



Using Professional Artifacts in Evaluations

MISSOURI DEPARTMENT OF ELEMENTARY AND
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WHAT ARE PROFESSIONAL ARTIFACTS?

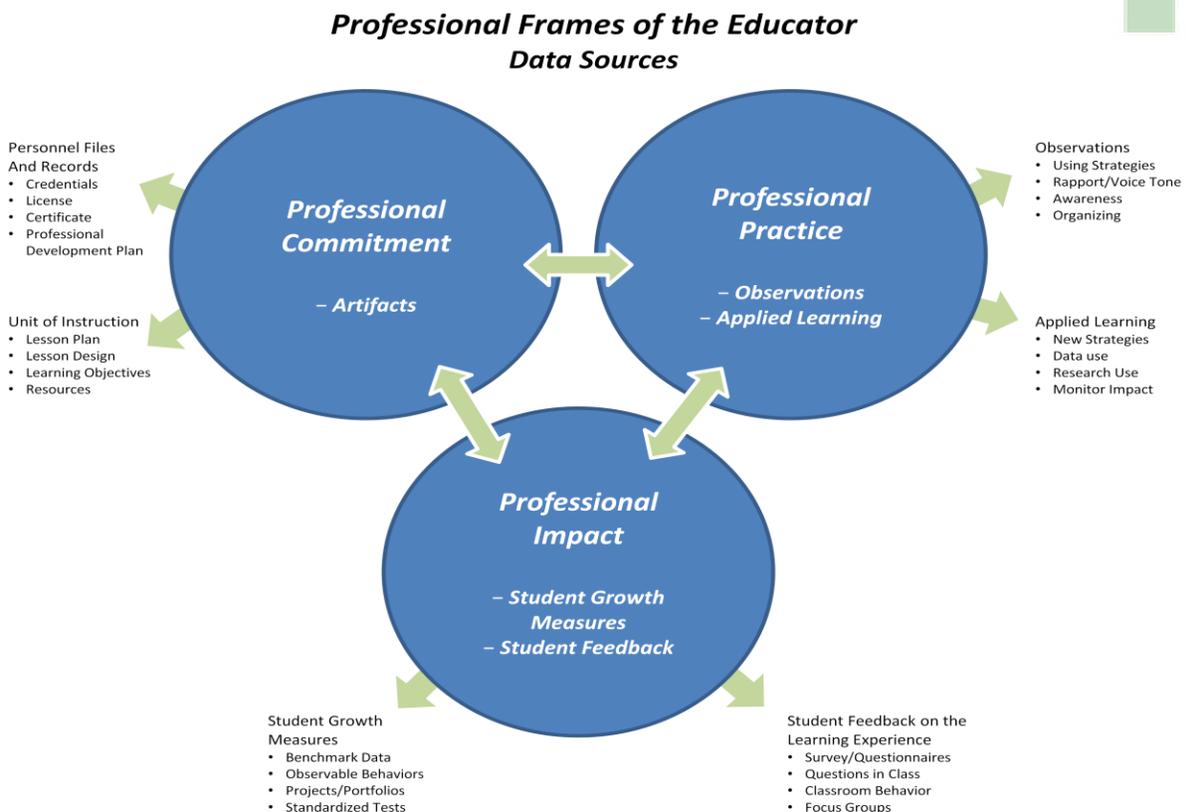
When we talk about evaluating educators in Missouri, we know that administrators need to consider **multiple measures** of performance in those evaluations. Missouri’s three Professional Frames of the Educator provide examples of where such evidence might be found. The three frames include Professional Commitment, Professional Practice, and Professional Impact.

One measure of the teacher’s performance will come from the Professional Practice frame, which includes **classroom observations**. Another measure will come from the Professional Impact frame, which could include both **student growth data** and **surveys**.

Naturally then, other sources of evidence in a teacher’s evaluation would come from the Professional Commitment frame. Unlike evidence of practice or evidence of impact, the evidence of a teacher’s professional commitment is not measured using classroom observation data or student growth data. Rather, evidence of commitment comes from a teacher’s preparation and credentials—often found by looking at **artifacts** of some kind. In the context of teaching, an artifact is simply any material evidence of a teacher’s preparation or capacity for practice. Artifacts **will likely include**—among other evidence—the teacher’s personnel records, professional collaboration documents, and instructional planning materials.

