

# National Board Candidates

## Tips for Completing Entry #4 Documented Accomplishments: Contributions to Student Learning

**MAKING  
GOOD  
CHOICES**

**EXPECTED VS.  
ABOVE AND  
BEYOND**

**WHAT IS  
SIGNIFICANT?**

**TEACHER  
AS LEARNER**

**TEACHER  
AS LEADER/  
COLLABORATOR**

**TEACHER AS A  
PARTNER WITH  
FAMILY AND  
COMMUNITY**

**EVIDENCE-**

**VERIFICATION  
FORMS**

**ARTIFACTS**

**COMMUNICATION  
LOGS**

**TYPES OF  
WRITING**

**FORMATTING  
AND ASSEMBLY  
OF ENTRY**

### **Purpose**

This document has been developed to assist National Board Candidates as they complete Entry #4 – Documented Accomplishments. Entry #4 is universal to all candidates and certificate areas. Requirements and instructions for this portfolio entry are standard no matter what age range or certificate area a candidate is attempting. This document will serve as a reference guide to the instructions as well as a compendium of hints and tips for candidates working through their entries.

Please be sure always to reference your own certificate instructions for the final authority on what should or should not be included in your portfolio, as they are the ultimate source of information on your entry.

This guide will be a helpful resource for you as you begin to examine your professional self. Good Luck on your journey!



# About the Author

Catherine Anderson earned her National Board Certification in Early Adolescence Science in 1999. She has taught science for 24 years, with the last 15 at DeLong Middle School in Eau Claire. A trained NBPTS facilitator, Cathy has conducted extensive candidate support work for the Wisconsin Education Association Council, the National Education Association, and the Eau Claire Association of Educators.

Cathy is involved in various subject area organizations, including WSST (Wisconsin Society of Science Teachers), WEST (Wisconsin Elementary & Middle School Science Teachers), NSTA (National Science Teachers Association), and NMLSTA (National Middle Level Science Teachers Association). Cathy also had the honor to be named chairperson for the National Board Early Adolescent Standards Review Committee (2002-2003) that resulted in the new edition of the EA/Science standards. Honors and Awards include: Wisconsin Distinguished Teacher Award; WSST Regional Teacher Award; Herb Kohl Fellowship Award; Wisconsin State Middle School Teacher of the Year; and being named a Fulbright Memorial Fund Teacher.

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**SCORING CRITERIA**

**Response must provide clear, consistent, and convincing evidence of your ability to impact student learning through your work in these three categories. Accomplishments should (be):**

<b>Teacher as Partner with families &amp; community (Current year)</b>	<b>Teacher as Learner (Last 5 years)</b>	<b>Teacher as Leader/ Collaborator at a local, state, national level (Last 5years)</b>
<p>Thoughtfully chosen; Effective in engaging parents;</p> <p>Demonstrate effective school &amp; community connections; Interactive;</p> <p>Foster 2-way dialogue; Focus on learning &amp; teaching issues;</p> <p>Demonstrate that parents &amp; other adults are valued partners in student's development &amp; education.</p>	<p>Demonstrate you engage in planned, ongoing, professional development to strengthen your knowledge, skills and abilities relevant to your teaching context.</p>	<p>Demonstrate work with colleagues to improve teaching &amp; learning; Show how you share expertise with other educators;</p> <p>Give examples of educational leadership;</p> <p>Facilitating professional development; Improving instructional practices; and/or</p> <p>Advocating for change.</p>

