

Artifact Cover Sheet

Name (include your name on each cover sheet)

Artifact (give the artifact a descriptive title that matches the materials you are including)

Principle Met

Show the number and the principle statement. You may include one or more of the performance indicators, if desired, and should list them with bullets under the principle statement.

Context (what?)

This section should describe the context of the artifact. For example, consider a lesson that was taught during student teaching to a 5th grade class. Was it part of a unit? If so, include that information. What else is important for the reader to know about this artifact in order to best understand your relevance, analysis, and reflection? If you are using *photographs*, be sure to describe the context here, and include a *caption* with each photograph.

Relevance (how?)

In this section you will describe **how** the artifact is relevant to the program principle specified. How does the artifact demonstrate your achievement of the program principle and conceptual framework? These conclusions lay the foundation for the following sections. If one or more performance indicators are selected, you will indicate how this artifact addresses each of these indicators.

Analysis (why?)

The analysis section should include what conclusion(s) you reached about the evidence or data and how and why you arrived at the conclusion(s). What were your thought processes in reaching these conclusions? What changes in behavior (teacher's or students') occurred? Why?

Reflection (now what?)

Reflection is the thought process that occurs after a teaching situation. You might decide to do something the same way, differently, or not at all, after reflecting thoroughly on the situation. To what degree have you achieved the principle? To what degree have you illustrated your understanding of the conceptual framework? What suggestions can you offer for future constructive practical application in similar learning experience(s)? This is the place to make a connection between the artifact, the principle, and your professional growth and practice.

Artifacts may include, but are not limited to:

- Lesson plans
- Journal entries
- Unit plans
- Letters to parents
- Evidence of student learning
- Course projects
- Technology applications
- Rubric and/or scoring criteria for assignments
- Feedback from observers during student teaching

In some cases you may want to “bundle” evidence, such as a lesson plan, the journal entry that you wrote following the implementation of that lesson, and feedback you received for that lesson. Another example may be a series of correspondence between you and a student, you and a parent, or you and another faculty member.

Format for artifact cover sheet:

- Single spaced, with double spacing between paragraphs
- Times New Roman font style
- 12 point font

Be sure you address *how the artifact meets the principle*, as well as any performance indicators you may specify. If you are addressing one of the **performance indicators**, be sure to include that performance indicator as you address the Relevance, Analysis, and Reflection sections.

Below are possible writing prompts to help guide your writing. Remember that each individual’s responses will be unique to his/her specific experiences, writing style, and own way of processing those experiences. The cover sheet piece should be approximately 1-2 pages.

Suggested sentence starters for analytical (A) entries:

- A--It is evident that my teaching has increased student learning because. . .
- A,R--What I have learned from this experience is. . .
- A--After observing my students, I realized. . .
- A--I have considered the . . .
- A--The most significant learning for me was. . . because (as a result of). . . .
- A--After carefully considering. . . , I think students gained . . .
- A--This experience has helped me to understand. . .
- A--I have noticed that. . .

- A, R--Some of the areas that I need to continue to gain experience are. . .
.because. . .

A--I have gained considerable insight about. . . , based on
A--In assessing my own performance I. . .

Suggested sentence starters for reflective (R) entries:

R--When I think about. . . , I realize. . .
R--In order for me to continue to grow. . .
R--I now understand the importance of. . .
R--Some questions that still remain in my mind are. . .
R--My goals for future professional growth are. . .
R--What I think I will do differently is. . .
R--As a result of this activity I now. . .
R--I have gained significant growth in the areas of. . .due to. . .

As you begin to organize and assemble your portfolio, you will prepare a **documentation page** that contains the program principles, and space for you to list the artifact that matches each principle. The artifacts will be arranged in the portfolio in the **same numerical order** as they are listed on the documentation page. This page is available at the OFEST website, under Handbooks.

Student work used as an artifact

Student work used as an artifact should have the student **name covered or removed**, so that the author of the work is not identifiable.