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How to use this facilitator’s guide

This guide is designed to assist you in the facilitation of this presentation with fidelity to the CSLS model presentation. Please note the following specifics for this particular presentation.

INTERVENTION LEVEL: Universal
TARGET PARTICIPANT POPULATION: Teachers
TARGET PRESENTATION TIME: 45 min*
MAX number of PARTICIPANTS: 60 (min 3)
RESOURCE COST TO REPLICATE: $100
GRADE APPLICATIONS: K-5 / 6-12 / BOTH
PREPARATION TIME: 6-8 hours

*See Appendix on adaptations to lengthen this presentation to 90 min, or to focus on specific grade grouping such as K-5 or 6-12.

For more information and/or to contact the original development team, please visit http://www.isbe.net/learningsupports

Please note that this guide will not allow you to ‘read and run’ with this presentation as there are significant concepts and preparations that need attention PRIOR to the facilitation of this presentation.

(con’t on next page)
How to use this facilitator’s guide

This guide was specifically designed to assist you with the facilitation of this professional development session. A suggested best practice of use would include:

1) Initial review of guide, resources, and references
2) Review appropriate applicability with your planned population, timeframe, etc.
3) Plan time to recreate/print/assemble all resources needed
   a) PRINT
   b) ASSEMBLE
   c) DOWNLOAD (files, .ppt + include external audio/video links)
4) Plan time to rehearse
   a) read script aloud at least twice
   b) familiarize what, when, and why to use resources/materials
   c) review targets
   d) review FAQs
5) Know your participants (synthesize and hypothesize their responses/needs)
6) Know your venue (directions to location, bathrooms, avail A/V equip)
7) Be sure to gather feedback, assessment of participants learning

CSLS.collaboration.v2013.T.U.45M.1F
(Developing Group . NAME . version . Teacher Pop . Universal level . length in min . min facilitators)

2 PAGE SPREAD LAYOUT

Main focus of Facilitator behind script

Foundational Readings for Facilitator prep & Q&A

Resource Links for Facilitator review and for use during slide presentation

WHAT material is during this slide
WHEN it should be referenced
WHY it supports slide material

These are behavioral reminders for the facilitator during this slide

Quick reference image of slide

SCRIPT: Fidelity of training requires close following to words written.
BOLD or UNDERLINED words are to be emphasized.

Time planned to present material for this slide.

Illinois State Board of Education
**SLIDE 1**

**Pre-emptive Video**

**FACILITATOR FOCUS:**
This is a video that sets a nice upbeat and informative tone for this presentation. It additionally further emphasizes the importance of collaboration in the classroom through external resources and experts.

**FOUNDATIONAL READINGS:**
NONE

**RESOURCE LINKS:**
http://www.youtube.com/watch?v=KDhvvo5FBTY&feature=share&list=FLM9nsRAOcL2yYVzchpAbBxQ

<table>
<thead>
<tr>
<th>MATERIALS / MANIPULATIVES</th>
<th>FACILITATOR ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/Laptop</td>
<td>This video is upbeat and can be loud at times. Great speaking parts near the end. This video lasts a total of 15:00 minutes. It should be cut short if there is not time to show BEFORE the start of the 45 minute workshop.</td>
</tr>
<tr>
<td>Projector</td>
<td>During this time, facilitators can greet incoming participants and/or finish the set up.</td>
</tr>
<tr>
<td>Speakers</td>
<td></td>
</tr>
<tr>
<td>Screen or blank wall</td>
<td></td>
</tr>
</tbody>
</table>
**SCRIPT:**
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (),
F1=Lead Facilitator script
F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>NONE</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>F2</td>
<td>NONE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>NONE</td>
</tr>
</tbody>
</table>
SLIDE 2
WELCOME

FACILITATOR FOCUS:
The welcome for this training needs to be UPBEAT and EXCITING! Facilitator must convey an air of excitement and fast pace to encourage participants to engage with each other and the learning environment.