**Must be beyond job requirements – Demonstrate Impact on Student Learning**



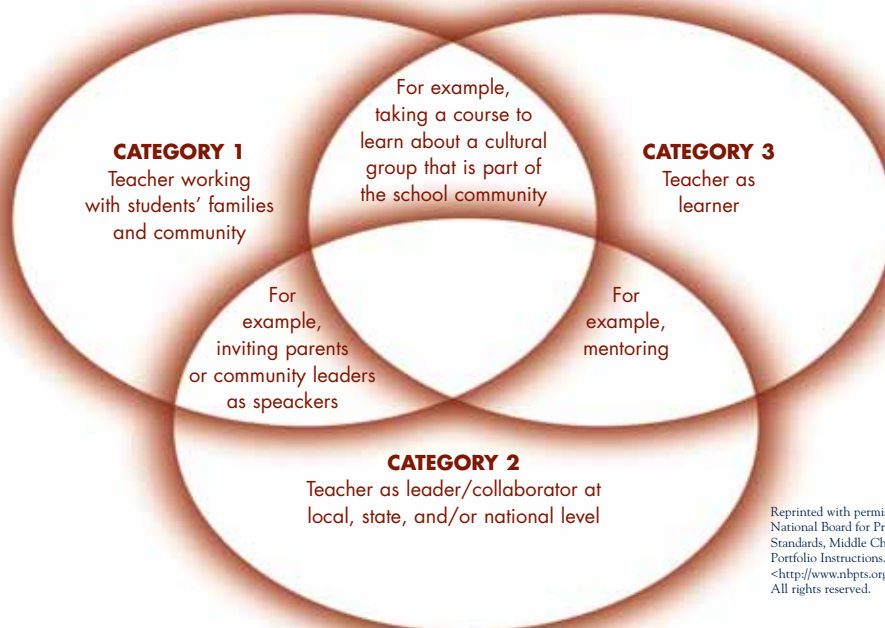


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## MAKING GOOD CHOICES WITH YOUR ACCOMPLISHMENTS

Use the Venn Diagram worksheet to plan.	Link your choices to the standards.
Collect evidence from the preceding year or 5 years. relevant to your due date. Ex. Due March 15 <sup>th</sup> collect to prior year (or 5 years) March 15 <sup>th</sup> .	Must have <b>entries in all 3 categories</b> (Partners with families and communities, teacher as learner, & teacher as leader/ collaborator.)
Try to have your choices fit in each of the 3 areas – These are stronger accomplishments than single areas.	Total – 28 pages: 10 pages of description, 16 pages of documentation, & 2 pages of reflective summary.
Say <b>what</b> the accomplishment is (descriptive writing); Tell <b>why</b> it is significant; & Tell <b>how</b> it has had an impact on student learning. (analysis writing)	Must demonstrate <b>impact on student learning</b> for each accomplishment – can't just state the impact... <b>must demonstrate</b> the impact. (i.e. Give specific examples if possible.)
Can make a "broad" accomplishment that includes many related ideas that can be documented.	Must provide evidence for what you say... multiple pieces of evidence – documented multiple ways – best.
Maximum of 8 accomplishments. Try to make 6 or 7 <b>great entries</b> rather than 8 weak ones. It is <b>better to have fewer</b> entries that have substance, than too many unsubstantiated ones.	Make sure you choose something that is <b>beyond</b> your expected <b>job duties</b> , and then state <b>why</b> it is beyond what is expected. Finally, relate it to student learning making sure to demonstrate <b>impact</b> .

**MAKING  
GOOD  
CHOICES**





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**EXAMPLES OF  
EXPECTED VS. ABOVE & BEYOND  
WITHIN LAST 5 YEARS**

**WHAT IS SIGNIFICANT?  
WITHIN LAST 5 YEARS**

<p>Accomplishment must be beyond the routine &amp; be an important effort that demonstrates impact on students. If something appears routine, analyze it and show how it was <b>not</b> simply routine.</p>	<p>What makes this accomplishment <b>stand out</b> from the ordinary? What importance does it play in <b>you</b> teaching, leaning, living? <b>Why is it important? How is it more effective</b> in promoting learning than usual?</p>
<p><b>Think about:</b> Assigned committees vs. voluntary or nominated committees.</p>	<p><b>Think about (the):</b> Effect on candidate's own knowledge, skills, and abilities as a teacher.</p>
<p>Parent conferences vs. student led conferences.</p>	<p>Effect on instructional practices.</p>
<p>District inservices vs. workshops in your own area on your own time.</p>	<p>Effect on other teachers' or important stake holders' knowledge, skills, &amp; abilities.</p>
<p>Being a member of a professional organization vs. being an officer or giving a presentation.</p>	<p>Effect on educational, building, district, regional, state, or national policy.</p>
<p>Attending a department meeting vs. being the chair or facilitator of the meeting.</p>	<p>Effect on <b>student learning</b>. Specific examples of impact on student learning are helpful.</p>
<p>Parent Open House vs. you designing a specific presentation that was effective in engaging parents in their child's learning.</p>	<p>Effect on family &amp; community knowledge, skills, &amp; abilities. <b>What</b> was the result of your activity with regard to the stakeholders? Were partnerships made?</p>

