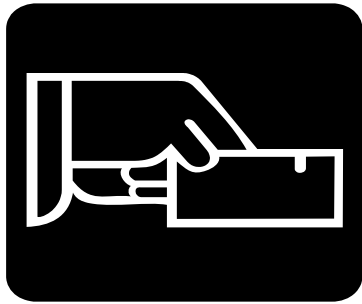


<b>Coaching Colleagues through NB Certification</b>			
Rationale		National Board Certified Teachers <sup>®</sup> recognize that the certification process itself is a powerful professional development opportunity for teachers. The value of the process can be enhanced through intentional efforts of candidate support providers. However, it is important that all parties recognize what constitutes ethical support.	
Essential Questions for Candidates		<ul style="list-style-type: none"> <li>▪ What does ethical candidate support look like?</li> <li>▪ How best can candidates be supported in going through the National Board Certification<sup>®</sup> process?</li> <li>▪ Are coaching, mentoring or facilitating different terms for the same manner of support?</li> </ul>	
<b>Workshop Sequence</b>			
1	Discussion	Defining Ethical Support: It is important to talk about ethical support. Begin by discussing what participants think is meant by the term “ethical support”. Two activities Candidate Support Card Sort (WS1.A1) and the Ethics Jigsaw Walk (WS1.A2) can help focus participants on the ethics of candidate support and on the NBPTS Certification denial or revocation policies. Participants could be either candidate support providers or candidates.	15 min
2	Activity WS1.A1	Candidate Support Card Sort: This activity presents a general overview of ethical support and encourages conversation among participants.	30 min
3	Activity WS1.A2	Ethics Jigsaw Walk Activity: This activity sharpens the focus and provides opportunities for participants to distill material from different sources down to the most important points.	30 min
4	Activity WS1.A3	Coaching Conversations: Mediating a candidate’s thinking through paraphrasing and carefully posed questions will help candidates self-assess and call on their own resources in preparing entries for the NB. The following information will help candidate support providers fine-tune coaching skills and recognize multiple roles they will play as a support provider.	45-60 min
5	Workshop Evaluation	Ask participants to complete the workshop evaluation form. Complete the CERRA feedback form and return it to CERRA.	
Materials Required to conduct WS		<ul style="list-style-type: none"> <li>▪ “National Board Certification Candidate Support Guidelines” (CERRA Publication)</li> <li>▪ NB Policies (pp. 8 – 11 in 2006 Guide to NB Certification)</li> <li>▪ <i>Ethics and Collaboration</i> (NB Portfolio Instructions)</li> </ul>	
Resources for Enrichment (Other materials that participants may want to use on their own after the WS)		<ul style="list-style-type: none"> <li>▪ National Board for Professional Teaching Standards<sup>®</sup>. <u><a href="#">A Foundation for Candidate Support, NB Participant Guide Book</a></u>, Sections 2 - 7</li> </ul>	

References	<ul style="list-style-type: none"><li>▪ Costa &amp; Garmston. <u>Cognitive Coaching – A Foundation for Renaissance Schools</u>. Christopher-Gordon Publishers, Inc. 2002</li><li>▪ National Board for Professional Teaching Standards®. <u>A Foundation for Candidate Support, NB Participant Guide Book</u>, Section 1</li><li>▪ NBPTS® Web Site, portfolio instructions</li><li>▪ NBPTS® Guide to NB Certification</li></ul>
------------	--

## Candidate Support Card Sort

**Rationale:** It is the responsibility of all participants; candidates, assessors, support providers and National Board Certified Teachers® to know, uphold and reinforce productive and honorable practices based on a firm commitment to what is ethical within this process.



### Management

Time: 30 minutes

Materials: Pack of cards for each table group  
(Print and cut WS1.A1.H1, WS1.A1.H2)

Equipment: None

Grouping: Table groups

**Outcomes:**

- Participants will know what candidate support **Is** and what it **Is not**.

**Instructions to  
NB Candidate  
Support  
Provider:**

1. Distribute one set of cards to each table group.
2. Instruct the groups to find the “Candidate Support Is” and “Candidate Support Is Not” cards in the packet and place those on the table. These will be the column headings for the card sort.
3. Shuffle the remaining cards and distribute them among the group members.
4. Working round-robin, participants read a card aloud, invite group discussion of the descriptor and determine its appropriate placement under the Candidate Support Is/Is Not headings.
5. When all groups are finished ask for insights, new learnings or questions and allow time for the group to process the information through group discussion.

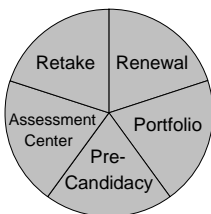
**Processing:**

- What patterns do you see in the descriptors under each heading?
- What are some other descriptors you might add to each heading?

