Artifact Submission Guidance

Artifact Submission: Overview

At two points during the 2021-2022 school year, TEA School Improvement Specialists will request that campuses submit artifacts aligned to their Targeted Improvement Plan. **These artifacts will be submitted at the Progress #1 (December 17th) and Progress #2 (March 4th) submissions.**

Artifact Submission: Logistics

For the Progress Submission 1 (December 17th), TEA School Improvement Specialists will request that ONE artifact be submitted by each campus. TEA Specialists will request specific artifacts aligned to each campus' improvement efforts. The TEA Specialist will discuss which artifact should be submitted by the campus during their Initial TIP submission conference.

For the Progress Submission 2 (March 4th), TEA School Improvement Specialists will request that ONE artifact be submitted by each campus. TEA Specialists will request specific artifacts aligned to each campus' improvement efforts. The TEA Specialist will discuss which artifact should be submitted by the campus during their Progress #1 conference.

Campuses can upload their artifact directly to ISAM by clicking the 'Submit to TEA' button in Plan 4 Learning.

Artifact Submission: Guidance

TEA Specialists will review campus plan and reported progress. They will then request sample artifacts referenced in the campus improvement plan. TEA Specialists and ESC teammates to request artifacts and provide feedback that is specifically aligned to the submitted artifact which can be used to strengthen the use of tools/resources on the campus. TEA Specialists will not request artifacts that are not discussed or addressed in the campus plan.

Artifact Submission: High Leverage Artifacts

Examples of Artifacts that could be requested for each Essential Action are included below.

Essential Actions	Key Practices	Suggested Artifacts
Prioritized Lever 1: Strong School Leadership and Planning *Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities*	• Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars • Performance expectations are clear, written, and measurable and they match job responsibilities • Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams • Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	❏ Video of a Leadership Team Meeting (or part of) in action* ❏ Video of lead team member leading a PLC, observation/feedback cycle, or data meeting and accompanying agenda* ❏ Video of principal coaching other adults via job-embedded PD, observation/feedback, etc.* ❏ Revised Leadership team meeting agenda and minutes ❏ Revised PLC agenda/data meeting agenda and minutes ❏ Leadership team sample calendars including observations, time for PLCs, and data meetings ❏ Leadership team member goals and performance evaluations ❏ Campus administrator job descriptions
Prioritized Lever 2: Strategic Staffing *Recruit, select, assign, induct, and retain a full staff of highly qualified educators*	• The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates • Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. • Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	❏ Staff selection tools (rubrics, questions, performance tasks), including a profile of a highly qualified candidate ❏ Individualized PD plans for staff, evidence of personalized retention strategies for high-performing staff (recognition, leadership opportunities) ❏ Description of campus-based mentoring program ❏ Teacher recruitment materials, marketing plan, system of tracking candidates

Essential Actions	Key Practices	Suggested Artifacts
	• Teacher placements are strategic based on student need and teacher strengths • Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	❏ Induction schedules and content ❏ Staff culture survey with data ❏ Teacher assignment charts with rationale provided ❏ Teacher leadership selection criteria along with roles and responsibilities
Prioritized Lever 3: Positive School Culture *Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations*	• Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.	❏ Artifacts of revised school vision, mission, goals, and/or values along with the process by which mission, vision and values were revised and including comments from stakeholders ❏ Video of schoolwide student culture routines, procedures, and systems in action* ❏ Video testimonials of staff, family, and students discussing the school vision, mission, goals and/or values ❏ Student Culture handbook including schoolwide student culture routines, procedures ❏ Campus climate surveys with questions, results, and response plans
Prioritized Lever 4: High Quality Instructional Materials and Assessments *Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments*	• Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and	❏ Sample formative and interim assessments and alignment to TEKS/STAAR ❏ Sample scope and sequences used for various grade-levels and content areas ❏ Sample curricular resources/instructional materials used in class to address the needs of all students ❏ Sample meeting agendas including discussion on how teachers are using provided lesson materials, internalizing

Essential Actions	Key Practices	Suggested Artifacts
	English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.	feedback, etc. ❑ Sample lesson plan feedback provided to teachers by leadership team
Prioritized Lever 5: Effective Instruction *Effective classroom routines and instructional strategies*	• Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.	❑ Classroom Management Systems ❑ PD Agendas or calendar addressing classroom culture and management ❑ Instructional framework ❑ Sample of instructional materials or student assignment samples ❑ Samples of coaching of ongoing professional development resources to support teachers in the use of high-quality instructional materials ❑ Sample student assignments ❑ Photos of classroom physical space
Prioritized Lever 5: Effective Instruction *Data-driven instruction*	• Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and	❑ Videos of data meetings (or part of a data meeting) * ❑ Video of a re-teach lesson based on the outcome of a data meeting * ❑ Sample re-teach plan created in a data meeting ❑ Sample PLC/Data Meeting agenda and minutes

Essential Actions	Key Practices	Suggested Artifacts
	create plans to reteach. • Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	❏ Progress monitoring and tracking tools showing re-teach data

*If submitting a video, LEAs will need to upload a word document or PDF with the link to the video that is accessible (i.e., on google drive) by their TEA Specialist and ESC SI contact.