Table of Contents

INTRODUCTION 1

What is DoDEA? 1

What is the DoDEA Technology Initiative? 1

What is the TLT Institute? 1

ROLE OF FACILITATORS 2

Preparation 3

Suggested Do's and Don'ts for Facilitators 3

What Is Needed Before Working with DoDEA? 4

In Closing . . . 5

Appendix A: Agenda.. 6

Appendix B: Strategies 8

Introduction

This guide is designed to inform facilitators about their role in working with Department of Defense Schools as part of the Technology Leadership Team Institute (TLTI).

DoDEA uses a mix of outside consultants and internal personal to work as facilitators during the TLTI. The role of the outside consultant is primarily to serve as a mentor the DoDEA facilitator in using the TLTI facilitator's model and share facilitation responsibilities. All facilitators are selected based upon their previous work with the institute, common beliefs regarding engaged learning and technology integration, and their professional development experience. We strongly encourage facilitators to participate in an online facilitator's seminar that is conducted via Blackboard.com.

What is DoDEA?

The Department of Defense Educational Activity (DoDEA) provides educational programs to eligible Department of Defense military and civilian dependents from preschool through grade 12, stationed at school sites located both overseas and in the United States on military bases. DoDEA leaders are dedicated to bringing effective learning technologies into the schools as rapidly as possible.

What is the DoDEA Technology Initiative?

The goal of DoDEA's curriculum technology initiative is to fully incorporate the use of technology into the design, development, delivery and assessment of instruction and to ensure that technology strengthens DoDEA's curriculum by supporting students through active participation in meaningful tasks so that they will become confident in using technology in a variety of ways. The major outcomes of technology-enriched curriculums are to:

- enhance the teaching/learning process with a wide variety of technologies and courseware for all students and teachers;
- facilitate the implementation of an interdisciplinary curriculum;
- enable teachers to accommodate different styles and levels of learning;
- apply technology to improve curriculum development and delivery through distributed learning;
- integrate the access and utilization of information resources into instruction;
- assess the impact of courseware and technology on learning.

What is the TLT Institute?

The Technology Leadership Team (TLT) Institute was developed collaboratively by the North Central Regional Educational Laboratory (NCREL) and DoDEA to help DoDEA schools successfully integrate technology. DoDEA expects that technology and teaching will become a natural process that results in successful instruction for teachers and improved achievement for students. School leadership teams attend a five-day institute designed to enhance the skills and knowledge of team members who then provide development to individual teachers and administrators in their schools.

The institute takes team members through a process of plan development (problem-based learning) in which they examine the research, hear from model schools, learn from one another and use tools and strategies to help them improve their plan. The process is focused on understanding how engaged learning instructional strategies can help improve student achievement and developing effective professional development strategies to support the new learning. Teams:

- examine technology's role in student and teaching learning
- investigate teacher change
- apply principles of effective staff development
- develop strategies to overcome obstacles
- share work with constructive colleagues
- use a variety of online tools
- explore curriculum software
- learn new technical skills
- launch follow-up and next steps strategies

Institute Structure:

Participants at each institute are divided into "homerooms". During the summer institutes we normally have two to four homerooms each week with 20 - 24 participants in each room. When we conduct institutes during the school year, we have one or two homerooms with 14 - 20 participants in each room. Normally we have two facilitators in each homeroom - one outside the system; one from a DoDEA district.

Each morning we start the day as a large group and then break into our homerooms according to the agenda. The agenda and all related information are posted on the web site that is available during and after all institutes.

Monday through Thursday, sessions begin at 0800 and end at 1700. Friday, we end by 1500. There is an hour scheduled for lunch each day and 15-minute breaks are scheduled throughout the day as appropriate. We function on the "banking time" concept so we can dismiss earlier on Friday. Evening technology sessions are scheduled as the need and/or interest indicates.

Role of Facilitators

Facilitators' Responsibilities:

Because the focus of the institutes is on Engaged Learning, facilitators serve as mentors as opposed to the more traditional deliverers of information. We strongly believe that modeling good instructional practices is more effective than lecturing.

All activities are structured to provide teams with opportunities to construct knowledge based on their previous experiences. The "lesson plan" for each activity identifies the objective as well as the strategy to be used. **It is extremely important that you review the agenda in advance of the institute and are comfortable with the delivery method**. Time is provided following each activity for the teams to discuss the strategy used and identify ways to use it at their schools.

Following each day's session, facilitators meet as a group to debrief. This is **mandatory** for all facilitators. At this time, we will discuss problems with teams or the agenda as well as review and prepare for the next day. These meetings last an hour. The more prepared you are, the faster the meeting will go. After the meeting, homeroom facilitators will meet to identify lead roles for the next day's session.

