

Tuesday Group WKU NBPTS Support Program
Schedule of NBPTS Candidate Zoom Meetings 2023-24
PORTFOLIO SUBMISSION 2,3,4 WINDOW IS April 1st- May 18, 2024
ASSESSMENT CENTER Component 1 WINDOW IS March 1 - June 15, 2024

2022-23 Scores Released On December 9, 2023
2023-24 Scores Released on December 7, 2024

Drafts of Components 2, 3, and 4 will be reviewed for each candidate. Send the drafts and evidence to lynnhines47@gmail.com, April.craft@allen.kyschools.us and leslie.thomas369@gmail.com. Allow for several days for a response.

Topic: WKU NBPTS SUPPORT ZOOM
 Time: This is a recurring meeting.

Join Zoom Meeting
<https://wku.zoom.us/j/91533514598>

Meeting ID: 915 3351 4598

If you have an immediate concern or question, feel free to email lynnhines47@gmail.com or leslie.thomas369@gmail.com or April.craft@allen.kyschools.us

Date	Component 2 4:30-5:15 CT	Component 3 5:15-6:00 CT	Component 4 6:00-6:45 CT	Component 1 6:45-7:30 CT	Assignment for next meetings: Assignments will be posted as needed.
9/5	ALL candidates will meet at 4:30 CT for this initial meeting. Introduction of Instructors. Discussion of syllabus, course objectives and expectations. Introduction to the NBPTS process. Review of the website and the materials.				Download all pertinent materials from the NBPTS website www.nbpts.org/resources Also: <ul style="list-style-type: none"> ● The General Portfolio Instructions ● The Portfolio Instructions for your certification area ● The Standards for your certification area Highlight the standards. Yellow for things you do on a consistent basis. Blue for things you do some time. Pink for things you never do.
9/19	PPoint Component 2 Q & A	PPoint Component 3 Q & A	PPoint Component 4 Q & A	PPoint Component 1 Q & A	C-2 and C-3 Candidates start thinking about possible lessons / units for tracking student work

	NBPTS Five Core Propositions, Standards and the Helix of Accomplished Teaching	NBPTS Five Core Propositions, Standards and the Helix of Accomplished Teaching	NBPTS Five Core Propositions, Standards and the Helix of Accomplished Teaching	NBPTS Five Core Propositions, Standards and the Helix of Accomplished Teaching	C4 Think about whole group data you could use CAREFULLY read the General Portfolio Instructions and highlight pertinent information.
10/10	<p>FORMS</p> <p>Candidates clarify what is expected in this entry.</p> <p>Discussion of possible teaching units.</p>	<p>FORMS</p> <p>Candidates clarify what is expected in this entry.</p> <p>Discussion of possible teaching units.</p>	<p>FORMS</p> <p>Candidates clarify what is expected in this entry.</p> <p>Discussion of possible teaching units.</p>	<p>Candidates clarify what is expected in this entry.</p> <p>KYVL EBSCO Education Journals. Construct a study journal using the template provided.</p> <p>Review NBPTS Resources and outside resources. Share bibliography.</p> <p>Brainstorm possible areas of questions for the content area.</p>	<p>C2, C3, C4</p> <p>Review forms. Begin filling them out.</p> <p>C1 Research content area resources, including textbooks. Make a bibliography of content textbooks, pedagogical books, websites, and articles that pertain to your content and developmental area.</p>
10/24	<p>Q & A</p> <p>Identify 2- 4 students to keep work samples</p> <p>Discuss how to show Planning Instruction Lesson adjustments Student Participation - for EACH</p>	<p>Q & A</p> <p>Planning Instruction to show student engagement</p> <p>Lesson adjustments you may make for individuals or groups of students</p> <p>Student Participation</p>	<p>Q & A</p> <p>Reflective Practice: Using a group of students' performance data to inform practice</p> <p>How could you show <u>impact on student learning</u>?</p>	<p>Q & A</p> <p>Rubric for your constructed responses</p> <p>Assessment Preparation Tips - Test-taking strategies</p> <p>Discussion of preparation for constructed response</p>	<p>C2 C3 C4</p> <p>CAREFULLY read component instructions and highlight pertinent information. Complete the Component Template and Planning Sheet</p>