Specifically, personnel records might include certification and credentials, whereas professional collaboration might include professional development records, team planning notes, or parent/community outreach efforts. Instructional planning materials, on the other hand, could include evidence such as lesson plans, unit plans, and data tracking tools.

Because an evaluation should apply multiple measures to a balanced overall evaluation, a teacher’s professional artifacts should ultimately be given comparable weighting alongside the other measures of performance.



HOW DO I USE ARTIFACTS FOR EVALUATIONS?

To ensure fairness and accuracy, a teacher’s evaluation should consist of a variety of measures—i.e., observations, student data, and artifacts—weighted on a **balanced** scale.

There are numerous ways to give all of these measures balanced consideration in the overall evaluation, and we will explore a variety of possibilities in this section. Let’s begin with an explanation of how Missouri’s Model Evaluation System balances multiple measures.

In the Missouri Model

In the Missouri Model, professional artifacts are built into the Teacher Growth Guides as one of three balanced measures: Evidence of Commitment, Evidence of Practice, and Evidence of Impact. This example, Growth Guide 5.1, shows how artifacts are measured equally in Missouri’s rubrics. Remember, artifacts can be found under the “Evidence of Commitment” section in Missouri’s Growth Guides.

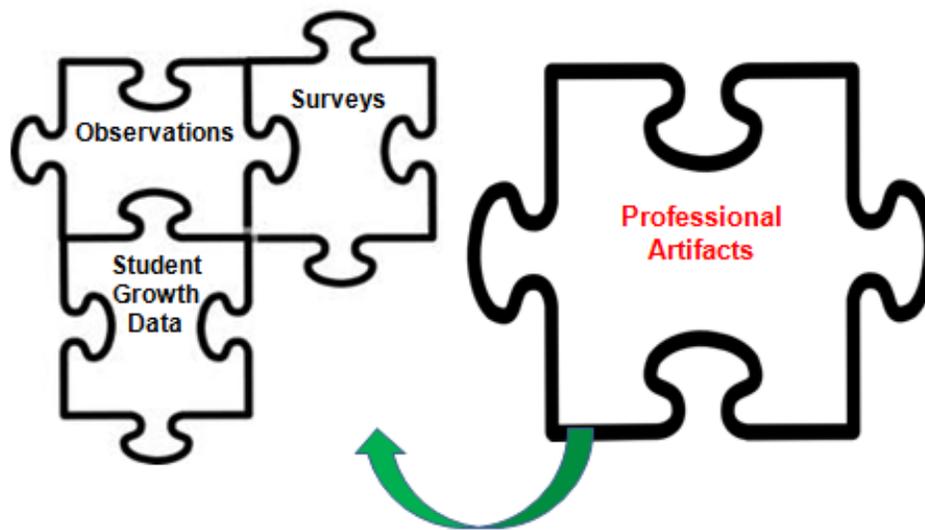
Teacher Growth Guide 5.1							
Standard 5: Positive Classroom Environment							
The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.							
Quality Indicator 1: Classroom Management Techniques							
Emerging		Developing		Proficient		Distinguished	
5E1) The emerging teacher... Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.		5D1) The developing teacher also... Adapts and develops classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.		5P1) The proficient teacher also... Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.		5S1) The distinguished teacher also... Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.	
PROFESSIONAL FRAMES							
Evidence of Commitment Classroom <i>artifacts</i> (posted rules and protocols) support effective techniques		Evidence of Commitment <i>Artifacts</i> include strategies for addressing misbehavior		Evidence of Commitment Posted management techniques address a wide variety of possible misbehaviors		Evidence of Commitment <i>Artifacts</i> for classroom management are shared with colleagues	
Evidence of Practice Engages in techniques to manage behavior in the classroom		Evidence of Practice Techniques address misbehavior promptly and positively allowing instruction to continue		Evidence of Practice Demonstrates adaptations to techniques to address unique student misbehaviors		Evidence of Practice Serves as a resource to other colleagues on effective classroom management	
Evidence of Impact Student misbehavior is addressed		Evidence of Impact Student misbehavior are addressed promptly and positively allowing student learning to continue		Evidence of Impact Unique misbehaviors are addressed promptly and positively allowing student learning to continue		Evidence of Impact Colleagues improve their use of classroom management techniques	
Score	1	2	3	4	5	6	7

Across performance levels, from Emerging to Distinguished, the teacher’s artifacts should demonstrate that the teacher has gotten better at preparation and planning. So, in order to move from one performance level to the next, an educator’s artifacts must demonstrate specific improvement in each of the three Professional Frames.

