

Artifact Submission Guidance

Artifact Submission: Overview

At two points during the 2022-2023 school year, touchpoint facilitators will request that campuses submit artifacts aligned to their Targeted Improvement Plan. ESCs are assigned touchpoint facilitators for ESF-Focused Support Grant awardees in Pathway 1. For SIG or CSI campuses your touchpoint facilitator will be a TEA Specialist. **These artifacts will be submitted at the Progress #1 (December 16th) and Progress #2 (March 3rd) submissions.**

Artifact Submission: Logistics

For the Progress Submission 1 (December 16th), your touchpoint facilitator will request that ONE artifact be submitted by each campus. The touchpoint facilitator will request specific artifacts aligned to each campus' improvement efforts and will discuss which artifact should be submitted by the campus during their Initial TIP submission conference.

For the Progress Submission 2 (March 3rd), the touchpoint facilitator will request that ONE artifact be submitted by each campus. The touchpoint facilitator will request specific artifacts aligned to each campus' improvement efforts. The touchpoint facilitator 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

Touchpoint facilitators will review the campus plan and reported progress. They will then request sample artifacts referenced in the campus improvement plan. TEA Specialists and ESC teammates will 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. Your touchpoint facilitator 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 |
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| <p>Prioritized Lever 1: Strong School Leadership and Planning</p> <p><i>Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities</i></p> | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> <input type="checkbox"/> Video of a Leadership Team Meeting (or part of) in action* <input type="checkbox"/> Video of lead team member leading a PLC, observation/feedback cycle, or data meeting and accompanying agenda* <input type="checkbox"/> Video of principal coaching other adults via job-embedded PD, observation/feedback, etc.* <input type="checkbox"/> Revised Leadership team meeting agenda and minutes <input type="checkbox"/> Revised PLC agenda/data meeting agenda and minutes <input type="checkbox"/> Leadership team sample calendars including observations, time for PLCs, and data meetings <input type="checkbox"/> Leadership team member goals and performance evaluations <input type="checkbox"/> Campus administrator job descriptions |
| <p>Prioritized Lever 2: Strategic Staffing</p> <p><i>Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i></p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Staff selection tools (rubrics, questions, performance tasks), including a profile of a highly qualified candidate <input type="checkbox"/> Individualized PD plans for staff, evidence of personalized retention strategies for high-performing staff (recognition, leadership opportunities) <input type="checkbox"/> Description of campus-based mentoring program <input type="checkbox"/> Teacher recruitment materials, marketing plan, system of tracking candidates |

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| | <ul style="list-style-type: none"> • Teacher placements are strategically 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Induction schedules and content <input type="checkbox"/> Staff culture survey with data <input type="checkbox"/> Teacher assignment charts with rationale provided <input type="checkbox"/> Teacher leadership selection criteria along with roles and responsibilities |
| <p align="center">Prioritized Lever 3: Positive School Culture</p> <p align="center"><i>Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i></p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Artifacts of the 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 <input type="checkbox"/> Video of schoolwide student culture routines, procedures, and systems in action* <input type="checkbox"/> Video testimonials of staff, family, and students discussing the school vision, mission, goals and/or values <input type="checkbox"/> Student Culture handbook including schoolwide student culture routines, procedures <input type="checkbox"/> Campus climate surveys with questions, results, and response plans |
| <p align="center">Prioritized Lever 4: High-Quality Instructional Materials and Assessments</p> <p align="center"><i>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments</i></p> | <ul style="list-style-type: none"> • 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 reteaching 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 English learners, along with other student groups with diverse needs. | <ul style="list-style-type: none"> <input type="checkbox"/> Sample formative and interim assessments and alignment to TEKS/STAAR <input type="checkbox"/> Sample scope and sequences used for various grade levels and content areas <input type="checkbox"/> Sample curricular resources/instructional materials used in class to address the needs of all students <input type="checkbox"/> Sample meeting agendas including discussion on how teachers are using provided lesson materials, internalizing feedback, etc. |

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| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plan feedback provided to teachers by leadership team |
| <p>Prioritized Level 5: Effective Instruction</p> <p><i>Effective classroom routines and instructional strategies</i></p> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Management Systems <input type="checkbox"/> PD Agendas or calendar addressing classroom culture and management <input type="checkbox"/> Instructional framework <input type="checkbox"/> Sample of instructional materials or student assignment samples <input type="checkbox"/> Samples of coaching of ongoing professional development resources to support teachers in the use of high-quality instructional materials <input type="checkbox"/> Sample student assignments <input type="checkbox"/> Photos of classroom physical space |
| <p>Prioritized Level 5: Effective Instruction</p> <p><i>Data-driven instruction</i></p> | <ul style="list-style-type: none"> • 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 create plans to reteach. | <ul style="list-style-type: none"> <input type="checkbox"/> Videos of data meetings (or part of a data meeting) * <input type="checkbox"/> Video of a re-teach lesson based on the outcome of a data meeting * <input type="checkbox"/> Sample re-teach plan created in a data meeting <input type="checkbox"/> Sample PLC/Data Meeting agenda and minutes <input type="checkbox"/> Progress monitoring and tracking tools showing re-teach data |

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| | <ul style="list-style-type: none"> • 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. | |

*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.