FOUNDATIONAL READINGS:
CCSS ELA standards (all + focused attention on ‘collaboration’ references. Collaboration Reference Material

RESOURCE LINKS:
ww.isbe.net/learningsupports

MATERIALS / MANIPULATIVES
ROOM LAYOUT:
Small groups at tables (min 3—to 10 max)

Sorting Sticks – see resources

FACILITATOR ACTIONS:
1. GREET AT DOOR with sorting sticks. Each entering participant chooses a stick and is told: “Now is the time to join your group. The stick corresponds to the symbols on the boxes at each table…. PLEASE PAY ATTENTION to [insert which symbol you are using to sort participants—see ‘sorting stick resource instructions’] Please head to that group area now. Once there you will notice the instructions for your group as well as a resource box for you to explore until we start.” [IF possible, point them to the table matching their symbol…]
[Additional Facilitators can ‘roam’ to assist participants to groups]
**SCRIPT:**
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), 
F1=Lead Facilitator script 
F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>‘Attention Please’ (you have 30 seconds from slide #1 starting before explosion)</td>
</tr>
<tr>
<td></td>
<td>“Welcome… [Pause for attention] YOU have chosen to JOIN us for an experiential workshop on Collaborative Learning within the Common Core Classroom. In addition to experiencing this fast-paced workshop, we have prepared for you special “step out” moments to build your capacity for development of future collaborations. These moments, when we ‘STEP OUT’ of the role of facilitative teachers and into the role of workshop trainers, are also listed on your take away handout for convenience. You’ll note the ORANGE EXPLOSION on the screen to mark these moments as well.</td>
</tr>
<tr>
<td>F2</td>
<td>Please notice our first ‘STEP OUT’ which is when we greeted you at the door, and welcomed you with instructions of the random sorting process and notice of instructions posted on your group table.</td>
</tr>
<tr>
<td></td>
<td>Through pre-planning and preparation BEFORE your collaboration lesson, you can pre-correct for student transition struggles as well as being sure to model respectful interactions which will hopefully be later practiced by your students.</td>
</tr>
<tr>
<td></td>
<td>The modeling of respect and careful wording cannot be overemphasized as it sets the tone for the learning environment for that class, that day, that hour, etc.</td>
</tr>
<tr>
<td>F1</td>
<td></td>
</tr>
</tbody>
</table>
SLIDE 3
Training Objectives

**FACILITATOR FOCUS:**
Emphasis is placed on awareness and understanding of training targets.

**FOUNDATIONAL READINGS:**

**RESOURCE LINKS:**

<table>
<thead>
<tr>
<th>MATERIALS / MANIPULATIVES</th>
<th>FACILITATOR ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>NONE</td>
</tr>
</tbody>
</table>
SCRIPT:
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Reading Objectives</td>
</tr>
<tr>
<td></td>
<td>1. Increase teacher understanding of steps and stages for creating a collaborative learning environment</td>
</tr>
<tr>
<td></td>
<td>2. Increase teacher comfort with collaborative learning implementation.</td>
</tr>
<tr>
<td>F2</td>
<td>STEP OUT #2</td>
</tr>
<tr>
<td></td>
<td>Additional Pre-Training Details</td>
</tr>
<tr>
<td></td>
<td>Teachers facilitating collaboration:</td>
</tr>
<tr>
<td></td>
<td>- Encourage open ended discussions</td>
</tr>
<tr>
<td></td>
<td>- Design project and problem based tasks</td>
</tr>
<tr>
<td></td>
<td>- Use authentic methods</td>
</tr>
<tr>
<td></td>
<td>- Match tasks with students interests and zones</td>
</tr>
<tr>
<td></td>
<td>- Scaffold learning through peer interaction</td>
</tr>
<tr>
<td></td>
<td>- Encourage group reflection</td>
</tr>
<tr>
<td>F1</td>
<td></td>
</tr>
</tbody>
</table>
SLIDE 4

Collaborative Learning Environments & common Core

**FACILITATOR FOCUS:**
This is the time to connect collaboration strategies with common core ELA standards

**FOUNDATIONAL READINGS:**
CCSS ELA state standards

**RESEOURSE LINKS:**
NONE

**MATERIALS / MANIPULATIVES**
NONE

**FACILITATOR ACTIONS:**
NONE
When creating collaborative learning tasks, keep in mind the six levels of Bloom’s cognitive taxonomy: Divergent Thinking – Literacy of Tomorrow: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

Wright et al. found that students in cooperative learning classes “had quantifiably better reasoning and communication skills” than students taught in lecture / discussion classes.

STEP OUT #3
Reminder for teachers to give activity outcomes connection to previous instructional activities and/or lessons in order to assist groups in desired direction.

Notice on the right hand side of the slide, there are boxes indicating the phases of this training.

We will first discuss ‘why’ you might consider collaboration strategies in your classroom (or if you already do, to expand your practice)

Next we will focus on ‘how’ to include collaboration strategies along with review of several tools to assist you.