Missouri’s Growth Guides use the teacher’s artifacts in the overall evaluation by integrating them as factors in each performance level, from Emerging to Distinguished. This framework gives balanced consideration to the evidence of a teacher’s preparation and credentialing right alongside the evidence of a teacher’s classroom practice and the evidence of a teacher’s impact on student performance.

Other Options

Although Missouri’s Growth Guides represent one way to incorporate evidence of a teacher’s credentials and preparation into a balanced scale of multiple measures, there are numerous other ways to create balance as well. The most important concept to remember is that artifacts of a teacher’s credentialing and preparation should be considered a piece of a larger puzzle, which also includes observational data, student growth data, and any other measures necessary to conduct an accurate evaluation.



While districts are free to determine the exact weight to give each measure, they should be sure to carefully craft a balanced system that gives due consideration to each of the three frames: Commitment, Practice, and Impact.

Sample Rubric to Evaluate Artifacts

One specific method to evaluate a teacher’s preparation and credentials is to use a rubric, for example the Preparation and Credentials Rubric (seen below). This sample rubric represents a method of examining a teacher’s professional artifacts to determine how effective that teacher’s planning and preparation have been, and to determine whether the teacher has obtained the necessary credentials to serve in his or her role.

Please note that the following rubric does not explain how a district might incorporate a teacher’s performance on the rubric into his or her *overall* evaluation results. This is merely an example of one way to measure a teacher’s preparation and credentialing. Ultimately, the performance results from this rubric (or any other for that matter) must be calculated as one among multiple measures that factor into the overall evaluation system.

		Ineffective	Marginally Effective	Effective	Highly Effective
INSTRUCTIONAL PLANNING	Design	Instructional plans are rarely present and strategies are not aligned to long-term goals. Instruction is often impromptu or extemporaneous, and has very limited connection from one lesson to the next	Instructional plans are somewhat based on long-term goals, but may not clearly articulate the essential questions and goals. Plans often are not fully designed and account only for the general student population rather than accounting for the learning of every student	Instructional plans are typically backwards-designed with essential questions and long-term goals articulated. Plans may not always explain how they are designed to produce learning for every student	Instructional plans are backwards-designed with clear essential questions and student goals, and clearly articulate how they are designed to produce learning for every student
	Goals	Instructional plans only occasionally and inadvertently produce measurable outcomes through assessment, but goals typically are not established	Instructional plans sometimes produce measurable outcomes, but not always. Goals are not always articulated, and sometimes may not align to content objectives	Instructional plans are focused on producing measurable outcomes aligned with content objectives but may not include individualized goals for each student, or goals may not be ambitious or achievable enough	Instructional plans are designed with clear, measurable goals aligned with content objectives that represent ambitious but achievable targets for every student
	Alignment to Standards/Content	Instructional plans often are not aligned to appropriate standards	Instructional plans sometimes demonstrate a coherence of learning activities aligned with state and district standards or assessments	Instructional plans generally demonstrate a coherence of curriculum objectives and learning activities aligned with state and district standards	Instructional plans align curriculum objectives to learning activities that correspond with state and district curriculum and assessments, and infuse current content knowledge into lessons
	DOK or Bloom's Taxonomy	Lesson design often does not call for critical thinking or problem-solving skills in order to achieve goals, and frequently includes activities that rank low in DOK or Bloom's Taxonomy	Lesson design includes opportunities for students to use critical thinking and problem-solving skills but may not articulate what strategies will be employed to enable critical thinking and problem-solving	Lesson design uses a consistent repertoire of strategies that promote critical thinking and problem-solving	Lesson design includes a wide range of instructional resources, techniques, and assessments that require students to use technology, think critically, and solve complex problems that rank high in DOK or Bloom's Taxonomy

