

# Facilitation Protocol for Community of Practice After School Sessions

(what)

*the purpose of this protocol is (why)*

*to provide clarification and expectations for facilitators of the COP After School Sessions*

**Who** - Facilitator(s)

**When** - Prior to COP session

**How** - Go through the steps of the protocol and share questions, thoughts, concerns with Kathy and/or Ann

## **Step 1**

1. **Identify the components of the logistics -**
  - a. Which day are you facilitating?
  - b. Who will be facilitating with you?
  - c. What is your topic?
  - d. Where will you be located?
  - e. Have you considered the room arrangement?
  - f. How much time do you need / is available?
  - g. What materials/ resources do you have/need?
  - h. What is your means of communication (videos, role play, panel discussion, think pair share, demonstration lessons)?
  - i. What is your artifact of practice\*

## **Step 2**

1. **Identify the audience** - keep in mind all participants need to be included so how have you thought about how to address the varying needs (Differentiation)?
  - a. (Kathy and Ann will supply you with a list of the participants)
  - b. **How would you like the groups arranged based on the dynamics of the participants (ie - years experience, grade level, building, classroom/non-classroom teacher, etc.)**
2. **Clarify your message** - think about the topic and relate it to one of the 4 CEs (Curriculum Expectations, Character Education, Community Engagement, Cost Effectiveness)
  - a. What are the "Big Ideas" you want the participants to walk away knowing and understanding?
  - b. Is the information geared for the present, near future, or distant future (is it something that can be implemented right now or for future use?)
  - c. Is there any background knowledge the participants might need to know?
  - d. What artifact of evidence\* would you like the participants to bring?
  - e. Is there something about the culture and/or climate that you might want to be aware of considering your topic?
  - f. How does your topic relate to student learning?
  - g. What questions, misconceptions or reactions might surface?

- h. What knowledge, skills and/or dispositions do you hope to address with regard to teacher effectiveness?
- i. How will you measure the participants' understanding of your topic?
- j. What follow-up might be needed?

**3. Collect feedback** - what type of feedback would you like to have?

- a. Think about ways to collect feedback - survey, exit question, shared collaborative document
  - i. during the presentation
  - ii. at the door
  - iii. following the presentation
  - iv. none

**\*Artifact of practice** is a visual representation relating to the given topic. Examples include:

- Piece of student work
- Copy of the teacher handbook
- 10 WI Teacher Standards
- Character Education / PBIS poster
- Parent conversation protocol
- Progress Monitoring sheet
- Survey
- DesCarte report form MAP

<http://goo.gl/pXxtE>