**Journal:** As I think about ethics, of what do I need to be most mindful?

**Follow-up:**

1. Use pp. 80-81 in [Navigating the National Board Certification Process](#) and help candidates internalize the scenarios, which focus on achieving certification and not on analyzing practice.
2. Review the ethics material in the National Board portfolio instructions.



WS1.A1

# Candidate Support Is

Maintaining focus	Improving teaching practice
Asking questions that promote self-discovery and assessment	Fostering long- term, evolving professional development
Using NBCTs as facilitators/advocates	Helping teachers improve through collaboration
Promoting high ethical standards	Offering non-judgmental, constructive, honest feedback
Focusing on student achievement above all else	Guiding teachers to their own answers
Promoting accomplished teaching	

# Candidate Support Is Not

Reinforcing “Pass/Fail” mentality	Preparing for a content test
Giving answers	Referring to NBCTs as “mentors”
Promoting advanced teacher salary or “status”	Allowing teachers to become obsessive over minutiae
Providing one-shot (or “one size fits all”) staff development	Copying others’ ideas or words
Showing teachers a “4” portfolio entry	“Correcting” teachers work or making decisions for them
Encouraging shortcuts or unprofessional practices by ignoring standards	

## Ethics Jigsaw Walk

**Rationale:** It is the responsibility of all participants; candidates, assessors, support providers and National Board Certified Teachers<sup>®</sup> to know, uphold and reinforce productive and honorable practices based on a firm commitment to what is ethical within this process.



### Management

Time: 30 minutes

Materials: Chart tablets; Post-it<sup>®</sup> notes for each participant; markers; reading materials as follows:

1. *CERRA Candidate Support Guidelines*
2. NB Portfolio - Certification Denial or Revocation
3. NB Portfolio - Candidate Agreement & Collaboration Guidelines
4. NB Portfolio - Retake & Cheating/ Integrity

Equipment: None

Grouping: Groups of 4

### Outcomes:

- Participants will have a clear understanding of the ethics of National Board Certification<sup>®</sup>.

### Instructions to NB Candidate Support Provider:

1. Have each group of four count off by 4. Instruct candidates to form new groups. All the 1's, all the 2's and so on.
2. Provide readings for each group, based on the numbers above. Each group is to become an "expert" on the assigned reading material and will ultimately report back to their original 4-person group.
3. Provide time for all participants to read the assigned material (5-7 minutes). They are to use the Post-it notes to record important points (one point per note).
4. Provide time for participants to share, compare and synthesize their Post-it notes, creating a chart for display. (15 minutes)
5. Participants return to their original 4-person groups. Each group collects around one of the four charts for the Jigsaw Walk. The "expert" group member leads the discussion for each group.
6. Groups rotate through the four posters.

### Processing:

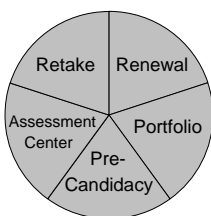
- Of what ethical considerations should people with different roles (NBCT, candidate, assessor, support provider, etc) be most aware?

### Journal:

What concerns you the most about ethics and National Board Certification?

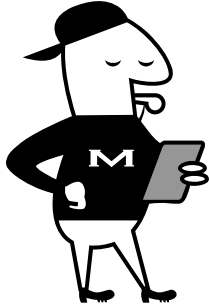
### Follow-up:

1. Use pp. 80-81 in [Navigating the National Board Certification Process](#) and help candidates internalize the scenarios, which focus on achieving certification and not on analyzing practice.
2. Review the ethics material in the National Board portfolio instructions.



## Coaching Conversations

**Rationale:** Carefully crafted conversations have the power to support candidates in tapping their own resources and in bringing clarity to their NB entries. Candidate Support Providers do not have the answers but may help candidates seek their own answers.



### Management

**Time:** 45-60 minutes  
**Materials:** Handout: Strategies to Facilitate Deeper Thinking (WS1.A3.H2)  
2 copies of script for coaching conversation (WS1.A3.H1)  
**Equipment:** LCD Projector, computer with WS1.A3 PowerPoint  
**Grouping:** Elbow partners and table groups

**Outcomes:**

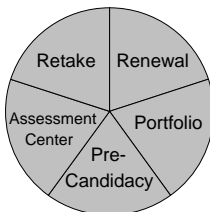
- Participants will learn about the support roles they may assume.
- Participants will practice paraphrasing and mediational questioning techniques.