Finally, we will take time for the ‘now’. An application of the information shared – we will work in small randomly assigned groups on several questions regarding ‘Collaboration within the classroom’.
SLIDE 5
Common Core Connections to Collaboration

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:
CCSS ELA Standards 1
CCSS Math Practice Standard 3
Illinois SEL Standard Goal 2

RESOURCE LINKS:
www.isbe.net/learningsupports

MATERIALS / MANIPULATIVES
NONE

FACILITATOR ACTIONS:
NONE
**SCRIPT:**
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
</table>
| F1      | Collaboration and collegial discussions fit into the common core in several areas....  
  In ELA they can be found in the Speaking and Listening standards for all grade levels. Standard 1 states that students must engage effectively in a range of collaborative discussions. (one-on-one, in groups and teacher led) They are to follow rules for collegial discussions, track progress toward specific goals and define individual roles. |
| F2      | In the Math practice standard 3, students are asked to construct viable arguments and critique the reasoning of others. All grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve arguments. |
| F1      | Also in the Illinois Social and Emotional standard number 2, students are to use social-awareness and interpersonal skills to establish and maintain positive relationships. |
SLIDE 6
ROLES & NORMS

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:
Familiarization with the resource box for each group
Collaborative Learning Guide 2 sided handout

RESOURCE LINKS:

<table>
<thead>
<tr>
<th>MATERIALS / MANIPULATIVES</th>
<th>FACILITATOR ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning Guide</td>
<td></td>
</tr>
<tr>
<td>Familiarization with the group boxes of resources</td>
<td></td>
</tr>
</tbody>
</table>
TIME: 2:00 (in min:sec)

SCRIPT:
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
</table>
| F1      | Review Roles and Norms on Group Poster Boards  
- All members of the group should feel important  
- Goals are set at the beginning, everyone knows their responsibilities  
- Information and resources are accessible  
- Opportunities and time are relative to task size. Remember collaborating takes time. |
| F2      | STEP OUT #4: Review set up of classroom culture that has identified and acknowledged group norms previously |
| F1      |        |
FACILITATOR FOCUS:
This is the application time of this workshop when participants interact in their small groups.

FOUNDATIONAL READINGS:
Common questions regarding collaboration strategies within the classroom

RESOURCE LINKS:

<table>
<thead>
<tr>
<th>MATERIALS / MANIPULATIVES</th>
<th>FACILITATOR ACTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 questions for groups to choose from</td>
<td>Groups are instructed ‘this is the time for them to practice a collaborative group, respect each other’s roles, and to try using the collaboration learning guide sentence stems with one another.’</td>
</tr>
<tr>
<td>Markers and large post-its for small groups ‘answers’ to be recorded</td>
<td>Facilitator tells them to ‘Go’ [17 minutes]</td>
</tr>
<tr>
<td>Facilitators should hold a copy of the collaboration learning guide handout and use stems to guide groups.</td>
<td>Groups who finish answering their 1st question may choose to retrieve another question or trade questions with another group to keep focused on the group activity.</td>
</tr>
</tbody>
</table>
TIME: **17:00** (in min:sec)

SCRIPT:
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script, F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
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<tbody>
<tr>
<td>F1</td>
<td>DIRECTIVE: Material Managers choose and pick up question board. “All facilitative teachers will be roaming between their assigned groups to facilitate.” Reminder that ‘FACILITATORS’ are not the leaders. Their role is to encourage fair participation and to point out how others can fulfill their role requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>STEP OUTS: @ 7:00 minutes #5 - Facilitator Reminder Cards... Prep to help yourself ‘in the moment’... STAY ON TASK, KEEP GROUP ON TASK @ 12:00 minutes #6 - Facilitative Group Work... LANGUAGE STEMS</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>F1</td>
<td>@ 15 minutes Facilitator reminds the ‘time keepers’ of each group that there are 2 minutes left</td>
</tr>
</tbody>
</table>

PLANCE HOLDER FOR PIC OF SLIDE
SLIDE 8
Celebrate Your Collaboration

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

RESOURCE LINKS:

MATERIALS / MANIPULATIVES
Wall paper and marker for small group reporters to share their groups thoughts.
Facilitator might choose to underline, circle or star specific thoughts that are highly regarded by teachers as EASY TO IMPLEMENT.

FACILITATOR ACTIONS:
Facilitate a round robin discussion or if time is running out, simply asking for small group reporters to focus on one question and answer.

