***Meeting Agenda Outline – Susan Martin, WCTP ELA Candidate Mentor***

**September 1 meeting:**

I have learned over the years that candidates come to this meeting with various levels of NB knowledge. Some have attended a summer workshop, and come prepared with a list of questions to ask. Some arrive having attended a summer workshop, but they have not looked at or thought about the materials since then. Next, every so often, you will have one or two who decided at the very last minute to join the group and they have little to no background knowledge other than what they gleaned from the process of choosing a component and making a good faith down payment. Lastly, you will have your returning candidates who have already been through one NB cycle. While they might not be feeling the same nervous jitters as the new candidates, they arrive with specific pointed questions that cause the new candidates to stress! With all of these candidates in the same room, it is *quite* the challenge to meet all their needs on day one.

A basic overview approach works best for me for the first meeting. Here is a general list of the topics that I cover:

* quick overview of each component for those who are still iffy about what component to complete
* payment questions
* scoring breakdown and the importance of Component 1 in scoring
* Show an example score report and
* Importance of utilizing WCTP 601 – pull it up and log in to encourage those who have not
* NB ethical practices/trusting resources that are not released by the NB?
* Importance of studying the standards and rubrics
* What I as a mentor can and cannot do for a candidate
* Communication modes and guidelines

**September 2 meeting:** in depth overview of C2

I devote the next four meetings to each of the components – one per meeting. This part of the schedule came to be because I have candidates in all stages of the process. Many of them drive an hour or more to make the meetings, so I strive to make every meeting as relevant as possible to their specific goals for the cycle. Devoting four straight meetings exclusively to a single component each time is something that began from candidate request, but it might not be ideal in every mentoring situation. If a candidate has already finished C3, then driving an hour one way to find that most of the discussion was on C3 is frustrating. It takes every bit of the two hour session for me to cover a single component, answer questions, and lead brainstorming sessions. The order you would approach the components should fit the needs of your current candidates and could change from cycle to cycle. This year my plan is C2, C4, C3, and then a modified approach for C1. Of course, if questions arise on other components in our discussion I address those needs on the spot with no hesitation.

**October 1 meeting:** in depth overview of C4

**October 2 meeting:** in depth overview of C3

**November 1 meeting:** At this point in the mentoring cycle, I start dividing the meeting into segments to meet the needs of my candidates. (For example: some have already completed C1, so having them to come for the first hour while we talk about C1 is a waste of their time.) This might not be an issue for you if all your candidates are completing the same components.

For the November 1 meeting, the **first hour** is spent covering JUST the selected response items (SRI) in C1. Here is a list of my actions for this meeting:

* Stress the importance of C1 as 40% of the total score… it should not be an afterthought!
* Go over the standards that are measured by the SRI questions by looking at the breakdown chart found early in the C1 directions. Not every standard is tested using SRI’s so this is important. Discuss the percentages found of each standard and correlate the bulleted pointed in the chart to the subheadings found in the certificate standards.
* Work each sample question aloud with the group and discuss what is correct/incorrect about each answer choice. Make note that each question is representative of a certain listed standard. My mentoring group (ELA) contains candidates for two different age level certificates, but I still go ahead and work the questions with the group for both certificates regardless of which certificate my mentees are pursuing. We mention the difference in the content based on certificate level (*early adolescence* certificate OR *adolescence and young adulthood* certificate).
* Discuss the differences in the questions. For example, some are straight content knowledge while others give you a teaching scenario and ask you to choose the next step or the best option.
* Discuss outside options for available for studying
* Assign each candidate to write a sample SRI question of their own and bring it to the next meeting.
* Pull up the link to the testing tutorial and discuss access.

The **second hour agenda** is candidate-driven. I rotate around the room asking for an update from each candidate present. We talk through their questions and ideas in a group “workshop” fashion.

**November 2 meeting:**

**First hour:** Focus on first constructed response item.

* Analyze the sample exercise “screenshot” by looking over the criteria for scoring and the directions that will appear on the screen while the candidate is taking the actual test. Make an informal list of all the steps that should be taken and/or the information that should be included in the answer based on those screen shots.
* Move on to the scoring rubric and compare the informal list you made to the actual scoring rubric specific to that CRI. It is important to note that studying the rubric for each CRI is a critical step in studying for this part of C1. I have met with advanced candidates who were unable to pass C1 simply because they misunderstood what the questions was asking of them. Careful studying of the rubrics will eliminate this problem. Talking over them with the group and hearing others’ interpretations of the group is helpful.
* Point out that the rubric does not require answers to be in complete sentences, and discuss other options (bulleted lists, etc).
* Give candidates 20 minutes or so to work the provided sample CRI. Then talk through the answer with the group. My candidates feel much better when they see that others have arrived at the same answers they have. There is validation to this exercise.
* Ask each candidate to write a sample CRI question, make copies for all candidates and bring to the next meeting. Pass out a sample question that I wrote for them to practice at home this month.
* Note the importance of learning to type well and quickly. Share websites for typing practice.
* Mention that creating an acronym of rubric requirements and other pneumonic devices can be helpful. I ask my candidates to create an acronym to help them meeting the rubric requirements and to ensure that a crucial part of their answer is not omitted.

The **second hour agenda** is candidate-driven. I rotate around the room asking for an update from each candidate present. We talk through their questions and ideas in a group “workshop” fashion.

**January 1 meeting:** same as the November 1 meeting using CRI 2. Candidates exchange sample questions that they wrote and we quickly go over answers to the sample question that I sent home with them from the last meeting.

**February 1 meeting:** same as Nov 1 meeting using CRI 3. Candidates exchange sample questions that they wrote and we quickly go over answers to the sample question that I sent home with them from the last meeting.

**February 2 meeting:** This meeting is completely candidate decided, and I come prepared to meet whatever need is addressed.

**March 1 meeting:**

**First hour:** We begin the meeting by sharing the pneumonic devices each candidate created for C1 questions. In the past, we have shared and taken pictures of each set. If a candidate does not want to share, this is understood and acceptable. Then candidates complete a practice CRI exercise 1 question that I wrote. They answer this question at a computer and under a 30 minute timer. Then we share our answers to compare and see if we met the rubric standards.

**Second hour:** Candidate decided

**March 2 meeting:**

**First 45 minutes – hour:** Candidates complete a practice CRI exercise 2 question that I wrote. They answer this question at a computer and under a 30 minute timer. Then we share our answers to compare and see if we met the rubric standards

**Second hour:** Candidate decided

**April 1 meeting:**

**First 45 minutes – hour:** Candidates complete a practice CRI exercise 3 question that I wrote. They answer this question at a computer and under a 30 minute timer. Then we share our answers to compare and see if we met the rubric standards

**Second hour:** Candidate decided

**April 2 meeting:**

It is crunch time! This is when my candidates are in the thick of it all, so I usually send an email prior to our meeting to see how I can best prepare to help the needs of those who plan to attend. This meeting content is candidate decided. By this time, I have already met any electronic submission need of my candidates and have gone over the basics. The submission window has opened at this point, so it would be a good time to have candidates to check to make sure they can upload.

**May 1 meeting:**

My candidates are given an option for this meeting. (1) For the first hour and ½, my candidates take a full CRI practice test – all three exercises containing mentor-written prompts are tested in a computer setting. The candidates complete the exercises one right after the other and then the last 30 minutes are spent discussing our answers. (2) For those who are in panic mode and need my attention, they stay in a separate room with me, and I meet their other component needs for the first hour and ½ while the others are taking the practice test.