

## **Candidate Support Provider Online Course Syllabus**

<b>Session</b>	<b>Learning Objectives</b>	<b>Required Activities/Assignments</b>
<b>Session 1: The Fundamentals of Candidate Support</b>  (6 hours)	<ul style="list-style-type: none"> <li>• Identify the goals and objectives of the National Board's candidate support program.</li> <li>• Describe what accomplished teaching looks like in the classroom using the NBPTS standards as your lens.</li> <li>• Explain the Architecture of Accomplished Teaching and how the Certification process is based on this structure.</li> <li>• Describe the responsibilities of candidate support providers and identify appropriate boundaries they should set with candidates.</li> <li>• Describe the different types of candidate support and identify which areas of support you feel most and least comfortable with and why.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Board: Let's Get to Know Each Other</li> <li>✓ Discussion Board: What Is Accomplished Teaching?</li> <li>✓ Assignment: Identifying CSP-Candidate Boundaries</li> </ul>
<b>Session 2: Providing Ethical Candidate Support</b>  (4 hours)	<ul style="list-style-type: none"> <li>• Identify and apply measures to ensure that the NBPTS Guidelines for Ethical Candidate Support are enforced when working with candidates during the certification process.</li> <li>• Inform candidates about the importance of NBPTS Guidelines for Ethical Candidate Support and Certification Denial and Revocation Policy.</li> <li>• Differentiate between ethical and unethical candidate support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Board: A Real-Life Ethics Scenario</li> <li>✓ Assignment: Reviewing Ethics Scenarios</li> </ul>
<b>Session 3: The Scoring Process</b>  (4 hours)	<ul style="list-style-type: none"> <li>• Describe common misconceptions that candidates have about the NBPTS scoring process.</li> <li>• Inform candidates that scoring is completed in a safe and controlled environment with carefully trained assessors.</li> <li>• Explain to candidates the score scale and weights used for scoring portfolio entries and assessment center exercises.</li> <li>• Help candidates analyze their score report and support them through the retake process, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Board: Scoring Misconceptions</li> <li>✓ Assignment: Providing Retake Support</li> </ul>

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<p><b>Session 4: Working Effectively with Candidates</b></p> <p>(5 hours)</p>	<ul style="list-style-type: none"> <li>• Apply adult learning principles throughout the CSP process to motivate candidates and help them develop professionally.</li> <li>• Use effective communication skills to establish rapport and trust, deepen the candidates' levels of thinking, and improve their self-confidence.</li> <li>• Identify your own biases, put them aside, and use the Standards to objectively evaluate candidates' work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Board: Barriers to Effective CSP-Candidate Communication</li> <li>✓ Assignment: Effective Communication Skills Video</li> <li>✓ Assignment: Examining Situations of Bias</li> </ul>
<p><b>Session 5: Preparing for Portfolio Entry Review</b></p> <p>(6 hours)</p>	<ul style="list-style-type: none"> <li>• Discuss the challenges and rewards you will experience as an entry reviewer.</li> <li>• Identify the three levels of thinking that are required in portfolio entries.</li> <li>• Craft questions to guide candidates beyond the descriptive level of thinking to the analytical and reflective levels of thinking.</li> <li>• Collect, analyze, and understand all supporting materials required for an entry review.</li> <li>• Analyze a reviewed entry, locate evidence, and develop meaningful questions for the candidate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion Board: Challenges and Rewards of Entry Review</li> <li>✓ Assignment: Identifying the Different Levels of Thinking</li> <li>✓ Assignment: Analyzing a Reviewed Entry Section</li> </ul>
<p><b>Session 6: Portfolio Entry Review and Course Summary</b></p> <p>(5 hours)</p>	<ul style="list-style-type: none"> <li>• Review an entry and identify standards-based evidence of student learning and accomplished teaching as well as connections between evidence.</li> <li>• Determine what is lacking in a portfolio entry.</li> <li>• Develop questions and have a professional conversation with candidates to help them reflect on their teaching practice and determine for themselves how to provide more evidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Final Project: Portfolio Entry Review</li> </ul>