Preparation

Each facilitator will receive a copy of the agenda, strategies, articles, and a bibliography in advance of the institute. You should be familiar with the agenda and the related materials. If this is your first opportunity to work at an institute, you might want to jot down your questions and send them electronically to mwelton@hq.odedoea.edu. There is a facilitators group on yahoo.groups and all facilitators will be automatically enrolled as members. All handouts will be duplicated for distribution at the institute. Each facilitator will need to create his/her presentation materials and be familiar with the outlined strategy. When possible, all facilitators will receive their homeroom assignments in advance. In addition, they will receive the email address of their counterpart. We encourage you to communicate with the members of your facilitation team to make decisions about which activities you will each perform.

Suggested Do’s and Don’ts for Facilitators

Do’s

- Develop a sensitivity to the military culture.
- Be friendly and open.
- Participate in ALL activities.
- Give participants a chance to talk and interact.
- Assist whenever possible or ask if you can be of assistance.
- Read the situation and act accordingly.
- Listen, listen, listen.
- Phrase your suggestions so they are easy to accept (“Have you thought about. . . ?”).
- When you hear a good idea acknowledge it (“That’s a good idea. I’m going to use it in my classroom.”).
- Make sure that all members of your facilitation team have equitable time to interact.
- Be on time.

Don'ts

- Don't continually monopolize the time by sharing ideas.
- Don't be the "sage on the stage".
- Don't deviate drastically from the agenda or strategies.

What Is Needed Before Working with DoDEA?

Once you have been approached to work for DoDEA there are several items that need to be completed before work can commence

You must register with the DoD Central Contrator's CCR database and obtain a DUNS number. First: A DATA Universal Numbering System (DUNS) number is required to complete your CCR registration. This can be done by phone @ 800/333-0505. Second: You may register in the CCR electronically via http://www.ccr2000.com . Look towards the left margin of the site page. Click on the button called "Start New Registration." Complete and submit your registration. DO NOT OMIT ANY INFORMATION FROM A "MANDATORY" FIELD - This will result in an incomplete registration and delay the entire process. Once "submitted," you will receive a confirmation #. Be sure to write down and save the confirmation #. If you get an incomplete or error message, you can use the confirmation # to go back into your on-line application to update/correct any problem field (At the home page of the CCR web site look to left margin and click on button called "Finish Saved Registration."). The initial application should post as "in-process" within 24-72 hours. An error free registration will usually become active one week later (that is the time needed for the CCR office to obtain a CAGE code for your business). Contract invoices will only be paid against Active status CCR registrations.

If on-line registration presents a problem, you can request that the CCR people fax you a hard copy of the application form. However, keep in mind that this will increase the timeframes involved to achieve an active registration. The CCR office phone number is **1-888-227-2423.** Completed hard copy applications should be FAXED (DO NOT MAIL!) to the CCR office (fax number is on last page of application form). Fax applications should take 5 business days to post as "in-process." Then, if no errors are found, another week (for CAGE code) before becoming "active." You can verify the completion of the process at the on-line site.

Once you have obtained a DUNS number, the DoDEA project manager will submit an estimate of expenses. This information will be used to create the contract. You will be contacted by a DoDEA Procurement Officer to verify your consultant fee, travel expenses (air and ground), hotel, meals, and any other expenses that might arise (i.e., visa costs). The DoDEA project manager will make your hotel reservations, but you will need to make your own travel arrangements. Understand that YOU, as the consultant, are required to pay for all expenses up front. Your pay will be electronically submitted to the bank designated in your CCR registration.

Upon completion of your work, you will need to submit an invoice for all expenses In addition to your invoice, you should submit copies of your airline ticket and hotel receipts and any transportation receipts over $75. Note that your travel expenses and consultant's fee are paid in one lump sum. While DoDEA only requires the above receipts, it is a good idea to keep all receipts for income tax purposes. As an independent consultant you will need to file a Schedule C form which you can acquire from your local post office. On this form you will separate your costs from your consultant's fee.

If you are traveling to a foreign country you will need a valid passport (see http://travel.state.gov/passport_services.html for passport information). Be sure and check with the country where you will be working to see if you will need a visa. Because you are entering a foreign country on business (even though your business is with Department of Defense military or civilian personnel) the country may require a visa. To secure a visa you will need to submit a letter of intent from the business you are working with, a valid passport, and a visa fee to the host country's consulate. You may use a courier service to obtain a visa. Many travel agents require you to have the visa before they will issue a ticket. Be sure and allow ample time to secure both your passport and visa. Passports take up to six weeks if applying by mail for renewal. If you have never had a passport, you must apply in person at a Passport Agency. Visas take from one to two weeks.

