

TE 807 – Artifact Project

Purpose

Over the past two weeks you have begun to articulate a personal vision of quality teaching and have started to identify what quality teaching looks like in others' practice. For this assignment, you will be asked to reflect on your own practice and apply course concepts to a personal teaching artifact.

Procedure

1. **Review** your Initial Stance on Quality Teaching and your Video Analysis assignments.
2. **Complete** the readings for this week. As you read, think about how the readings suggest inquiring into and reflecting on one's own practice.
3. **Select a teaching artifact** that *reflects elements of your conception of quality teaching and use of high-leverage practices*. Artifacts can include project instructions, class handbooks, assignments, handouts, video of yourself teaching, etc. If you do not have an artifact that you find suitable, you may create one for this project. **Please note:** You will work with this artifact throughout the rest of the course, so please select or create something that you think will work well for in-depth analysis.
4. **Convert your artifact to a digital format** so that you are able to upload it to D2L.
5. Once you have selected your artifact, **compose a statement** that explains the following:
 - a. The context of your school, classroom, and this artifact. (For example: Where do you teach? What grade levels are in this building? For what grade level and subject area do you intend to use this artifact? Have you used this artifact before? If so, with whom and in what ways? If this is a new artifact, why did you create it? How do you intend to use it?)
 - b. Why you chose the artifact – how does it reflect your **stance on quality teaching** and the **course readings**, and how does it connect to **one or two high-leverage practices** you find important? Which **specific parts** of your artifact illustrate your ideas?
 - c. This statement should be approximately **350-750 words**. Include your statement in the same document, following your artifact.
6. Develop a focus for your artifact and upcoming peer coaching session by including **1-2 focus questions (NOT more than 2)**. At least one of your focus questions must be related to course concepts and readings. Use the Grimm et al. (2014) article from this week as a model (see p. 26) and additional examples on the next page.

Product

A good assignment will...

- Include a teaching artifact and personal statement related to high-leverage practices, course readings, and personal thoughts on quality teaching
- Meet the word requirements and use APA citations

Due Date

Submit via D2L Discussion Forum no later than **Sunday, July 12 at 11:59 p.m.**

- If submitting a MS Word document, click “Add a File”
- If submitting a Google doc, use the Comments box, and click the “Insert Quicklink” button (looks like a little chain with a star, to the left of the “Paragraph” dropdown menu)

MATC Program Standards and Goals:

Standard 3: Understanding and use of theoretical perspectives and conceptual frameworks to situate and analyze issues and problems of practice and policy

Standard 4: Reflective, systematic inquiry and study/refinement of one's practice

Standard 5: Communication skills and information literacy

Goal 1: Critical Inquiry

Example Focus Questions

"A focus question should require the [reading and analysis of your artifact]; in other words, it should answer a question a teacher can't answer on his or her own" (Grimm et al., 2014, p. 26). Put yet another way, your *artifact* should be at the center of your question, and your peer coach should have to read your description and view your artifact carefully in order to answer your question(s).

Create 1-2 focus questions about your artifact. At least one of your questions *must* be related to course concepts and readings (e.g., Examples 1 and 2 below).

1. Build a focus question around the high-leverage practice(s) you identified.
 - a. How might I modify the questions on this assignment sheet to better "elicit...individual students' thinking"? (Teaching Works, 2014, #3).
 - b. How can I provide a more effective model to my students to "make [this] content explicit"? (Teaching Works, 2014, #1).
 2. Build a focus question around characteristics you have identified as part of quality teaching.
 - a. How might I revise my classroom expectations to reflect the ideas of a caring community as outlined in McBee (2007)?
 - b. How could I revise this lesson plan to include more group work, as outlined in my Initial Stance on Quality Teaching?
 3. Build a focus question around your school or district requirements.
 4. Build a focus question around ways you might like to improve your instruction.
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Prompts

1. Statement
 - a. ___ / 25 - Connection to quality teaching (point to specific parts of the artifact in this description)
 - b. ___ / 25 - Connection to course readings
 - c. ___ / 15 - Connection to high-leverage practice(s) – not more than 2 HLPs
 - d. ___ / 10 – Contextual information
2. Focus Questions
 - a. ___ / 5 – One focus question is related to course concepts / readings
 - b. ___ / 5 – Focus question(s) is / are: beyond yes/no answers, something the posting teacher needs help answering

A Good Project Will...

1. Address all the prompts.
2. Include an artifact for in-depth analysis with the ability for revision.
3. Include a statement that is 350-750 words.
4. Use APA Citations.