

**NBCT Reader Coaching Strategies for Candidate Characteristics**

<b>Candidates</b>	<b>The NBCT Reader Coach Should</b>
Are independent.	<ul style="list-style-type: none"> <li>• Collaborate with candidate to set schedules, deadlines, and timeframes.</li> <li>• Guide the candidate to the documents and share feedback and allow the candidate time to make decisions about what items to revise or to just ignore.</li> <li>• Be positive and enthusiastic about the process without making judgment of a candidate’s work. Probe with questions. Since you are not the assessor for the entry, avoid words of praise. If you say something is “good” the candidates quit thinking and perceive the work is completed. Completing the work <b>MUST</b> always be the decision of the candidate.</li> <li>• <b>What else can you do?</b></li> </ul>
Have responsibilities with time constraints and value their time.	<ul style="list-style-type: none"> <li>• Be flexible in whether to communicate face-to-face, by phone, or electronically review with notes.</li> <li>• Be on time.</li> <li>• Be enthusiastic and keep your personal energy high. Candidates will often be tired and/or frustrated. The facilitator needs to demonstrate positive feelings.</li> <li>• Plan the conferences or phone calls. Make the support sessions informative and worthwhile. Candidates have much work to accomplish and their time is valuable.</li> </ul> <p><b>What else can you do?</b></p>
Value learning based on immediate need and applicability.	<ul style="list-style-type: none"> <li>• Listen attentively to candidates through communication and their drafts. Often they will express their personal needs.</li> <li>• Learn more how to gain knowledge about candidates to identify their strengths and gaps in knowledge and skill about the NBPTS process and documents.</li> <li>• Focus feedback and questions on what candidates identify as their immediate need.</li> <li>• <b>What else can you do?</b></li> </ul>
Have strong beliefs based on prior knowledge and experiences.	<ul style="list-style-type: none"> <li>• Validate candidates’ knowledge and skills in teaching separately from reviewing the draft. For example, the coach can say, “I see you know much about your content and you are committed to your students. How can you show evidence of what you know about your students and how what you chose to teach was based on what you knew about your students?”</li> <li>• Focus responses to candidate questions and feedback on drafts by guiding them to the NBPTS documents and using language from the documents in questions to the candidates.</li> <li>• Continuously remind candidates that this process is a learning experience and at times the candidate will use the NBPTS documents as levers to improve their teaching.</li> <li>• <b>What else can you do?</b></li> </ul>
Have expectations for the role of the coach and the National Board process.	<ul style="list-style-type: none"> <li>• Share with the candidates what you can do to facilitate their work in the certification process so all have the same expectation of the coaching role.</li> <li>• <b>What else can you do?</b></li> </ul>