

## Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

### A. Planning for collection of artifacts:

[Pre-Observation Conference Questions](#) or a *Teacher's plan* may serve as a template for identifying opportunities to generate artifacts of instruction and student engagement.

### B. Collection of Artifacts:

1. The artifacts of instructional practice should be aligned with 5 focus components of Domains 2 and 3, to demonstrate teacher and student actions.
2. Digital snapshots and/or hard copies of learning activities (such as students engaged in self-assessment, questioning and discussion; students as partners in developing norms, success criteria etc.)
3. A teacher may invite the evaluator to view part of a synchronous session and that can be used as one of the artifacts for one or more of the 5 focus components. This is at the teacher's discretion and used if the teacher thinks it will add value.
4. May include running notes of successful activities aligned with the 5 components (such as teacher modeling of norms, questioning etc.).
5. The emphasis is on gathering the evidence that is impacting the *classroom environment* (Domain 2) and *cognitive engagement* (Domain 3) as a result of teacher actions.

**Note:** Focus should be on the component alignment (context) and implementation (quality) of the artifacts and not the *quantity*.

Table 1.Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

Component & Indicators	Unsatisfactory	Basic	Proficient	Distinguished	Possible Artifacts (Implementation evidence may include & not limited to)
<b>2b. Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>● <i>Belief in the value of what is being learned</i></li> <li>● <i>High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</i></li> <li>● <i>Expectation of high-quality work on the part of students</i></li> <li>● <i>Expectation and recognition of effort and persistence on the part of students</i></li> <li>● <i>High expectations for expression and work products</i></li> </ul>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	<ul style="list-style-type: none"> <li>● Use of class mission/motto statement</li> <li>● Co-constructed class norms</li> <li>● Working agreements around quality and high expectations</li> <li>● Use of academic language</li> <li>● Student assignment revision samples</li> <li>● Work revision checklist</li> <li>● Peer review using quality criteria of work</li> <li>● Student incentives</li> <li>● Student's Goal-Setting/Action Planning/Reflection</li> <li>● Lesson plan</li> <li>● Teacher reflection on 2B</li> </ul>
<b>2d. Managing Student Behavior Indicators include:</b> <ul style="list-style-type: none"> <li>● <i>Clear standards of conduct, possibly posted, and possibly referred to during a lesson</i></li> <li>● <i>Absence of acrimony between teacher and students concerning behavior</i></li> <li>● <i>Teacher awareness of student conduct</i></li> <li>● <i>Preventive action when needed by the teacher</i></li> <li>● <i>Absence of misbehavior</i></li> <li>● <i>Reinforcement of positive behavior</i></li> </ul>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	<ul style="list-style-type: none"> <li>● Behavior management plan</li> <li>● Use of co-constructed class norms/agreements or Code of Conduct</li> <li>● Parent communication log with notations of behaviors</li> <li>● Student behavior checklists (self/peer assessment/reflection)</li> <li>● Respectful ways to monitor and correct misbehavior</li> <li>● Peer Review - behavior</li> <li>● Teacher reflection on 2D</li> </ul>

<p><b>3b. Using Questioning/ Prompts and Discussion</b></p> <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, formulated by both students and teacher</li> <li>• Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> <li>• Discussion, with the teacher stepping out of the central, mediating role</li> <li>• Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates</li> <li>• High levels of student participation in discussion</li> </ul>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<ul style="list-style-type: none"> <li>• Evidence of a shared space for students to continue discussion after a lesson</li> <li>• Evidence of small group discussions such as break out rooms</li> <li>• Examples of student generated questions</li> <li>• Teacher's log of monitoring participation and questioning</li> <li>• Use of anchor charts such as Costa's Levels of Questions</li> <li>• Self/peer assessment/reflection on questioning strategies</li> <li>• Co-constructed norms/guidelines for peer-to-peer engagement</li> <li>• Discussion rubric</li> <li>• List of essential questions used to deepen understanding</li> <li>• Student participation checklist</li> <li>• Lesson plan</li> <li>• Teacher reflection on 3B</li> </ul>
<p><b>3c. Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Student enthusiasm, interest, thinking, problem solving, etc.</li> <li>• Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>• Students actively "working," rather than watching while their teacher "works"</li> <li>• Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection</li> </ul>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in <b>active intellectual engagement</b> by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are <b>intellectually engaged in challenging content</b> through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>	<ul style="list-style-type: none"> <li>• Evidence of implementation of differentiation and intellectually engaging lesson/unit plan such as: <ul style="list-style-type: none"> <li>○ Assignments (project/problem-based, enrichment, differentiated, extension)</li> <li>○ Learning contracts</li> <li>○ Student engagement checklist</li> <li>○ Alternative project proposal</li> <li>○ Student interest based activity/project</li> <li>○ Students' choice to demonstrate learning via a variety of forms like PPT, Prezi, A/V recording, etc.</li> <li>○ Opportunities for students to collaborate, share ideas like chat, breakout rooms or a digital doc (synchronously and/or asynchronously)</li> <li>○ Grouping plan</li> <li>○ Examples of group work activities</li> <li>○ Standards aligned virtual field trip/guest speaker records</li> <li>○ Records of contests entered and/or won by students</li> <li>○ Examples of independent study activities</li> <li>○ Variety of instructional materials</li> </ul> </li> <li>• Teacher reflection on 3C</li> </ul>

<p><b>3d. Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>The teacher paying close attention to evidence of student understanding</i></li> <li>• <i>The teacher posing specifically created questions to elicit evidence of student understanding</i></li> <li>• <i>The teacher circulating to monitor student learning and to offer feedback</i></li> <li>• <i>Students assessing their own work against established criteria</i></li> </ul>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>	<ul style="list-style-type: none"> <li>• Use of assessment/proficiency criteria (rubric, checklist)</li> <li>• Students' self-analysis of work using a rubric</li> <li>• Use of learning targets/success criteria (co-constructed or teacher modeled)</li> <li>• Student-made assessment example(s)</li> <li>• Examples of a variety of assessments during instruction such as polls, quick quizzes, scheduled check-ins with students during synchronous learning</li> <li>• Peer review worksheet</li> <li>• Examples of written or oral feedback to students</li> <li>• Formative checks such as student self-reflection on learning exit ticket, audio/video responses to inform next steps</li> <li>• Lesson plans/unit of study (displaying where formative &amp; summative assessments are built in)</li> <li>• Reflection on lesson adjustment due to formative assessment/feedback</li> <li>• Teacher reflection on 3D</li> </ul>
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