FACILITATION SKILLS are a must during this time as not all participants may agree with a small groups answers or thoughts.
**TIME:** 10:00 (in min:sec)

**SCRIPT:**
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td><strong>DIRECTIVE:</strong> CHECKERS return all questions and all sticks back to facilitator now. Round Robin – Each group shares their one question &amp; two answers that they came up with. &lt;br&gt; Acknowledge to the group that we will forward all Questions and answers within one month. &lt;br&gt; Lead by F1, but involving other workshop leaders</td>
</tr>
<tr>
<td>F2</td>
<td><strong>STEP OUT #7:</strong>&lt;br&gt; Acknowledging work completed even when not a product... Conversation IS a product!</td>
</tr>
<tr>
<td>F1</td>
<td></td>
</tr>
</tbody>
</table>
SLIDE 9
GROUP HARVEST & SURVEY

FACILITATOR FOCUS:
This is where facilitator allows the large group to take turns and share about what they will take away from this workshop.

FOUNDATIONAL READINGS:
Familiarization with workshop survey to share options for participants on their feedback.

RESOURSE LINKS:

| MATERIALS / MANIPULATIVES |
| FACILITATOR ACTIONS: |

Illinois  State Board of Education
**TIME:** __8:00__ (in min:sec)

**SCRIPT:**
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script  
F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
</table>
| **F1** | Let’s take some time and allow anyone from the Large Group share about what they might take away from today’s workshop.  
Appreciation for participation  
Adjournment of time together |
| **F2** | STEP OUT #8:  
Harvest bring closure and value to the work just completed and EVERYONE’s voice!!! |
| **F1** | DIRECTIVE: please take a moment and find your workshop assessment/feedback form by PAPER, TEXT, or GOOGLE FORM |
SLIDE 10
Reference Slide

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

FACILITATOR ACTIONS:
If time permits, simply review the ‘home’ page of the learning supports link.
SCRIPT:
Words of emphasis in bold or underlined, prescriptive pauses noted, additional reminders in (), F1=Lead Facilitator script F2=Co-Facilitator script options

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>This presentation was developed and produced by the ISBE Learning Supports Specialist Team. For more information, please visit <a href="http://www.isbe.net/learningsupports">www.isbe.net/learningsupports</a></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
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<td>F1</td>
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</table>
# APPENDIX A

## FACILITATOR SCRIPT

<table>
<thead>
<tr>
<th>TIME</th>
<th>SLIDE</th>
<th>Fac</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>-15:00</td>
<td>1</td>
<td>F1</td>
<td>Video – greeting participants at door</td>
</tr>
<tr>
<td>0:00</td>
<td>2</td>
<td>F1</td>
<td>‘Attention Please’ (you have 30 seconds from slide #1 starting before explosion)</td>
</tr>
</tbody>
</table>

“Welcome... [Pause for attention] YOU have chosen to JOIN us for an experiential workshop on Collaborative Learning within the Common Core Classroom. In addition to experiencing this fast-paced workshop, we have prepared for you special “step out” moments to build your capacity for development of future collaborations. These moments, when we ‘STEP OUT’ of the role of facilitative teachers and into the role of workshop trainers, are also listed on your take away handout for convenience. You’ll note the ORANGE EXPLOSION on the screen to mark these moments as well.

1:00   | F2    | Please notice our first ‘STEP OUT’ which is when we greeted you at the door and welcomed you with instructions of the random sorting and notice of instructions posted on your group table. |

Through pre-planning and preparation BEFORE your collaboration lesson, you can pre-correct for student transition struggles as well as being sure to model respectful interactions which will hopefully be later practiced by your students.

The modeling of respect and careful wording cannot be overemphasized as it sets the tone for the learning environment for that class, that day, that hour, etc.

1:30   | F1    | Reading Objectives 1. Increase teacher understanding of steps and stages for creating a collaborative learning environment 2. Increase teacher comfort with collaborative learning implementation. |

1:50   | F2    | STEP OUT #2 Additional Pre-Training Details Teachers facilitating collaboration: - Encourage open ended discussions - Design project and problem based tasks - Use authentic methods - Match tasks with students interests and zones - Scaffold learning through peer interaction - Encourage group reflection |
APPENDIX A

FACILITATOR SCRIPT (con’t)

<table>
<thead>
<tr>
<th>TIME</th>
<th>SLIDE</th>
<th>Fac</th>
<th>Script</th>
</tr>
</thead>
</table>
| 2:20 | 4     | F1  | When creating collaborative learning tasks, keep in mind the six levels of Bloom’s cognitive taxonomy: Divergent Thinking – Literacy of Tomorrow: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

Wright et al. found that students in cooperative learning classes “had quantifiably better reasoning and communication skills” than students taught in lecture / discussion classes.

| 2:50 | 4     | F2  | STEP OUT #3
Reminder for teachers to give activity outcomes connection to previous instructional activities and/or lessons in order to assist groups in desired direction.

| 3:00 | 4     | F1  | Notice on the right hand side of the slide, there are boxes indicating the phases of this training.

