

Staff Data Notebook Suggested Artifacts

*The following items are provided as suggestions that may be included as evidence for each of the four domains. The purpose of the staff data notebook is to reflect each teacher's performance and growth across all domains, but it will be especially helpful in documenting progress in domains 1 and 4 which are not as readily observable as domains 2 and 3. The staff data notebook should include one's best work and is not intended to be an exhaustive collection of everything that a teacher does during the course of a year or evaluation cycle. The focus should be on **quality** over **quantity**.*

Domain 1: Planning & Preparation*

- Outline of unit plans, syllabus, student learning goals checklists, etc. based upon the Common Core State Standards (or other current curriculum in content areas beyond ELA, math, and science)
- Lesson plans reflecting differentiated instruction
- Assessments or lesson plans based upon analysis of formative classroom data
- Sampling of instructional goals and resources that align with content standards and/or specific student learning needs
- Rubrics or scoring guides reflective of content standards and high expectations for student learning
- Analysis of student learning styles, pre-assessments, or other student inventories
- Documentation of planned accommodations/modifications for students with IEPs and GSSPs

Domain 2: Classroom Environment

- Brief description, sketch, or photo of classroom layout or re-arrangements for specific activities
- Copies of notes or cards from students or parents
- Copies/photos of student-friendly learning targets posted in classroom
- Copies/photos of classroom learning procedures posted in the classroom or otherwise distributed
- Posting of student work samples
- Copies of comments/feedback on student work
- Copies/photos of classroom rules/learning norms posted in classroom

Domain 3: Instruction

- Examples of intentionally planned higher order questions
- Examples of activities which reflect multiple intelligences, varied learning styles, student choice, and/or student interests
- Revised lesson plans or pacing guide which reflects analysis of student learning needs
- Lesson reflection or anecdotal notes regarding student responses to lessons, student behavior, assessment, procedures, etc.
- Analysis of student formative assessments (progress monitoring)
- Examples of highly-engaging activities, such as lessons featuring effective use of technology integration, authentic learning opportunities, and research-based instructional strategies

Domain 4: Professional Responsibilities*

- Examples of written communication to students, parents, homes, and/or community
- Timely posting of grades in Infinite Campus
- Log of extracurricular activity involvement
- PGP reflections which indicate refinement and/or growth
- Peer-observation reflections which indicate refinement and/or growth
- Anecdotal notes or other documentation of student advocacy, such as referrals to FRYSC, my team students or other mentoring, etc.
- Service to the school through SBDM, committees, PLCs, etc.
- Log of school involvement and support of school and district activities, such as literacy events, student orientation sessions, science fairs, academic team, athletic events, etc.
- Evidence of active involvement/contributions through professional organizations
- Evidence of professional leadership, such as leading professional development activities, supporting new staff, sponsoring student activities, etc.

**While collecting artifacts over the duration of the evaluation cycle, please note that the Staff Data Notebook is most useful for organizing artifacts related to Domains 1 and 4 which are not always readily apparent during classroom observations.*