Teacher Artifact Self-Assessment

Teachers have the opportunity to submit up to 8 artifacts that demonstrate their practice in Domains 1 and 4 of the *Danielson Framework.* Following is an artifact self-evaluation rubric and sample list of possible artifacts that may be submitted.

Administrators will evaluate and make the final determination/rating for your artifact submission. This sheet is a tool to assist you in evaluating your artifacts for the purpose of submitting artifacts that are exemplars of your practice according to the *Danielson Framework*.

Component/Rationale for Submission	**HEDI Rating (self-score)**			
Domain 1: Planning and Preparation	**I (1)**	**D (2)**	**E (3)**	**HE (4)**
1a: Demonstrating knowledge of content and pedagogy -knowledge of content and structure of the discipline -prerequisite relationships -content-related pedagogy				
1b: Demonstrating knowledge of students -child/adolescent development -the learning process -special needs -skills, knowledge, and language proficiency -interests/cultural heritage				
1c: Setting Instructional Outcomes -value, sequence, alignment -clarity, balance, suitability				
1d: Demonstrating knowledge of resources -resources for classroom use -resources for students -resources to extend content knowledge and pedagogy				
1e: Designing student assessments -learning activities -materials and resources -instructional groups -lesson/unit structure				
1f: Designing Student Assessments -congruence w/ instructional outcomes -criteria and standards -designing formative assessments -use for planning				
Domain 4: Professional Responsibilities	**I (1)**	**D (2)**	**E (3)**	**HE (4)**
4a: Reflecting on Teaching -Accurate reflections on a lesson -Use in future teaching				
4b: Maintaining accurate records -Student completion of assignments -Student progress in learning -Non-instructional records				
4c: Communicating with families -Information about instructional program -Individual students -Engagement of families in instructional program				
4d: Participating in the Professional Community -Relationships with colleagues -Involvement in a culture of professional inquiry -Service to school -Participation in school/district projects				
4e: Growing and Developing Professionally -Service to profession -Receptivity to feedback from colleagues -Enhancement of content knowledge and pedagogical skill				
4f: Showing Professionalism -integrity and ethical conduct -service to students -advocacy, decision making -compliance with regulations				