**EXPECTED VS.  
ABOVE AND  
BEYOND**

**WHAT IS  
SIGNIFICANT?**



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TEACHER AS LEARNER	LEADER – COLLABORATOR
Evidence of planned, ongoing professional development to strengthen your knowledge & skills.	Evidence of working collaboratively with colleagues to improve teaching & learning & sharing expertise in a leadership role.
<b>Examples:</b> Workshop/class/in-service/convention attendance.	<b>Examples:</b> Acting as a mentor; cooperating teacher.
Book talks; peer-to-peer discussions; mentor situations, community forums/workshops, etc.	Serving on department/unit/grade level, building, district, regional, or state committees.
Technology can be used – teaching yourself skills and transferring that expertise to instruction.	Involvement in professional organizations; serving in leadership positions – dept. chair, unit leader, secretary.
Working in collaborative subject matter or grade level groups to improve skills & dispositions collegially.	Presentations at school board meetings, workshops, inservices, and department meetings.
Professional journal reading followed by teaching a lesson to students, or a follow up to colleagues about the reading or your success with students.	Writing curriculum; Working with grading policies; Writing articles, newsletters, newspapers, etc. related to student learning; Sharing action research.
Advanced coursework relative to your teaching context.	Partnerships with community stakeholders that develop into school/district wide initiatives.
Questionable activities include: Master’s courses and district assigned workshops.	Questionable items – District <b>assigned</b> committees or assigned meetings. Show how it is extraordinary.

**TEACHER AS LEARNER**

**TEACHER AS LEADER/ COLLABORATOR**



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**TEACHER AS A PARTNER WITH FAMILY AND COMMUNITY**  
within current year

**Demonstrate how you treat others as valued partners in student's development & education; how you make beneficial connections between students, families, & community; and how you foster 2-way dialogue with parents & other interested adults.**

<p>Communication logs are a <b>must</b>. Must include information indicating <b>ongoing</b>, two-way, <b>interactive</b> communication with <b>outcome</b>. Use your own form if you prefer. (See Communication Logs)</p>	<p>This does not necessarily have to be in the community where you teach or with students you have in your class – as long as you can tie it into <b>student learning</b>.</p>
<p>Grants &amp; outside funding you have secured can be a good tie to community. Include the outcome of the grant; and demonstrate how it will be implemented over time.</p>	<p>Working with students in community groups as long as you can relate that to student learning – i.e. girl scouts/ boy scouts; community drama; church groups, etc.</p>
<p>Educational partnerships you form with organizations or businesses in the community (see Teacher as Leader).</p>	<p>Student/Parent/Teacher conferences that are above the work expectation. Parent/Family nights you plan and run.</p>
<p>Other examples: Parent/Student surveys or questionnaires, parent/university student volunteers, after school clubs.</p>	<p>You don't have to include the whole artifact, just a portion that will give the assessor an accurate picture.</p>
<p>Speaking at school board meetings, community groups, and parent organization meetings about student issues</p>	<p>Community displays of student projects; community service projects (as long as it is with/about students).</p>
<p>Bringing in guest speakers (community members, parents, former parents, former students, experts).</p>	<p>Questionable activities include: Coaching; newsletters sent home but not returned; field trips; Back to School nights – unless you demonstrate how it is beyond the ordinary.</p>

**TEACHER AS A PARTNER WITH FAMILY AND COMMUNITY**



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## EVIDENCE OR ACCOMPLISHMENTS CAN TAKE TWO FORMS –

Verification Forms	Artifacts
These are completed by students, parents, colleagues, administration or others and <b>not by you.</b>	<b>Examples include:</b> newspaper articles, newsletters, letters/ e-mails from parents or other interested stakeholders, grants, awards, student notes, cards, etc.
Vary the people that you choose to complete verification forms. A person may verify only <b>one</b> accomplishment per area (learner/collaborator/family & community).	<b>Examples:</b> registration confirmation, transcripts, hand-written notes, student work samples, programs, letters to parents, unique progress reports, or photos.
Complete verification form before giving to person; May type or handwrite; copy the intro letter on back – it will still only count as one page of evidence.	Make photos (digital, 35mm, other) of 3 dimensional artifacts (awards). Do not send in originals, as they will <b>not</b> be returned. Be sure photos are clear.
If typed, can be single spaced, 12 pt. Times New Roman; <b>verification form itself not scored.</b>	You don't have to include the whole artifact, just a portion that will give the assessor an accurate picture.
Call/see person before you send form so they understand the significance of the form. Encourage them to complete the bottom section neatly & fully.	You can put multiple artifacts on a page; Do not reduce lower than 12 pt. font... to do so counts as 2 pages. Your name and the date should appear somewhere on the page.
Give the person a deadline for completion & schedule a follow-up phone call to remind them if not returned.	These should be items that are beyond what is required. Try to think of the item in a new way to see if it qualifies!
<b>Header for forms &amp; artifacts should have ID number on the right &amp; Accomplishment number on the left.</b>	
You saying it is so...is <b>not</b> evidence! It <b>must</b> be documented!	
<b>Does evidence match the description? How convincing is the evidence provided?</b>	
Names/locations are ok on verification forms and artifacts, just not in description. No need to white out.	
<b>Be sure to send Thank You's/tokens to those who complete verification forms!</b>	

