

NBPTS Smooth Sailing into Entry 4  
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I. Accomplishments

- Things that YOU do that are above and beyond “the call of duty”
- Or “smarter than the average bear”
- You must show and prove impact on student learning (Giving examples is one way)

II. Two types of impact on student learning

- Direct impact=impact on your own students
- Indirect impact=impact on other teachers’ students

III. Choosing your accomplishment the three categories

- Teacher as Learner
- Teacher as Leader
- Teacher as Partner with Parents and the Community

IV. Teacher as learner-Questions

- Where did you go?
- What did you do?
- What did you learn?
- How did you use this in your classroom?
- How do you know it affected the students’ learning?
- How can you prove that it affected student learning?

V. Teachers as learning-choosing your accomplishments

- Classes you have attended
- Conventions you have attended
- Masters degree
- Grants you received
- Things you have learned and then used with your students
- Awards are nice, but it’s not that kind of accomplishment

VI. Teacher as Leader Questions

- What did you lead?
- Who did you Lead?
- How were you selected to lead this function?
- Did you have a collaborator?
- How did this affect student learning?
- How do you know?
- Can you prove that students learned?

VIII. Teacher as Partner with parents and community- Quesitons on Partner with parents

- How do you establish two-way, meaningful communication with parents?
- How often?
- How is it special and not just routine?
- How does it affect student learning?
- Do parents visit your class other than at required times?
- Are your communications such as websites and newsletters two-way, and require a reply from the parents?

IX. Teacher as Partner with parents and community- Questions on Partner with Community

- How is your community involved in your classroom?
- Grants?
- Guest Speakers?
- Taking students into the community?
- How do you know this impacted student learning?

X. The Questions-What is the Nature of this Accomplishment?

- What did you do?
- This section should be short and descriptive.

XI. The Questions- What is the Significance of this accomplishment?

- Why did you choose to do this?
- Why was it special?
- What did you learn?
- How did it change your teaching?
- This should be a little longer and reflective

XII. The Questions-How has this impacted student learning?

- How do you know they learned what you wanted them to?
- Give specific examples.
- Do not be general.
- This is the most significant part of this entry!

XIII. Documentation

- How can you prove students learned?
- Use pictures
- Examples of student work
- Letters or verification forms from students and/or parents stating what they learned
- Notes from other teachers stating what their students learned
- Emails from parents showing two-way communication
- Letters or verification forms from community

XIV. Practice Exercise

- Sample Accomplishment- Pony Club Bandaging Workshop
- How does this Accomplishment cover:
  - Teacher as Learner
  - Teacher as Leader/Collaborator
  - Teacher as Partner with Parents
  - Teacher as Partner with community
- Where do you see the impact on Student Learning?

XV. Myths of Entry 4

- All candidates should start with Entry 4 because all certificate areas must do this portfolio entry.
- You should have Entry 4 done before school starts.
- You must start with Entry 4 because it takes the most time.
- Documentation means certificates of attendance at workshops.

- A good resume will ensure you get a good score on Entry 4.
- Entry 4 is where candidates can showcase their awards and be celebrated

#### XVI.. Disclaimer

- This is NOT only ONE way to do entry 4
- No one has the treasure map
- You must find it for yourself
- You are unique! No one else teaches just like you!

#### SAMPLE ACCOMPLISHMENT EXERCISE

The nature of this accomplishment is that I attended the United States Pony Club National Conference. This Conference was held out of state, for four days in March. I was granted two Professional Days by my principal, but I attended the Conference at my own expense.

The significance of this accomplishment is that at the conference I attended a workshop on Bandaging led by one of the worlds leading experts on the subject who is a National Examiner himself. My Pony Clubbers have failed bandaging more ofeten then anything else on the test and I had very limited training in bandaging prior to this Workshop. The leader of the workshops recommended a book which I purchased with my own money since I did not have a purchase order from the school

This workshop has had quite an impact on my student’s learning. As suggested at the workshop, our club had a “Bandaging Day” on a Saturday. I put an article in the town paper announcing the workshop and inviting people from the community to attend. At this Workshop a graduate Pony Clubber and I demonstrated each type of bandage; then the Pony Clubbers had guided practice time where the Graduate and I helped each child practice; followed by a bandaging race. Sue said, “Bandaging is much easier when you have a chance to practice it.” One older child came who had never heard of Pony Club, but wanted to learn how to bandage her horse. She ended up helping some of the younger children, and offered to help our Pony Clubbers prepare for the next Games Rally, and she is now a member. Afterwards, one of the parents said, “Now I don’t have to bandage the horses anymore, Sue can’t wait to do it AND she does a great job!” A month later at the testing, everyone passed their bandaging on the first try. Another club has asked our club to come and teach bandaging to their Pony Clubbers, since ours did so well. Jim, said, “It is sure fun to be the Bandaging Brigade!” Peg said “I am going to bandage my horse every time I trailer him to a show.”

#### QUESTIONS:

What could you use for Documentation?

How does this accomplishment cover:

Teacher as Learner-

Teacher as Leader-

Teacher as Partner with Parents-

Teacher as Partner with Community-

Where can you see evidence of impact on student learning?