

Writing for National Board			
Rationale		National Board requires teachers to document student learning and provide clear, consistent and convincing evidence that they address the NB standards within strict page limitations. For this reason it is important that teachers clearly delineate what National Board is asking of them, respond succinctly using appropriate types of writing and employ strategies to facilitate deeper thinking.	
Essential Questions for Candidates		<ul style="list-style-type: none"> ▪ How will I know what to write? ▪ What types of writing are used in the National Board process? ▪ How can someone help me think more purposely and strategically about the work have done in the classroom? 	
Workshop Sequence			
1	Activity WS4.1	Writing About Teaching – Say Something: This is a guided reading activity of NB information about writing.	15 min
2	Activity WS4.A2	Writing for National Board: There are 3 different types of writing recommended by National Board for responding to portfolio and assessment center prompts. This activity will provide opportunities to practice the different writing forms.	60 min
3	Activity WS4.A3	Unpacking the prompts: Candidates often find the NB portfolio prompts to be overwhelming. Candidates learn how to break the prompts down into manageable chunks in this activity.	45 min
4	Activity WS4.A4	Coaching Conversations: appropriate for candidates and candidate support providers. The activity introduces strategies that may help candidates revise their entries and ensure that they are responding to the NB prompts with clarity. This is a repeat of WS1.A3. You may choose not to use this activity if you conducted it as part of workshop 1.	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"> ▪ Handouts for participants as listed for each activity 	
Resources for Enrichment (Other materials that participants may want to use on their own after the WS)		<ul style="list-style-type: none"> ▪ Hopkins, Martha H. <u>Navigating the National Board Certification Process</u>, Corwin Press, 2004. pp. 29-55, 85-104 ▪ National Board for Professional Teaching Standards Portfolio, Get Started, “Writing about Teaching” 	
References		<ul style="list-style-type: none"> ▪ Costa & Garmston. <u>Cognitive Coaching – A Foundation for Renaissance Schools</u>. Christopher-Gordon Publishers, Inc. 2002 	