**EVIDENCE-**

**VERIFICATION  
FORMS**

**ARTIFACTS**

### Example of Communication Log

<b>Date</b>	<b>Person Contacted</b>	<b>Type of Communication (telephone, written, e-mail or in person)</b>	<b>Nature of Communication (reason for communication, outcome of communication)</b>
3/06	Father of Chris	Phone call	Chris has been showing dramatic progress. Spoke with father to encourage his continued support.
3/10	Coordinator of Professional Association Conference	Fax	Sent materials for conference presentation: will strategize with co-presenter to plan specifics of workshop on "integrating the internet" lessons
3/11	Another teacher of Carol	Conversation	Still concerned about Carol's work-talked to colleague to find out how she worked with her. Will try to implement some of her strategies
3/13	PTA President	Email	Sent draft agenda for Family Math Night; scheduled appointment to plan activities and materials
3/20	All Parents	Letter home	Sent letter home inviting parents to attend and assist with upcoming student performances - waiting for responses
3/23	Justin's mother. school counselor	In Person	Justin will be moving into my class - met to discuss proper accommodations necessary to fulfill his IEP
3/27	Rotary Club	Phone call	Contacted President regarding the group members Career Day visit to school

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## COMMUNICATION LOGS

Hints & Tips	Types of Communication
It is optional – but it's <b>really not</b> .	<i>What is valued</i> increases with type of communication:
Logs should include – date, participant, description & nature of contact, purpose AND outcome.	Assessors look for: a <b>variety</b> of communication and the <b>frequency</b> of communication.
Log needs to have <b>outcome listed</b> . Can use form provided or your own.	<b>Least valued:</b> 1. Communication about student academic progress – failure notices, etc.
Submit originals or photocopies of logs. Logs may be transcribed – they must be <b>legible</b> .	2. Communication about student behavior – both good and behavior challenges & needs.
Needs to <b>demonstrate ongoing two-way communication</b> .	3. Learning something new about the student that affects the student's learning situation.
Log can be done on one student over time or a snapshot of your communication over time.	4. Communication indicating <b>you</b> have made a difference in a student's learning.
Include: E-mails, letters, phone calls – from parents & any other concerned stakeholders – counselors, principal, psychologist, relatives, special needs teacher.	<b>Most valued:</b> 5. Communication that <b>results in a change</b> in your teaching that positively affects student learning.
Include conversations in the hall, offices, in the grocery store with parents, at football games, etc. These are valued more than regularly scheduled parent conferences or IEP's (Individual Educational Plan).	Be sure to use only first names in your log. Whiteout or retype so last name or location identifiers are deleted. Refer to other adults as "Ray's mom", principal, etc. Avoid or define acronyms. (ex. LD – Learning Disabilities).

