of Evaluator \_\_\_\_\_ Date 1/21/14

	Sept	15-Nov	
<b>Alex</b>			General curriculum
BQD			
NUMBER ID		44	
NNF		13	
<b>Amelia</b>			General curriculum
BQD	6		
NUMBER ID	8	16	
NNF	8	16	
<b>Anna</b>			General curriculum
BQD	6		
NUMBER ID	19	24	
NNF	8	13	
<b>Anika</b>			General curriculum
BQD	4	19	
NUMBER ID	14	35	
NNF	6	15	
<b>Bernardo</b>			Extra number practice 2x/week
BQD	3	16	
NUMBER ID	4	11	
NNF	2	11	
<b>Elsie</b>			Extra number practice 3x/week
BQD	3	5- NS	
NUMBER ID	5	4	
NNF	10	11	
<b>Jesse</b>			General curriculum
BQD	10		
NUMBER ID	15	40	
NNF	8	14	
<b>Jonathan</b>			General curriculum
BQD	11		
NUMBER ID	8	13	
NNF	7	9	
<b>Lily</b>			1:1 extra number practice 5x/week
BQD	2	5	
NUMBER ID	5	4	
NNF	2	10	
<b>Lloyd</b>			Extra number practice 2x/week
BQD	5		
NUMBER ID	4	9	
NNF	12	10	
<b>Luca</b>			Extra number practice 2x/week
BQD	6		
NUMBER ID	5	12	
NNF	0	14	
<b>Matthew</b>			General curriculum

BQD	7	12	
NUMBER ID	5	4	
NNF	1	7	
<b>Mayissa</b>			General curriculum
BQD	7		
NUMBER ID	8	17	
NNF	1	9	
<b>Mehmet</b>			moved
BQD	7		
NUMBER ID	5	11	
NNF	7	13	
<b>Michael</b>			General curriculum
BQD	8		
NUMBER ID	16	35	
NNF	6	16	
<b>Olivia</b>			General curriculum
BQD	9		
NUMBER ID	22	32	
NNF	10	12	
<b>Paul</b>			General curriculum
BQD	8		
NUMBER ID	20	37	
NNF	14	21	
<b>Rosalie</b>			General curriculum
BQD	8		
NUMBER ID	4	13	
NNF	3	13	
<b>Shane</b>			Extra number practice 2x/week
BQD	3	15	
NUMBER ID	5	7	
NNF	4	6	
<b>Shiyin</b>			moved
BQD	16		
NUMBER ID	36	38	
NNF	14	27	
<b>Sophie</b>			General curriculum
BQD	10		
NUMBER ID	11	31	
NNF	11	15	
<b>Susannah</b>			General curriculum
BQD	2		
NUMBER ID	7	18	
NNF	9	6	
NS = not subitizing			

K DIBELS Math Sort

04.2013

	Beginning Quantify Discrimination	Number ID	Next # Fluency
At Risk	<p>1-8</p> <p>Susannah Paul Shane Willow Amelia Rosie Bernardo Elsie</p> <p>Menmet Matthew Anika Lily Anna Bernardo Elsie</p> <p>Lloyd Lucas Michael</p>	<p>3-13</p> <p>Bernardo Lloyd Lucas Jonathan Lily Matthew</p> <p>Menmet Mayissa Rosie Amelia Willow Sophie Shane Susannah</p>	<p>0-5</p> <p>Shane Lucas Mayissa Lily Matthew Rosie Bernardo</p>
Some Risk	<p>9-16</p> <p>Olivia Sophie Jesse Jonathan</p> <p>Michael Jesse Anna Anika Olivia Paul</p>	<p>14-24</p> <p>Michael Jesse Anna Anika Olivia Paul</p>	<p>6-11</p> <p>Michael Jonathan Jesse Anna Anika Menmet Amelia Willow Sophie Olivia Susannah Elsie</p>
Low Risk	<p>17-25</p> <p>Shivn</p>	<p>25+</p> <p>Shivn</p>	<p>12+</p> <p>Shivn Paul Lloyd</p>

poll every day for small group, split 4 and 3

# Artifact Cover Page

Educator Name: K. Teacher

Submission Date: January 10, 2014

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- III. Family & Community Engagement
- IV. Professional Culture

Title of Artifact: DICE journal examples

*In the box below, briefly explain how this artifact illustrates the above aspects of educator performance:*

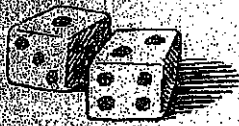
**Standard 2:** This artifact shows examples of student math journals using the DICE method. Students receive a 1, 2, 3, or 4 based on their work. The attached examples are also displayed in the classroom for students to reference what each number looks like and what my expectations are for a 4.

**Student learning:** My student learning goal focuses on increasing number sense and concept fluency and math journals illustrate how students are building on these skills and striving for mastery.

\*Please note if there are portions of the artifact that the evaluator needs to access digitally.

