

Becoming a Retake Candidate or How to Get Back on the Horse Once You've Been Thrown			
Rationale		Candidates who do not achieve certification in the first year of candidacy experience a range of emotions. Most likely, these teachers feel disappointed and dejected. In some cases, candidates question the scoring process. It is important that all candidates be reminded that they do have options when it comes to "owning" their scores and retaking entries. Retake candidates should be supported by NBCTs who were retake candidates themselves! They have the credibility necessary to move these teachers forward.	
Essential Questions for Candidates		<ul style="list-style-type: none"> ▪ What will it take for me to be emotionally and intellectually ready to move forward? ▪ How might I dissect my scores in order to determine which entry(ies) to retake? ▪ As I reflect upon the process, what should I include in a professional growth plan for this process? ▪ What resources are available to support me in realizing my new goals? 	
Workshop Sequence			
1	Warm up	Welcome and set the stage by asking participants to take out a sheet of paper and jot down one or two expectations they have for the meeting. After a few minutes, ask for volunteers to share. Chart their expectations at the front of the room without discussion (only clarification). Ask participants to share only if they don't see theirs on the chart already. Once everyone has shared, process by asking participants to analyze patterns or themes within the list. Briefly comment upon readiness to learn more about the NB process and let them know that you'll keep these in mind throughout the workshop. Then, share essential questions for the workshop. Segue by saying, "Now that we know what we need out of this workshop, let's get more information that will allow us to fully understand where we are and what we need to do next."	20 min
2	Panel Discussion	Panel of NBCTs (at least two and no more than four) who were retakers moderated by one of same. Each would avoid lengthy "war stories" (no longer than three minutes); each would share what it took to regroup and continue with process. This would allow session facilitator to get the voice of retakers "in the room" at the very beginning. Process by bringing attention to the fact that each candidate has had a personal learning experience and each will grow from this experience in different ways (just as we expect from our students).	20-30 min
3	Activity WS10.A1	3-2-1 Activity: This activity will help provide a warm, inviting introduction of participants while creating opportunities to express current emotions regarding scores. Handout WS10.A1.H1 is required for each participant.	15 min

CERRA National Board Candidate Support Workshop # 10 Agenda

4	Content	Explain what we know about <i>problem-resolving conversations</i> and how adult learners who have someone to assist them in moving from an <i>existing</i> state (“stuckness” in thinking) to a <i>desired</i> state (free flowing, energized, creative) can begin to feel more resourceful in just one conversation. The idea here is to acknowledge and express empathy, reflect on “why” the candidate is in this place in their learning and then support them in stating a new goal. What should follow is a new-found readiness and some pathways to internal and external resources. Note: not all candidates will be ready; all candidates will move in their own time and with their own resources.	20 min
5	Content	NBPTS® Materials: Section 6 (Giving feedback to candidates regarding their scores). WS10 PowerPoint has slides that explain the scoring process.	20 min
6	Activity WS10A2	Moving Forward: Participants will be led in doing some self-analysis that may help them construct professional goals to move forward.	30 min
7	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"> ▪ Individual score reports ▪ National Board Standards (each candidate should have the standards for his/her area) ▪ National Board for Professional Teaching Standards®. <u>A Foundation for Candidate Support, NB Participant Guide Book</u>, Section 6 ▪ Handouts (WS10.A1.H1;WS10.A2.H1; WS10.A2.H2) 	
Resources for Enrichment (Other materials that participants may want to use on their own after the WS)		<ul style="list-style-type: none"> ▪ Scoring calculator on NBPTS Web site ▪ Hopkins, Martha H. <u>Navigating the National Board Certification Process</u>. Corwin Press, 2004. 	
References		<ul style="list-style-type: none"> ▪ Center for Cognitive Coaching, Highlands Ranch, CO <u>www.cognitivecoaching.com</u> ▪ Hines, Lynn, Brenda Miller and Carol Wright. <u>A Toolkit for Success for National Board Candidates, Mentors, and All Good Teachers Everywhere</u>. Kendall Hunt Publishing Company, 2005. 	