**Record not only OUTGOING communication from you, but also INCOMING Communication from others!**

**COMMUNICATION LOGS**



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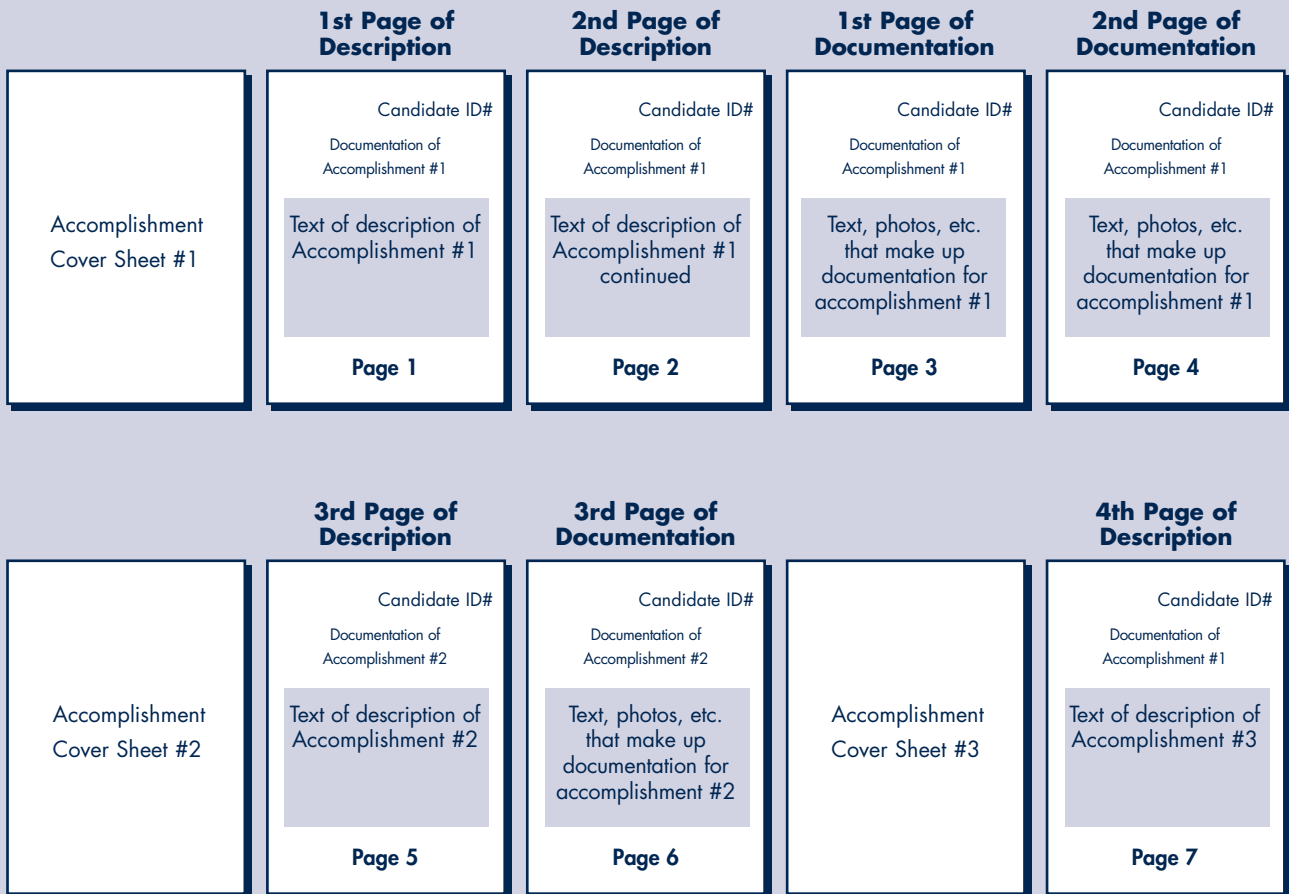
## TYPES OF WRITING