Signature of Educator [Signature] Date 1/8/14

Signature of Evaluator [Signature] Date 1/21/14



# D.I.C.E.

4

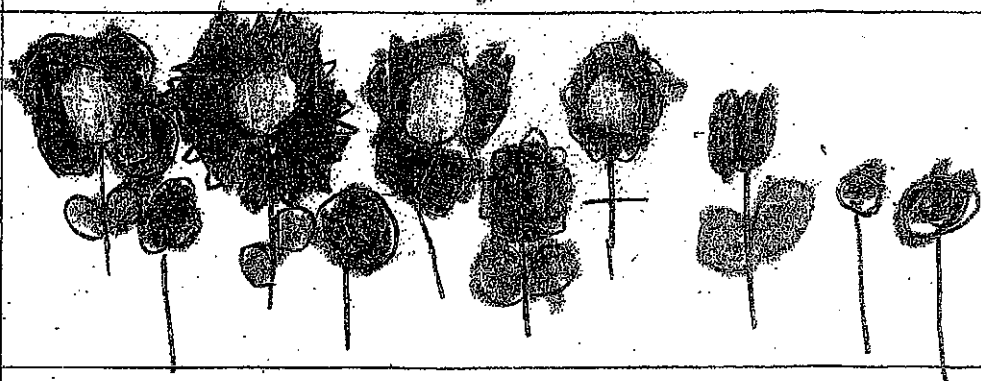
Problem of the Day:

Amelia picked 4 purple flowers and 6 blue flowers. How many flowers did she pick in all?

act



rate

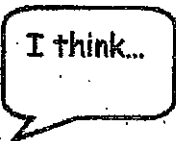


plate

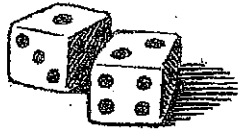


$$4 + 6 = 10$$

ain



I C W o t H o n T g d



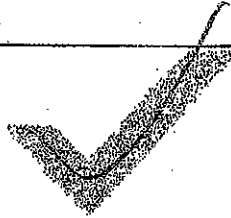
# D.I.C.E.

3

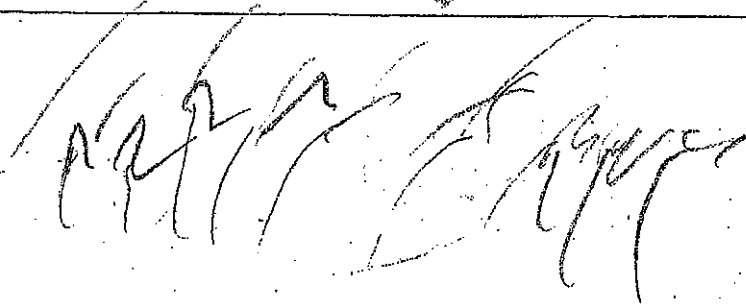
Problem of the Day:

Amelia picked 4 purple flowers and 6 blue flowers. How many flowers did she pick in all?

Identify



Draw

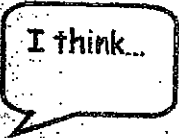


Calculate



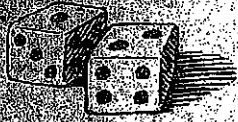
$$6 + 4 = 10$$

Write



I C O U N T E D  
F L O W E R S





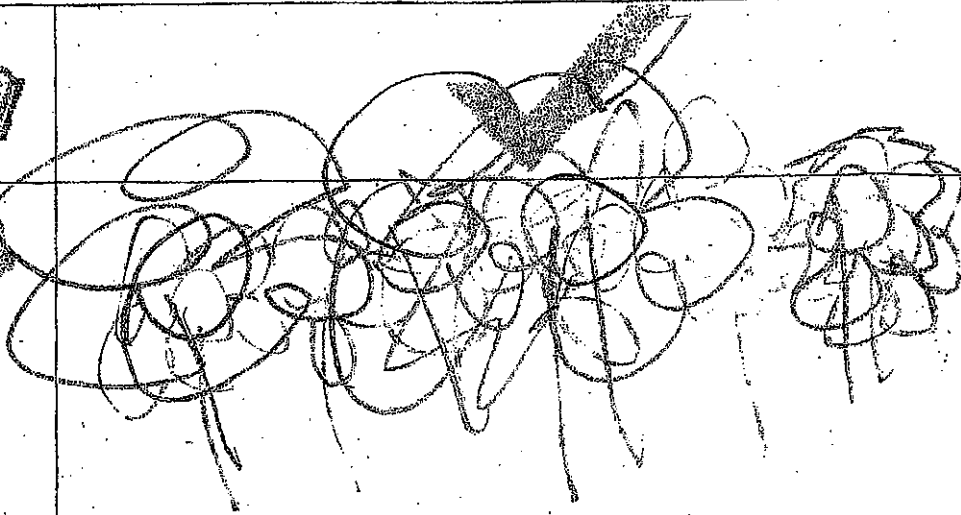
# D.I.C.E.