	Types of Assessment Using data to drive instruction	will look like what? Learning Activities Congruent with instructional outcomes	Analysis of group assessments needs both pre / post needs Formative assessment Summative assessment	practice for next time	
11/7	Q & A Documenting - Instructional Moves and Student Feedback Contextual factors Developmental needs of four students - candidates explain based on their evidence	Q & A Lesson format selections for videos Candidates share plans for videos Engagement shown how? Balance suitability for <u>diverse learners</u>	Q & A Lesson adjustments plans to meet goals and choosing evidence Share examples of student self-assessments	Practice Constructed Responses - 30 min. Analysis of Constructed Response based on rubric	
12/5	Times for this date are based on individual need. Candidates will be meeting with one of the mentors for a 20-minute one-on-one session. To sign up for a time, you will contact Lynn by 11/28 and she will make the master schedule.	Information about honoring preference times to meet will be discussed prior to the scheduling deadline.		C1 candidates can sign up for a meeting time if they have questions	

12/12	<p>NOTE: Scores will be released on 12/9. Score Discussion will be the first session of our meeting time. Join us to celebrate each others' accomplishments! Then we will discuss individual questions as needed.</p>	<p>Each mentor will take one component area for components 2, 3, and 4 to answer questions and check progress toward your component goals.</p>		<p>C1 will meet at their regular time to: Practice Constructed Responses</p> <p>Analysis of Constructed Response based on rubric</p>	
1/09	<p>Q & A</p> <p>Rubric for component</p> <p>Types of writing - descriptive vs analytical and reflective Writing - Sentence Starter paper shared</p> <p>Discuss candidates being prepared to share examples of Analytical and Reflective writing from their rough drafts</p>	<p>Q & A</p> <p>Rubric for component</p> <p>Classroom management- no perfect classroom</p> <p>Types of writing - descriptive vs analytical and reflective Writing - Sentence Starter paper shared</p> <p>Discuss candidates being prepared to share examples of Analytical and Reflective writing from their rough drafts</p>	<p>Q & A</p> <p>Rubric for component</p> <p>Professional Leadership: Leadership definition</p> <p>Leadership role types Implementing a leadership role</p> <p>Evaluating impact</p> <p>Types of writing - descriptive vs analytical and reflective Writing - Sentence Starter paper shared</p> <p>Discuss candidates being prepared to share examples of</p>	<p>Practice Constructed Responses</p> <p>Analysis of Constructed Response based on rubric</p>	

		Video questions Video analysis	Analytical and Reflective writing from their rough draft		
1/23	Q & A Candidates share examples of Analytical and Reflective writing from their rough drafts	Q & A Candidates share examples of Analytical and Reflective writing from their rough drafts	Q & A Candidates share examples of Analytical and Reflective writing from their rough drafts	Q & A Evaluate the table that explains the focus of your multiple-choice questions Testing information video	
2/6	Times for this date are based on individual needs. Candidates will be meeting with one of the mentors for a 20-minute one-on-one session. To sign up for a time, you will contact Lynn by 1/30 and she will make the master schedule.	Information about honoring preference times to meet will be discussed prior to the scheduling deadline.		C1 candidates can sign up for a meeting time if they have questions.	
3/5	Times for this date are based on individual needs. Candidates will be meeting with one of the mentors for a 20-minute one-on-one session. To sign up for a time, you will	Information about honoring preference times to meet will be discussed prior to the scheduling deadline.		Testing Window March 1 - June 15 C1 candidates can sign up for a meeting time if they have questions	Components 2, 3, 4: All work, including commentaries, evidence (student work or videos), and forms are due to the facilitators for the last review before submission by <u>APRIL 29</u>, at the latest, due to the May 18 deadline.

	<p>contact Lynn by 2/29 and she will make the master schedule.</p>				<p>Submission Window April 1 - May 18</p>
3/19	<p>Electronic Submission Understanding your score</p>	<p>Electronic Submission Understanding your score</p>	<p>Electronic Submission Understanding your score</p>		