

To plan, facilitate, and supervise a yearlong National Board cohort outside of the school day focusing on a specific component(s) of the National Board process.

Required Qualifications

- Certification from [National Board for Professional Teaching Standards](#) (NBPTS)
- Completion of [OSPI's National Board Facilitator Training](#) and/or refresher course for the component they are facilitating
- Facilitation through an [OSPI Approved Cohort](#)

Knowledge and Skills of Facilitators

- Experience/Desire to work with Adult Learners
- Positive rapport with colleagues
- Ability to motivate and support teachers in the National Board process regardless of their certification area
- Experience with e-Portfolio upload
- Understand deeply the National Board [Body of Knowledge](#) (Architecture of Accomplished Teaching, Certificate Area Standards, 5 Core Propositions) and provide resources to candidates.
- Be fluent with the [NBPTS website](#) and the [OSPI National Board website](#) and show candidates how to access resources.
- Refer candidates to www.nbpts.org with submission guidelines and certificate-specific requirements.
- Listen non-judgmentally; ask probing questions.
- Offer thoughtful, detailed feedback, and encourage meaningful reflection.
- Be available on a reasonable basis via e-mail, phone, or face to face.
- Guide candidate with organization and planning, including internal deadlines for meetings and feedback.
- Understand that the responsibility of the individual component(s) rests with the candidate.
- Agree to help the candidate show evidence more clearly; not help a candidate create evidence.
- Follow all ethical guidelines as communicated in National Board materials.
- Maintain candidate confidentiality.

Management of the Cohort

- Maintain paperwork and communication with Cohort Support Provider leads (attendance, clock hour forms, agendas, OSPI approval, etc...)
- Secure a meeting site/Communicate with district/ESD to schedule meeting site
- Make an investment of time, including planning and scheduling meetings, and being committed to the schedule. This may include setting group norms, agendas and deadlines.
- Create a schedule for cohort meetings that meets the needs of all candidates per the OSPI Menu of Support, whether they are doing one or multiple components.
- Set clear candidate and cohort expectations.



Providing Feedback to Candidates

- Offer challenging and supportive ideas.
- Encourage peer to peer feedback
- Offer protocols and framework for peer feedback on components
- Model the protocol as they are involved in the peer feedback process
- Give a timeline of opportunity for candidates to receive feedback for at least **one** read of a full written commentary for each component (including all necessary component forms).
- Ability to work outside of scheduled cohort meetings to provide written feedback to candidates
- Read and give feedback on writing during cohort meetings, along with other candidates. Offer challenging ideas and ask probing questions but remain neutral. Encourage thoughtful reflection.
- Read and give detailed written feedback on the component outside of cohort meetings, depending on facilitator-candidate agreement.
- Calibrate facilitation skills and feedback with other facilitators and your OSPI Regional Coordinator
- Encourage candidates to attend the WEA Jump Start and Home Stretch events.

