

Entry #4 Documented Accomplishments:

Contributions to Student Learning

Wisconsin Education Association Council

Standards:

1. Family and Community Partnerships
2. Professional Partnerships
3. Reflective and Professional Growth

What Do I Need to Do?

- Description and Analysis (10 pages maximum)
- Documentation (16 pages maximum)
- A Reflective Summary (2 pages maximum)

Documented Accomplishments

- Demonstrate your commitment
 - partnerships with families and the community
 - your growth as a learner
 - Leadership/collaborative work you do with others at the local, state, and national level
- Illustrating your role as a teacher is broader than what you do in the classroom
- Illustrate how your commitment contributes to **student learning**

Examples of expected vs. above & beyond within last 5 years

- Accomplishment must be beyond the routine & be an important effort that demonstrates impact on students. If something appears routine, analyze it and show how it was not simply routine.

Think About:

Examples of expected vs. above & beyond within last 5 years

- Assigned committees vs. voluntary or nominated committees.
- Parent conferences vs. student led conferences.
- District in-services vs. workshops in your own area on your own time.

Examples of expected vs. above & beyond within last 5 years

- Being a member of a professional organization vs. being an officer or giving a presentation.
- Attending a department meeting vs. being the chair or facilitator of the meeting.
- Parent Open House vs. you designing a specific presentation that was effective in engaging parents in their child's learning.

What is Significant? (within last 5 years)

- What makes this accomplishment *stand out* from the ordinary?
- What importance does it play in *your* teaching, learning, living?
- *Why is it important?*
- *How* is it *more effective* in promoting learning than usual?

What is Significant? (within last 5 years)

Think about:

- Effect on candidate's own knowledge, skills, and abilities as a teacher.
- Effect on instructional practices. What you have changed about the way you teach.

What is Significant? (within last 5 years)

- Effect on other teachers' or important stake holders' knowledge, skills, & abilities.
- Effect on educational, building, district, regional, state, or national policy.

What is Significant? (within last 5 years)

- *Effect on student learning:* Specific examples of impact on student learning are helpful.
- *Effect on family & community:* knowledge, skills, & abilities. *What* was the result of your activity with regard to the stakeholders? Were partnerships made?

Evidence vs. Non-Evidence

Key Words and Phrases

"No Evidence" Statement

Monitor what students see and hear.

I hold a group circle everyday. This allows me to listen to my students and learn more about them so that I can address their needs and interests.

Understand developmental characteristics

I make an effort to learn about the diverse cultural backgrounds of my students so that I can make my teaching relevant for them.

Extend efforts beyond cognitive learning to address the whole child

Evidence vs. Non-Evidence

“Evidence” Statement

My class begins with a daily group circle to discuss news, events, concerns that students may want to share. This gives me insight into things that influence my students outside of class. In one case, students wanted to talk about the recent death of a tutor from the school. Although she hadn't worked with our class, she had tutored many of the children in past years, and from the discussion, I found that several students were profoundly effected and in need of emotional support. I arranged for our school counselor to lead a discussion with them and to give me advice on how to respond to their questions...

Evidence vs. Non-Evidence

“Evidence” Statement

Though my school is known for its cultural diversity, for the first time last year we began to enroll increasing numbers of students from _____. As this was a new cultural group for me, I asked for assistance from my ESL resource teacher, who arranged for me to meet with Mrs. A, a parent who became a valuable source of information for me throughout the year as follows... The insights I gained from Mrs. A were invaluable in helping me address student needs, for example...

What does two-way communication look like?

- What makes communication two-way?
- What does two-way communication look like on a regular basis?
- How does two-way communication benefit the student?

What does two-way communication look like?

- Response newsletters vs. information newsletters.
- Web page and email requesting parent input vs. telling parents what you are doing.
- Phone conversations informing parents of positive behavior as well as negative.

Reflective Summary

- In your work outside the classroom (beyond explicit student instruction), what was most effective in impacting student learning? Why?
- Considering the patterns evident in all of your accomplishments taken together, what is your plan to further impact student learning in the future?
- Considering the patterns what is the evidence of your strengths and weaknesses? How will you build on your strengths and address your weaknesses?

Note Taking Guide

- Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community.

Consider the following evidence:

Note Taking Guide

- That professional development activities and work with colleagues is *ongoing*, showing the application of improved content knowledge and/or pedagogical approaches that *impact student learning*.

Note Taking Guide

- That the strategies used by the teacher to reach out to families and the community are *appropriate* for his/her students and *extensive enough* to engage families and the community in *two-way communication* for the purpose of *impacting student learning*.

Note Taking Guide

- That the communications with families and community *address substantive teaching and learning issues and student progress.* (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)

Note Taking Guide

- Overall, what is the nature of the evidence that the teacher is able to *impact student learning* through work with colleagues, professionals, families, and the community, and as learner?

Key Elements

- You **must** include all three aspects!!
- **Measurable?** Can the impact be measured?
- **Documentation** backs up your claim
- Significance is **clearly** and **explicitly** stated.

Any Questions?

- Teresa Jones

tbjones1323@sbcglobal.net

- Tracy Hastings

TLHastings@aol.com