

Evolution of the National Board Professional Development Cohort

Cohort District & Team Member Names:

	Creating The Climate	Stabilizing & Developing Capacity	Sustaining Change
Logistics	Cohort may consist of teachers/counselors from multiple schools in a district	Cohort teachers/counselors have commonalities. Examples: elementary, all high school, like subject but may be from several different schools	Cohort teachers/counselors are all from the same school, resulting in a change in the school culture
	NBCT facilitator may come from outside the school district	NBCT facilitator is selected from NBCTs in the district or school	NBCT facilitator is a teacher/counselor in the school where the cohort meets & works with the cohort over multiple years
	Administrator or other team member is trying to find teachers/counselors to become candidates (participants in the cohort)	Administrator, Teacher Liaison maintain a waiting list for the cohort – actively talking with potential candidates throughout the school year	Personalized school cohort for the future – planning ahead for those who completed National Board & for those beginning the process
	Administrator is assigned to the cohort rather than initiating the cohort or administrator changes frequently	Administrator protects the cohort time to prevent other district requirements from interference with the PD sessions, helps provide location, resources for sessions, attends cohort sessions at least twice yearly	Administrator understands their role & projects into the future to plan for the cohort – awareness meetings, waiting list for cohort, regular updates to other staff members about the cohort & its impact on school/district
	Administrator oversees multiple cohorts	Administrator supports one cohort	Administrator and cohort are school based
	Team members and teachers/counselors are learning their roles & responsibilities in starting a cohort	Team members understand their roles and begin to adjust responsibilities according to the needs of the cohort	Team members reflect on ways to increase the efficiency of logistical details for the cohort in advance, planning for multiple years
	Team may need prompting to complete application packet for PD cohort; one person may complete all forms	PD application packet is completed through team work including all new participants (candidates)	PD application packet is complete without prompting, all materials submitted on time
	Cohort sessions are scheduled throughout the school year, but may not coordinate with district PD scheduling	Cohort sessions are scheduled during the year to coordinate with existing district scheduling	Options for scheduling of PD sessions may include after school, during school on release days or district PD days
Communication	Union is informed	Union is part of the planning for the cohort	Union representation & expertise helps in future planning for cohorts; Union may provide funding
	Team members are learning to create efficient communication systems to keep candidates (teachers / counselors) & team members informed	Team members are more efficient in sharing information, including cohort success with cohort members & begin to share cohort information on a regular basis with non-cohort members	Cohort members & team members share what's happening in the cohort with the other schools in the district & the community on a regular basis
	Teacher Liaison begins to meet with cohort administrator regularly	Teacher Liaison, Administrator & NBCT Facilitator develop an efficient way to communicate, plan & implement changes as needed. Communication update form includes school goals & is submitted to NBRC monthly	Teacher Liaison, Administrator & NBCT Facilitator reflect on cohort feedback to plan for future cohorts in the district
	NBCT Facilitator & Teacher Liaison work together to evaluate each PD session	Cohort members, Teacher Liaison and NBCT facilitator all contribute to discussions that evaluate the PD sessions	Cohort members, Teacher Liaison and Administrator reflect on how National Board PD sessions integrate with profession development & teacher evaluation in the district
Participants	Teachers and counselors are excited, but not sure about what they are getting into but agree to be a part of the cohort	Cohort members are focused on completing the process	Cohort members focus on student impact; potential participants know about the value of this PD opportunity
	Teachers and counselors join the cohort without connecting with the others. The focus is on getting ten members	Cohort members take on more leadership roles, including providing awareness about the PD cohort, encouraging other teachers/counselors to participate	Stakeholders more invested. More administrators, teachers/counselors, parents, board members, community members know about PD cohorts
	Teachers and counselors are learning about the National Board Process – the NB components & the standards	Returning cohort members help mentor new cohort members on the NB components & the standards	Teacher leadership opportunities are becoming available beyond the cohort, within the school & district as a result of cohort participation
Team	Cohort is formed primarily by one of the team members - other team members are catching up in learning their roles	Administrator takes more active role in the cohort & more likely to bring information to other administrators in the district	Team is planning for the future to sustain the cohort model by adjusting /personalizing it to district initiatives – overall greater team flexibility
	Team members commit to serve in their role for one year	NBCT & Teacher Liaison understand their roles & personalize their approach to the cohort – longer term commitment to cohort team roles	Team is creating pathways for leadership for new NBCTs in the school & district as it plans for future PD cohorts
	NBCT facilitator may or may not know the other team members; Teacher Liaison may not know all the teachers/counselors in the cohort	Administrator, Teacher Liaison & NBCT Facilitator begin to problem solve as logistical or candidate concerns arise; all team members know each other	Advanced planning for team member transitions is a regular part of cohort team planning – emphasis on continuity of team members
Nature of PD	Adjusting to new PD model; change from traditional “sit & get” PD to ongoing, classroom - based National Board PD model	Cohort community begins to mesh –participants less focused on just their own teaching, but on the nature of accomplished teaching	Cohort PD is more collaborative in nature because there is a mix of 1 st , 2 nd & potentially 3 rd year participants who dialogue with each other about teaching decisions, & student impact
	More accountability; homework after a PD session is a new concept	Mindset shifting – cohort members know they are accountable to bring evidence of their practice and discuss teaching strategies; evidence or writing may be incomplete	Cohort members use the language of evidence based teaching to discuss student work, videotaped lessons & impact on student performance; candidates expect one another to bring specific classroom evidence to sessions
	Cohort Goals are general, not included in PD conversation.	Cohort Goals are targeted – more emphasis on evidence, but may not align specifically with district goals	Goals are targeted & aligned with district goals, but frequently revisited & adjusted based upon what cohort participants are learning about their students & teaching practices
	Architecture of Accomplished Teaching (AAT) is introduced to cohort participants	Architecture of Accomplished Teaching (AAT) is embedded somewhere in the conversations in the PD cohort & referred to regularly	Architecture of Accomplished Teaching (AAT) is connected to other professional development opportunities in the school & district
	Candidates are focused on what National Board is “asking them to do” rather than connecting this process to their daily teaching	Candidates understand the connection between their daily teaching & the work of the cohort & begin to connect their practice to accomplished teaching	Candidates discuss their students & daily teaching practices based upon specific classroom evidence in relation to standards for accomplished teaching
Incentives	Beginning incentives: <ul style="list-style-type: none"> ✓ Substitute given to candidate to work on their entry ✓ District or school provides tech resources ✓ District or school provides snacks or dinner for cohort participants 	Participation in PD sessions earns professional development hours resulting in movement on salary schedule	Additional Pay given for <ul style="list-style-type: none"> ✓ National Board Certification ✓ Participation in cohort sessions ✓ Leading a cohort session
	Candidates pay their own \$75 registration fee	District pays registration fees for candidates	District pays for candidates to retake entries
	Candidates may attend cohort sessions instead of staff meetings once monthly or are exempt from other school duties /supervision responsibilities	Candidates participating in cohort do not attend other district PD because the NB cohort fulfills district PD requirements	NBCTs given other opportunities to expand mentoring/coaching skills & are expected to mentor others to develop teacher leadership