Descriptive Writing – What??	Analytical Writing – So What??	Reflective Writing – Now What??
<p><b>Example:</b> Like describing a football play – <b>what</b> happened? <b>What</b> was the activity?</p>	<p><b>Why</b> did the play go the way it did? <b>What</b> was the outcome? <b>Why</b> was it important and <b>What</b> was the impact?</p>	<p><b>What</b> did I feel about the outcome of the play? <b>What</b> would I do better/differently next time? <b>How</b> effective was it?</p>
<p><b>What</b> is the nature of this activity? <b>What</b> is the accomplishment?</p>	<p><b>Why</b> is this activity or accomplishment significant? <b>How</b> has the activity had an impact on student learning?</p>	<p><b>What</b> does this entry suggest about my work with families, community, &amp; colleagues?</p>
<p><b>Describe</b> the activity – be detailed, specific, &amp; <b>Succinct</b> on form.</p>	<p>Provide <b>clear, consistent &amp; convincing</b> arguments to explain the significance. Provide anecdotal, specific evidence, examples, statistics to prove student learning.</p>	<p>2 page maximum; This is <b>not a summary</b> of the activities and accomplishments you selected!</p>
<p>List activities individually or group related activities under a common goal/outcome.</p>	<p><b>What</b> does the activity tell me about my practice? <b>How</b> does this entry demonstrate outreach to parents/community/colleagues?</p>	<p>Your view of professional development &amp; family, community involvement should come through <b>loud &amp; clear</b>.</p>
<p>Limit your description only to what is necessary to give assessor a picture of what you have done.</p>	<p>What is noteworthy, out of the ordinary, beyond what is required for the job? How is this relevant to your teaching and learning context?</p>	<p><b>How</b> important as a whole are these activities and accomplishments to your practice &amp; student learning?</p>
<p>Demonstrate impact on student learning and <b>on-going two-way interactive</b> communication.</p>	<p>Can be significant in that it impacts – candidates or colleagues knowledge, skills, and abilities; impacts instructional strategies; impacts educational policies. Cite examples!</p>	<p>Try to find a <b>pattern</b> to your accomplishments; then relate that to your practice. Use creative writing in this section.</p>
<p>Written description should <b>connect</b> documentation to the accomplishment being described.</p>	<p>Analytical writing should not only <b>evaluate</b> the quality/significance of the activity but also <b>justify</b> the impact on student learning. Again, examples are better than you saying it!</p>	<p><b>Reflect</b> on the significance of your accomplishments <b>taken as a whole and your future plans</b> to impact student learning.</p>

Relate everything to the STANDARDS & Student Learning!!!

TYPES OF WRITING

## Assembling Your Entry



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## HINTS AND TIPS FOR FORMATTING ENTRY #4

<p><b>One-inch margins</b> – top, bottom, left &amp; right. Measure the margin to see if 1" – 1" may be 1.25".</p>	<p>Use <b>only</b> 12 point Times New Roman Font &amp; write only in <b>English</b>.</p>
<p>Print on only <b>one side of paper</b>.</p>	<p>Do <b>not</b> include resumes – since they are not good choices.</p>
<p>Double-space entire entry with the exception of verification forms.</p>	<p><b>Remove references</b> to specific names in your accomplishment description pages and reflection.</p>
<p>Explain / Define all acronyms.</p>	<p>Do not use staples, only paperclips.</p>
<p>Do not use italics or special fonts for the entire text. They may be used to offset or highlight areas, but should not be the entire text. Bullet points and <b>bold</b> print can be used for effect, but keep in mind that they take up space.</p>	<p>Use students' first names only &amp; refer to parents as "Sara's mom," etc. Use principal or colleague rather than names. State "my city/state/country" instead of specific locations. Use initials for school name – example: DeLong Middle School = DMS.</p>
<p><b>Each accomplishment consists of 2 parts: Documentation</b> (Descriptive &amp; Analysis writing) &amp; <b>Evidence</b> (Artifacts or Verification forms).</p>	<p>You <b>do not</b> have to remove location or name references in verification forms or items in artifacts that are not confidential in nature.</p>
<p><b>Header – Place ID #</b> on the right on all pages. Include the accomplishment number in the header on the left side. Each page should be identified by its accomplishment. Entry #4 Documentation for Accomplishment # ____</p>	<p><b>Footer – Place page numbers</b> here, or you can number by hand. Page numbers should be placed in the same place on the bottom of each page.</p>
<p><b>Total number of pages = 28.</b> 10 pages of description are to be totaled and may actually be physically more than 10 pages if you have _ pages. 16 pages of documentation may only be 16 pages, no more! One accomplishment per page in documentation.</p>	<p><b>Page Numbers</b> – Place the correct pages under the correct cover sheet <b>after</b> you have numbered all documentation &amp; evidence. May be hand numbered. <b>Do not number cover pages</b>, but do sequentially number everything else.</p>
<p>Can have _ page of description. Less than _ still counts for _ page.</p>	<p>Place <b>question</b> in <b>bold</b> or incorporate question in answer.</p>
<p><b>Do not reduce items</b> so that font is smaller than 12 pt. To do so will result in counting as 2 pages.</p>	<p>Make sure each <b>question is answered</b> and reader does not have to hunt for it. Address the Standards!</p>
<p>May place more than one piece of evidence on a page as long as they are related to the accomplishment.</p>	<p>Include 2 page reflective summary with cover sheet paper clipped separately from other documentation.</p>

**An assessor spends only 35 minutes on this entry!  
It is weighted 12%, which is less than entries 1-3 (16%).**

**FORMATTING  
AND ASSEMBLY  
OF ENTRY**

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