We will first discuss ‘why’ you might consider collaboration strategies in your classroom (or if you already do, to expand your practice)

Next we will focus on the ‘how’ to include collaboration strategies along with review of several tools to assist you.

Finally, we will take time for the ‘now’. An application of the information shared – we will work in small randomly assigned groups on several questions regarding ‘Collaboration within the classroom’.

| 3:40 | 5     | F1  | Collaboration and collegial discussions fit into the common core in several areas....

In ELA they can be found in Speaking and Listening standards for all grade levels. Standard 1 states that students must engage effectively in a range of collaborative discussions. (one-on-one, in groups and teacher led) They are to follow rules for collegial discussions, track progress toward specific goals and define individual roles.
## APPENDIX A

### FACILITATOR SCRIPT (con’t)

<table>
<thead>
<tr>
<th>TIME</th>
<th>SLIDE</th>
<th>Fac</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>5</td>
<td>F1</td>
<td>In the Math practice standard 3 students are asked to construct viable arguments and critique the reasoning of others. All grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve arguments.</td>
</tr>
<tr>
<td>4:15</td>
<td>5</td>
<td>F1</td>
<td>Also in the Illinois Social and Emotional standard number 2, students are to use social-awareness and interpersonal skills to establish and maintain positive relationships.</td>
</tr>
</tbody>
</table>
| 4:45  | 6     | F1  | Review Roles and Norms on Group Poster Boards  
- All members of the group should feel important  
- Goals are set at the beginning, everyone knows their responsibilities  
- Information and resources are accessible  
- Opportunities and time are relative to task size. Remember collaborating takes time. |
| 5:15  | 6     | F1  | STEP OUT #4: Review set up of classroom culture that has identified and acknowledged group norms previously |
| 7:30  | 7     | F1  | DIRECTIVE: Material Managers choose and pick up question board. [pause for them to retrieve question] |
| 24:30 | 7     | F1  | “All facilitative teachers will be roaming between their assigned groups to facilitate.” |
| 25:00 | 7     | F1  | Reminder that ‘FACILITATORS’ are not the leaders. Their role is to encourage fair participation and to point out how others can fulfill their role requirements. |
| 35:30 | 8     | F1  | DIRECTIVE: CHECKERS return all questions and all sticks back to facilitator now.  
Round Robin – Each group shares their one question & two answers that they came up with.  
[Lead by F1, but involving other workshop leaders] |
<p>| 36:00 | 8     | F1  | STEP OUT #7: Acknowledging work completed even when not a product... Conversation IS a product! |</p>
<table>
<thead>
<tr>
<th>TIME</th>
<th>SLIDE</th>
<th>Fac</th>
<th>Script</th>
</tr>
</thead>
</table>
| 40:00 | 9 | F1 | Let’s take some time and allow anyone from the Large Group share about what they might take away from today’s workshop.  
Appreciation for participation  
Adjournment of time together |
| 42:00 | 9 | F1 | STEP OUT #8:  
Harvest bring closure and value to the work just completed and EVERYONE’s voice!!! |
| 45:00 | 9 | F1 | DIRECTIVE: please take a moment and find your workshop assessment/feedback form by PAPER, TEXT, or GOOGLE FORM |
|       | 10 | F1 | [Review Learning Supports ISBE web pages] |
APPENDIX B

RESOURCES / MATERIALS
APPENDIX C

REFERENCES / RESEARCH


APPENDIX D
MODIFICATIONS

1) K-5: See optional collaboration tools and assessments for this grade grouping.

2) 6-8: See optional collaboration tools and assessments for this grade grouping.

3) 9-12: See optional collaboration tools and assessments for this grade grouping.

4) FOR COACHES: N/A

5) FOR ADMIN: Coaches and coordinators may want or need to spend additional time sharing expert narratives and/or examples of the difference between guiding and directing.
APPENDIX F
EVENT SPECIFIC CHECKLIST

DATE: ______________________  VENUE: ______________________

ADDRESS: ______________________  CONTACT: ______________________

(email) ______________________  (phone) ______________________

# of Participants Expected? Teachers / Coaches / Admin

ROOM LAYOUT?
Lecture no desks / with desks / 8tops / 10tops / Other: ________
Room to do activity? Y / N (gallery walk, movement, etc.)

# of Handouts Needed? ________

DATE TO CONFIRM ________

DATE to REHEARSE ________ DEBRIEF ________

DATE TO PRINT/DOWNLOAD ________

DATE TO MAIL TO CONTACT ________

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<th>COST?</th>
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