Item of the Day:

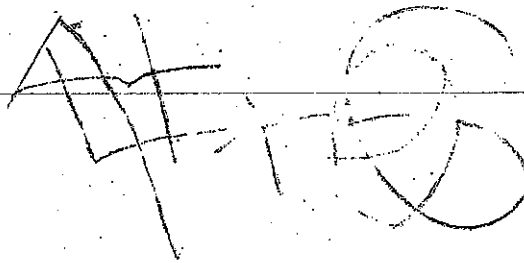
Amelia picked 4 purple flowers and 6 blue flowers. How many flowers did she pick in all?



te



ate



ain

I think...

## Artifact Cover Page

Educator Name: K. Teacher

Submission Date: January 10, 2014

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- IV. Professional Culture

Title of Artifact: Website/Communication Log

*In the box below, briefly explain how this artifact illustrates the above aspects of educator performance:*

Standard 3: I use multiple means of communication to connect with families. There is a two-way communication log in student folders that I check everyday. I update the class website at least once a week and print and send home website updates for parents without internet access. I send out mass emails to all families who have internet access with reminders and website links.

Professional Practice: My professional goal focuses on family communication in multiple forms. I consistently update our classroom website with curriculum goals and classroom news. son

\*Please note if there are portions of the artifact that the evaluator needs to access digitally.

Signature of Educator

Date

1/7/14

Signature of Evaluator

Date

1/24/14

# Communication Log



Have a question or a comment? Jot down your message or question in the log and I will initial to indicate that I have seen the note. Please check for notes from me and initial to indicate that you have read my note.

Date	Comment/Question	Initials
9/23	Please email me to set up a fall conference b-thibodeau@melrose.mec.edu	wb
10/7	I sent you a reply tonight regarding notes on 9/30. → Please, Mrs. Thibodeau can you send Mayissa another another evening homework. Tks wila	BT
10/10	Got it! Thank you, will reply	
10/10	I'll be able to come most Friday for the "Fabulous Friday" wila	BT
10/10	I gave Lunch \$ to Mayissa this am cause she didn't bring lunch to school. I realized that the \$ was still in the pouch. She'll have an additional \$8.75 for 10/10 and lunch \$ for the rest of the week cause she won't be bringing lunch. For 7 week I gave her \$5 for lunch and she didn't bring change back. Not sure if that \$ was used for today.	BT
	if not it is still on the pouch and can be used toward disburse purchased. Tks wila	wb

any change gets put into her account  
 \* Remember, communication is a vital link between school and home.  
 as a credit to the next lunch.

Date	Comment/Question	Initials
10/29	Ms Thibodeau can you please send me another form of math practice of Lucia and Symphony math practice? I had it on the See Sock for safety and it was removed. Tks	BT
11/25	Ms. Thibodeau, Mayissa was off 20 in her back pouch to use in her lunch account @ her convenience. She owe them some change too. Wilma Thanks :)	BT
12/7	Hi Ms. Thibodeau, I didn't receive the shopping list @ the Rudolph H. shop. Also I would like to have the Symphony info in order to download it to a new computer. Login user name and password included. Tks Wilma	BT
	I'll get Symphony info for next week. The holiday songs is in her back pocket of her folder.	aw
12/13	Ms. Thibodeau, Mayissa was off 20.00 in her pouch for Sun Lunch. Also there is a sock in her back pack that is for Anna. Please don't forget to return it to her. Wilma	BT
12/20	Ms Thibodeau, Mayissa was on envelope in her sock for songs to Melissa Rimaldi too	

\* Remember, communication is a vital link between school and home.

## Weekly Goals

On this page you'll also see what we're learning in each area and our goals for the week.

### Literacy:

Sight words: one, see

Phonics: listening for all the sounds in words. Students should be able to say the sounds in three letter words like cat, mop, dip, etc. They are practicing touching a finger to their thumb for each sound they hear. If you ask them to tap the sounds in a word like "pot" they'll show you what we mean!

During our read alouds, we're focusing on setting: where and when a story took place. Please talk to your child about setting when you read together at home.

### Writing:

Students are working on using lowercase letters in their writing and using spaces between words. Many students are working on 3 page stories. We're trying to remember that good writers write about what they know...or things that happened to them. We're also working on making sure our characters have all of their body parts.

### Math:

We're starting subtraction and learning about "separating stories," or when something is taken away.

### Social Studies:

5 new rules in kindergarten (with hand motions! ask your child.)

1. Listen when your teach is talking
2. Follow directions quickly
3. Raise your hand for permission to speak
4. Respect others, respect yourself, respect your school
5. Make smart choices

These rules are to help prepare your child for the high expectations in first grade. They are more than ready to raise the bar!

### Science:

We're continuing to explore different wood samples. This week we'll be using sandpaper to make saw dust out of wood blocks.

\*online + sent home to parents without email