## 3. Model With Authentic Artifacts

One of the most helpful ways to encourage relevant transfer and application of ideas, strategies, and skills to the actual K-I2 classroom is to demonstrate the various kinds of applications others have made. By collecting real and diverse samples of student and teacher artifacts, the staff developer can spark further applications within the training setting. These artifacts may be saved and shown or photographed and scanned for showing in an electronic version.

Student artifacts: Student artifacts range from writing samples and math problems that have been solved to complete portfolios of student work on an entire unit. By viewing different examples from elementary, middle, and high school levels, participants can relate more easily to the applications. By sharing math, social studies, language arts, and science examples, participants again have the advantage of near transfer and can more easily see the connections to their content and their students. By gathering a vast number of artifacts and demonstrating a variety of applications, participants too may see possible uses of an idea.

Teacher artifacts: Teacher artifacts are equally powerful catalysts for transfer, especially in training situations because participants can actually see how other teachers have used a strategy in their classrooms. Teacher artifacts span the spectrum from standards-based lessons and integrated units to specific applications of thinking skills to demonstrations of a literacy lesson. These shared artifacts are one of the most powerful ways to entice teachers to actively apply a transfer strategy.

Modeling or demonstrating: In addition, the staff developer may model teaching behaviors, using videotaped sequences to demonstrate a strategy or even film clips of Hollywood movies to underscore a point.