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

Principle Met

The principle is already shown in LiveText, so you do not have to provide it again.

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.

Form J-2

Additional instructions for the artifact cover sheet. . .

Artifacts may include, but are not limited to:

Lesson plans	Journal entries	Unit plans
Letters to parents	Technology applications	Course projects
Evidence of student learning	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.

Be sure you address *how the artifact meets the principle*. You may find the performance indicators helpful in addressing how the artifact meets the principle. The Relevance and Reflection sections will also need to connect to the *conceptual framework*. See the following page for the specific area of conceptual framework that corresponds to each principle.

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.
> 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. . .

<u>Student work used as an artifact</u>

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

Charter School of Education and Human Sciences
INTASC Standards – Initial Teacher Education Program Principles

INTASC Principles	Conceptual Framework
1: Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful.	Area of the Head: Promote Reflection and Decision Making
2: Student Learning- The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.	Area of the Head: Promote Reflection and Decision Making
3: Diverse Learners- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted for diverse learners.	Area of the Heart: Enhance Self and Social Awareness
4: Instructional Strategies- The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills.	Area of the Hands: Facilitate Learning
5: Learning Environment- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.	Area of the Hands: Facilitate Learning
6: Communication- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Area of the Head: Promote Reflection and Decision Making
7: Planning Instruction - The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals.	Area of the Hands: Facilitate Learning
8: Assessment- The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.	Area of the Hands: Facilitate Learning
9: Reflection and Professional Development- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunity to grow professionally.	Area of the Head: Promote Reflection and Decision Making
10: Collaboration, Ethics, and Relationships- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.	Area of the Heart: Enhance Self and Social Awareness

Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 1992. These standards also align with the five core propositions of the National Board for Professional Teaching Standards.