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Teacher Leadership Resource Tool
Facilitation Guide

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Teacher Leadership Resource Tool – Facilitation Guide
By Jon Kovach and Erin Powers, UCLA Center X Professional Learning Partners

Context

One of our responsibilities as Professional Learning Partners at Center X is to design and facilitate professional development at our school site and for other educational organizations. This facilitation guide was created while planning a 5-day professional development centered on using questioning and discussion techniques. We had flexibility in choosing the workshops' structures and instructional strategies to meet the organizers' desired outcomes. Without knowing the needs and content areas of participants, we realized the importance of being intentional.

Why – Purpose and Intent

The organization of this facilitation guide allows presenters to be mindful of time and strategies used while aligning with desired cognitive processes. It also frames possible questions that could be asked by the facilitator, or by engaged participants, lending itself to inquiry-based dialogue and discussion. Additionally, the structure makes instructional strategies and facilitator "moves" transparent to participants and removes exclusive expertise and ownership from the presenter; thus, creating a constructivist learning environment. By preparing a facilitation guide in this style, the likelihood of reaching participant learning goals and outcomes is extremely high.

How – Thinking process that led to the development of this protocol

The development of this guide met the needs of two groups: the facilitators and the participants. As oftentimes the case in large education conferences, we had minimal knowledge of the participants' professional development needs; however, we needed to meet the outcomes set by the conference organizers. We were given choice on thinking process and the strategies to meet these outcomes. To meet participants' needs we wanted to create a guide that would be inquiry and constructivist based to match our own belief system about how people learn. We also wanted to limit facilitator talk and focus more on interaction between participants.

What – Directions for Protocol

1. Start with the learning goals
   • What do we want participants to learn during the workshop?
2. Create outcomes.
   • What materials and/or tools do we want them to walk away with?
3. Metacognition and the strategies that promote that thinking.
   • Decide which strategies and moves lend themselves to the kinds of thinking identified
4. Possible questions to ask and answer

- Knowing that the best thinking comes from inquiry, what questions might we anticipate from participants and what questions might we ask of the group to solicit additional thinking?

5. Underlining theme is pausing, paraphrasing and asking questions
- While not explicit in the facilitator's guide, pausing, paraphrasing, in addition to questioning, promotes common understanding, trusting relationships, and an openness to cognitive risk taking.

Reflection

Upon reflecting on the process, we found it helpful that we continue to use this style of preparation when working with various groups. It encourages thinking about every possible aspect of adult learning: outcomes, cognitive processes, time, responsibility, strategies and moves, and the questions we anticipate for ourselves and for participants. Ample preparation helps us to be present and flexible during the workshop to meet the needs of the group. However, we have adjusted the guide spatially, to better reflect the priorities we hold as leaders of adult learning.

English and ESL Super Department
Facilitator's Notes

Tuesday, March 6th, 2012
Room 54 *(CST testing materials in the library)*
1:50 to 3:05
Faculty Meeting in the Auditorium to Follow

Learning Goals
Engaged participants will…
- Practice and develop collaborative skills
- Increase awareness of cognitive processes in response to literature
- Experience strategies and moves that promote student engagement and higher-level thinking

Outcomes
Engaged participants will…
- Formulate questions and responses to literature
- Examine inquiry strategies and physical structures to promote student engagement
- Recommend techniques for future teaching and learning

Agenda
  I.   Welcome and Inclusion
  II. Socratic Seminar
  III. KWHL
  IV. Announcements

Time	Activity/Strategy	Facilitator/ Presenter	Cognitive Demand	Potential ?s
1:50	Welcome & Inclusion *Thank you for being flexible & meeting in a different location.* -Elbow Partners		Choose Explain Validate	-What do you remember being a favorite book from your childhood? What made it stand out to you?
2:00	Socratic Seminar -Power Point of background information		Clarify Discover Review Compare Contrast	What might be some strategies to scaffold and differentiate for all learners? How might the intent behind Socratic seminar be different or similar to debates?
2:10	Experience *The Giving Tree*		Recognize Review	Why might a children's book lend itself to Socratic seminar? What reading strategies might be

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				important to employ before starting a seminar?
2:20	Socratic Seminar - One Line (Promotes claim and evidence; encourages rereading;		Correlate Examine Infer Discover Synthesize	When might ____ be helpful? In what situations might it not be helpful?
2:45	KWHL -Focus on the Learning Column		Recall Question Design	-What do we want to remember about Socratic Seminar?
2:55	Announcements – ▪ Parent Engagement Series ▪ QEIA Budget ▪ Scoring Days for PA 3 – subs needed ▪ *Measuring Up* • Tusitala, March 16th Deadline •		Recall Appraise Prioritize Recommend	What kind of learning experience might be most beneficial to families?

Strategies and Moves
Non-verbal Hand Signal
Elbow Partners
Accountable Talk
PAG-PAU
One Line
Sentence Stems
What Questions Might you Have?
Socratic Seminar
KWHL

Copies & Supplies Needed
Speakers, LCD, doc camera
The Giving Tree
Observation Form
Clip Boards
Yarn
Sentence Stems

Posters Needed
Food Sign-ups

Agenda
Announcements
AVID Weekly
Semester 2 PD dates and cal
Access to PA Scores
AVID Strategies sheet