	Instructional Strategies	Instructional strategies are often selected ad hoc and frequently are ineffective strategies for the chosen learning activities	Instructional strategies are not always research-based or proven, but often align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they typically align to learning activities	Instructional strategies are thoughtfully selected, research-based, and proven, and they are tightly aligned to curriculum objectives and learning activities
	Instructional Resources	Instructional resources are not purposefully selected and may not enhance academic performance	Instructional resources are purposefully selected to enhance the teaching and learning process but may not enhance academic performance	Instructional resources are purposefully selected to enhance academic performance and are developmentally appropriate	Instructional resources are developmentally appropriate, are research-based, promote complex thinking skills, and enhance academic performance
	Differentiation	Instructional plans contain no evidence of differentiated content, strategies, or assessment	Instructional plans typically contain limited evidence of differentiation, but differentiation is not linked to individual student data and needs	Instructional plans typically contain some research-based differentiated strategies, or assessment based on individual student data and needs	Instructional plans always contain research-based differentiated strategies, and assessment, and clearly state how student data and needs are used to highlight the skills of all students
	Assessment	Assessments are designed at the end of instruction and do not represent the essential learning concepts tied to state or district standards. Teacher rarely if ever uses diagnostic or formative assessments for instructional planning purposes	Assessments are somewhat representative of state or district standards, but may not represent the most essential learning concepts. Sometimes diagnostic, formative, and summative assessments are used, but not consistently. Growth targets are inappropriate for student population	Assessments are closely aligned to learning concepts articulated in state or district standards, and include diagnostic, formative, and summative assessments. Growth targets are ambitious but perhaps not achievable, or growth targets are achievable but not ambitious enough	Differentiated assessments accurately measure attainment of essential learning concepts or skills, and include diagnostic, formative, and summative assessments to monitor student progress towards ambitious but achievable targets and measure growth
PERSONNEL RECORDS	PD Plan Goals	There is no clear PD Goal—PD opportunities are selected based on factors irrelevant to teacher and/or district needs	PD Goals are not specific, measurable, attainable, and timely. However, they are purposefully chosen based on district or building needs	PD Goals are included in the PD Plan and are specific, measurable, attainable, and timely. However, they may not be based on teacher performance data or district or building goals	PD Goals are specific, measurable, attainable, and timely. They are directly aligned with district and building goals, and they are selected based on teacher performance data
	PD Plan Strategies/Activities	Strategies/activities are not identified at the outset of	Strategies/activities are not chosen based on specific	Strategies/activities are typically chosen based on	Strategies/activities are chosen based on district and

	the PD Plan; however, they are generally selected based primarily on availability of opportunities	data; however, they are chosen to serve building or district goals, and they are generally research-based and proven to enhance skills or knowledge	district and building goals, and they may be selected based on building-level or district-level data to increase progress toward building or district goals. The opportunities are research-based and proven to enhance specific skills or knowledge	building goals, and they are selected based on teacher performance data. They are carefully selected to increase progress towards PD Goals, and the chosen PD opportunities are research-based and proven to enhance specific skills or knowledge
PD Plan Impact on Collaboration	The Plan does not expressly call for collaboration	The PD Plan calls for periodic meetings between colleagues to share ideas about teaching and students	The PD Plan describes the mentor/mentee relationship where appropriate, and calls for regular meetings between colleagues to plan units, share ideas, and analyze student data	The PD Plan calls for mentor/mentee relationships to be established where necessary based on state or district requirements, and participants are thoughtfully selected based on specific strengths and needs. Also, the Plan calls for weekly meetings between colleagues to plan units, share ideas, and analyze student data
PD Plan Follow-UP	The PD Plan does not clearly provide an opportunity to apply learning to the classroom	The PD Plan provides an opportunity to apply learning to the classroom, but does not clearly articulate how such learning will be applied, and does not mention support	The PD Plan provides opportunities to transfer learning from PD to the classroom, but support systems are not clearly described and may be available inconsistently	Multiple job-embedded opportunities to practice skills and/or knowledge learned from PD opportunities are offered, and support resources such as peer coaching are available to ensure that PD Goals are met
Credentials & Licensure	Records reflect that the teacher does not have all of the proper credentials and is not current on licensure requirements.	Records reflect that the teacher has all of the proper credentials and is up-to-date on licensure requirements.	Records show continued education and that the teacher is pursuing a higher certification for his/her area.	Records show advanced credentials and that the teacher is up-to-date on licensure and has achieved the highest certification for his/her area.



The Missouri Department of Elementary and Secondary Education would like to acknowledge Kim Marshall for his work in *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009). This rubric was developed based in part on that work and in part on the Growth Guides contained in the Missouri Model Evaluation System (2013).