

Component 4 One-Page Overview

Information is based on Component 4 Portfolio Instructions and is intended as an overview.

Contextual Information Sheet Form

1p

Knowledge of Students

Must be your students from the current school year or have been your students within 12 months before submission.

Group Information and Profile Form ≤ 2 p

Description of the information you gathered from multiple sources, how you collected it, & detailed group profile. (If you teach a whole class, the group is your whole class.)

Evidence ≤ 2 p

Evidence gathered from families, colleagues, professionals, and/or other community members.

See instructions on page 7 and the in the form above.

Generation and Use of Assessment Data

This is the same group of students for which you developed the group profile above. Must be related ↑ ↓

Instructional Context Form 1 p

Describe the unit, objectives, and why the selected assessments are appropriate for the unit and the students.

Formative Assessment Materials Form ≤ 2 p

Note all the parts of the question #1 on this form.

Formative Assessment ≤ 2 p

Description or copy if teacher-made; not copyrighted. You may select which pages to include if longer than two.

Data from Formative Assessment ≤ 2 p

Data or other results that illustrate patterns, trends, or outliers in student responses or performance.

Examples of 3 students' self-assessment ≤ 3 p

Signed release forms needed for each of 3 different students. Includes monitoring of learning. IDs ways to improve performance and understanding. Used for formative purposes during the unit of instruction. Could be a rubric, checklist, transcript, or other assessment.

Summative Assessment Materials Form 1 p

Note all the parts of the question on this form.

Summative Assessment ≤ 2 p

Description or copy if teacher-made; not copyrighted. You may select which pages to include if longer than two.

Data from Summative Assessment ≤ 2 p

Data or other results that illustrate patterns, trends, or outliers in student responses or performance

Participation in Learning Communities

Professional Learning Need and Student Learning Need

← ↓ These may be related, but it's not required.

Professional Learning Need

ID of need and actions may be from the last 24 months.

Evidence of impact must be from the last 12 months.

Description of Professional Learning Need Form

A need by yourself and/or yourself & colleagues that you identified from knowledge of students and assessment practices, then describe how you met that need. 1 p

Evidence (from last 12 months) ≤ 2 p

Evidence of: 1. How you met the need and 2. **impact** of your actions on **student learning**. (performance before and after)

Student Learning Need

ID of need and actions may be from the last 24 months.

Evidence of impact must be from the last 12 months.

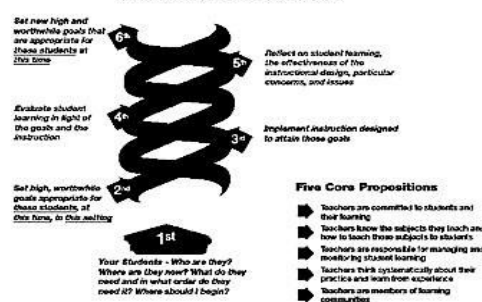
Description of Student Learning Need Form 1 p

Student need of a specific group of students or a boarder student population. Student need required advocacy, collaboration, and/or leadership within a larger community.

Evidence (from last 12 months) ≤ 2 p

Evidence of 1. Student need 2. Collaboration to meet the need, and 3. **Impact** of the collaboration on those the plan was intended to benefit. (students, colleagues, families, community)

The Architecture of Accomplished Teaching: What is underneath the surface?



© 2005 NBPTS. All rights reserved.

Accomplished teachers develop portfolios using the Architecture of Accomplished Teaching, the Five Core Propositions, the Level 4 Rubric, and the standards.

Written Commentary

12 pages, double spaced, in a word processing document on your practice of gathering and using information about students and how you contribute to positive changes for students. Answer questions about knowledge of students, generation and use of assessment data, participation in learning communities, and reflection. Relates to all above areas. ↑ ≤ 12 p

Candidates: Always read your portfolio instructions for developing the entry and submitting evidence.

Linda Adams, NBCT University of Washington Candidate Support Program. Feedback to: adams.Ls@comcast.net