### Instructions to NB Candidate Support Provider:

1. Use the (WS1.A3) Coaching PowerPoint. Begin by discussing candidate support provider roles. Ask participants to turn to an elbow partner to share responses. Ask if there are other metaphorical roles that candidate support providers assume.
2. Continue with the PowerPoint stopping at slide #5. Present the Coaching Conversation. (If asking a participant to take a role, have him/her play the candidate. Give him/her a copy of the script at the outset of the workshop.) Ask participants to listen carefully to the language of the conversation.
3. Encourage participants to discuss responses from slide #6 in table groups. Have tables report out to large group.
4. Review appropriate feedback using slide #7. Give examples from the coaching conversation. It is important to emphasize that candidate support providers need to avoid feedback that is not constructive.
5. Provide handout (WS1.A3.H2) on Strategies to Facilitate Deeper Thinking. Go over content on the handout while using slides 8-14.
6. Use the simulated candidate response on slides 15-17 to provide opportunities for attendees to practice paraphrasing and questioning with elbow or table partners, sharing ideas for the whole group.

**Processing:**

- What things related to coaching language will be important for you to remember as you are working with candidates?



## NB Coaching Conversation

Cyndi*	Hi Brett. Tell me what you want to work on today.
Brett**	I've been giving thought to Entry #4 and I really don't know which accomplishments I should use. Can you help me?
Cyndi	So, you have some choices to make. Tell me about some of the accomplishments you are thinking of using.
Brett	OK, one of the things I was thinking of using was my Master's program. I'm getting my Master's in School Leadership. Is that what they mean by an accomplishment? In some ways I don't think it really was an accomplishment. I'm learning a lot, but I don't know if the strategies I've learned are really helping my students.
Cyndi	Paraphrase...then: What other accomplishments have you been thinking of using?
Brett	I serve as the Science contact for my school. I've participated in a lot of inquiry based training and I've brought a lot of that back to the school. I've held workshops for my teachers.
Cyndi	Paraphrase...then: What other accomplishments have you been thinking about?
Brett	OK, I participated in ADEPT evaluator training this summer. That was 5 days of training and it was a lot of work.
	Pause – Brett continues before Cyndi paraphrases.
Brett	Another thing is that I won the Golden Apple in my county. This is an award the television station gives with Bi-Lo. My name was announced on television, I got a check and this is the article from the paper about it. I thought I could include the article in my portfolio.
Cyndi	Paraphrase....then: You've told me about 4 accomplishments you are thinking of showcasing in your portfolio. As a candidate you want to showcase yourself as a learner, leader and collaborator. How would you characterize these accomplishments?
Brett	In my Master's program I'm definitely a learner. During the ADEPT I learned a lot, it was kinda boring, but I haven't had a chance to use the training yet. The Golden Apple, hmmm, I might be seen as a leader but I didn't have to do anything to be a leader, so I don't know if I should use that. But as a science contact, I attended the training and I learned a lot, but my favorite part was coming back to the building and training teachers. We've had more meetings since the training and teachers have shared what they've done in the classrooms and what is working for the kids. We've been doing it for 3 or 4 years now and our test scores have really improved.
Cyndi	It sounds like you feel that the science work has had a significant impact on student learning. What are your hunches about the impact your other activities have had on student achievement?
Brett	ADEPT – not yet, but when I begin working with a teacher.....I'm not sure about my Master's. I haven't seen as direct a connection to student learning.
Cyndi	So, in thinking about your work as a learner and its influence on student achievement, you see a direct connection with your Science work on one end and on the other end you would place your work on your Master's. <pause>. So what do the NB standards for this entry say is important for you to know and be able to do?
Brett	Hang on...let me see (looks through notebook). There are three standards for this entry: Family/Community Partnerships, Professional Partnerships and Reflective Practice. I guess these accomplishments fall under Professional Practice, yup, here's one example it says: Accomplished Teachers contribute to the PD of colleagues and Support Staff. That's what I've been doing with the science. Maybe if I review my standards I'll see which other accomplishments best demonstrate the NB standards.

\*Candidate Support Provider

\*\*Candidate

## Strategies to Facilitate Deeper Thinking

The National Board for Professional Teaching Standards® values collaboration among colleagues as they pursue certification. You have the opportunity to work with fellow teachers to facilitate their thinking about what they have written for one or more entries for certification. Keep in mind that pursuing certification is not a competition and you have nothing to lose and everything to gain by assisting a colleague in reviewing written entries.

Two important strategies you can use to assist your peers in clarifying their thinking and improving their writing are the coaching behaviors of paraphrasing and questioning. Intentional language can be a powerful tool for promoting analytical and reflective thinking and encouraging articulation of thoughts in writing.

Much of what teachers do is done automatically. Teachers may need help in elaborating on what they do or think intuitively. Paraphrasing allows teachers to hear the content of what they have said. Questions allow teachers to articulate and fill in the blanks, establish rapport with colleagues and even internalize the questioning so it becomes part of their everyday teaching activity.

### Paraphrasing

Paraphrasing is a restatement by you of what you understood the teacher to say. Paraphrasing another's words, whether they were written or spoken, sends three messages:

1. I am listening
2. I care
3. I understand you

There are three ways that you can paraphrase:

1.	Acknowledge & Clarify	This is a restatement of what you have read or heard. <u>Example:</u> <i>So, you encourage the students to bring books from home that they can add to the classroom library.</i>
2.	Summarize & Organize	In this paraphrase you suggest some sort of order to the other's ideas. <u>Example:</u> <i>You are not quite sure of how to proceed; on one hand, you know that it is important for the parents to be involved but at the same time, you are concerned that Joseph's mom may be a distraction for him.</i>
3.	Shifting conceptual focus	This paraphrase allows you to broaden or bring more focus to what you have read or heard. <u>Example:</u> <i>So, something that is important for you is to know that you have made a difference to these children at the end of the day.</i>

When you paraphrase, the teacher has the opportunity to determine whether the message is understood or whether more clarification is needed.

## Questioning

Questions are posed when you do not understand what the teacher is saying, or think it might not be clear to others. The intent of posing questions is to gather more information about the teacher's descriptions, understandings and interpretations of his or her practice. It helps a teacher write clearly and to be specific about his or her own thinking. Questions should never be used to redirect or be critical.

Questions fall into two general categories. Those used to broaden thinking and those used to focus a teacher's thinking.

### Inquiry Broadens Thinking

Inquiry questions use:

- Plural forms  
*What ideas have you...?*  
*What changes do you ...?*
- Exploratory/tentative language  
*What are some of the options...?*  
*What are your hunches about...?*
- Positive presuppositions  
*What feedback did you receive that shows they understand?*  
*What plans did you share with the teachers?*

Probing questions focus on thinking. Probing clarifies nonspecific language.

- Generalizations: all, everyone, never, forever  
Ask: *Everyone?*  
*Never?*
- Rule Words: should, must, can't have to  
Ask: *What would happen if you did?*  
*Who determines that you should?*
- Vague verbs: make, think, do, feel, know  
Ask: *Think? What, specifically do you think?*  
*Tell me more about what you feel.*
- Vague nouns, pronouns: students, they, people  
Ask: *Which students?*  
*Who do you mean?*
- Comparisons: better, more interesting, larger  
Ask: *Better than what?*  
*What do you mean by ...*

## Workshop Evaluation - Coaching

Date of Workshop: \_\_\_\_\_

Location: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Which best describes you:

- Pre-candidate
- Take One! candidate
- First time candidate
- Banker
- Renewal candidate

Indicate the extent to which this training met the stated goals:		Does Not Apply	Low			High
Activity 1	To know what candidate support <b>is</b> and what it <b>is not</b> .					
Activity 2	To have a clear understanding of the ethics of National Board Certification®.					
Activity 3	To learn about the support roles providers and candidates may assume.					
	To practice paraphrasing and mediational questioning techniques.					

Describe the impact of this workshop in supporting your understanding and work toward National Board Certification.

What are your additional personal areas of greatest need with respect to National Board Certification?

How might you suggest the workshop (and/or materials) be revised or modified to better meet your needs?

Other comments about the workshop or its presentation:

## Workshop Feedback

(To be completed by the workshop provider and returned to CERRA)

Name of Workshop: \_\_\_\_\_

Date of Workshop: \_\_\_\_\_

Location: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Which describes you? (More than one may be selected)

- Classroom Teacher
- District Office Personnel
- NB Liaison
- NBCT
- Other \_\_\_\_\_

Workshop Participants by number:

- \_\_\_ Pre-candidates
- \_\_\_ Take One! candidates
- \_\_\_ First time candidates
- \_\_\_ Bankers
- \_\_\_ Renewal candidates

Based on the evaluation forms received from workshop participants, to what degree do you feel the workshop met, or did not meet, their needs?

Tell about two things that went really well in your workshop.

Which activities and/or handouts did you use or eliminate?

If you used activities or handouts from other sources, briefly describe them, and would you be willing to share those with others in the CERRA network?

How might you suggest the workshop (and/or materials) be revised or modified to better support your work with candidates?

Other comments about the workshop or its presentation:

Please return this form to CERRA, Attn: National Board Candidate Support  
Mail: CERRA, Stewart House at Winthrop University, Rock Hill, SC 29733  
Fax: 803.323.4044