In Closing . . .

Working as a facilitator to help DoDEA schools understand Engaged Learning and how technology supports powerful learning and teaching is an exciting growth provoking experience. It provides an opportunity for facilitators to synthesize their expertise and share that expertise with others as well as develop a relationship for ongoing collaboration, growth and support with the participants and other facilitators.

TABLE OF CONTENTS

Institute Goal

To provide teams with the foundation of the conditions of powerful learning, how technology supports those conditions, why and what we need to change in our learning environment, what the learning environment looks like, and how to work with their school to change the learning environment.

Team Outcome

Each participant will identify an individual goal and develop an action plan for implementation. Each team will identify a school goal and develop an action plan outlining steps to be taken to help their school move forward in the process of change.

Learning Concepts

Day One: Team Learning
Core Concept: According to Peter Senge, "a part of team learning is aligning or enhancing a team's capacity to think and act in new synergistic ways, with full coordination and a sense of unity, because team member's know each other's hearts and minds." Before we begin to explore the concepts of engaged learning, we will spend time learning how to work as a team to share and discuss information, identify ways to sustain the team during the school year, evaluate our learning, and determine how to share information with the rest of the school.

Day Two: Powerful Learning Environments
Core Concept: In order to meet the needs of our students, we must create a learning environment where students are actively involved and we take advantage of the power of technology to support learning and teaching. This type of environment requires many teachers to make a paradigm shift in how they view and practice teaching and learning. For the shift to occur, teachers must re-examine their beliefs about teaching and learning, be familiar with the indicators of engaged learning and use the indicators to align their instructional practices with those that create powerful learning environments. Technology, in and of itself, has no direct impact on student achievement. But when used as a tool to support teaching and learning, the possibilities are endless. As educators, we must understand the role that technology plays in supporting powerful learning and learn how to take advantage of that power.

Day Three: Determining Current Reality
Core Concept: One of the initial steps in changing practice involves determining where we want to be and gaining a true understanding of where we currently are with effectively implementing content and performance standards in a technology-rich engaged learning environment. This step involves identifying a needs assessment that will provide an adequate picture of the "current reality" and determining how that information will be used to help the school move forward.

Day Four: Evaluating and Planning Professional Development Initiatives
Core Concept: The next step in developing a technology staff development plan is determining how you will measure the success of the program. Effective evaluation methods include planning, formative, and summative measures. All three measures are necessary to determine if your professional development has helped move the faculty forward in achieving the school's vision and goals. Once you have determined shared beliefs, a mental model, and a vision, you need to identify steps for accomplishing your goals. Planning a professional development program that meets both the individual teacher needs as well as organizational needs requires those

involved in the planning to consider what needs to be included, what model to use, and what delivery methods best meets the content to be addressed. By establishing measurable student outcomes, assessing current teacher competencies and engaged learning practices, a school can determine the areas of focus for improvement.

Day Five: Implementation
Core Concept: Now that you have identified your goals, set a vision, and identified needs, methods for addressing those needs, and strategies for measuring your success, you need to think about the implementation phase. As you have heard, change takes time so you must set realistic timelines for program implementation, identify how you will maintain momentum with your team, involve others in your school, and share your successes with others.

Materials:

Books

NSDC Professional Development Standards
ISTE Connecting Curriculum (Teacher, ET, & IS)
Connecting Student Learning & Technology
Leadership in Instructional Technology (Admin)
Professional Development in Learning Centered Schools
Through the Cracks
Best Practices
Results
Powerful Learning

Periodicals

JSD – Powerful Designs
Leading & Learning with Technology
JSD – Data
JSD - Principals

Electronic Media

GLEF Learn and Live video
NCREL Captured Wisdom
Inspiration
NCREL ParenTech
NCREL Blueprints CD ROM
SEDL Kids as Explorers video
AlphaSmarts

Daily Schedule: Day One

Theme: Team Learning

Daily Quote: At its essence, every organization is a product of how its members think and interact.
A team will outperform individuals any day. James B. Miller
Beginnings are always messy. John Glasworthy
Discussion is an exchange of knowledge; argument an exchange of ignorance. Robert Quillen
You become successful by helping others become successful. James B. Miller

Core Concept:

According to Peter Senge, "a part of team learning is alignment or enhancing a team's capacity to think and act in new synergistic ways, with full coordination and a sense of unity, because team member's know each other's hearts and minds." Before we begin to explore the concepts of engaged learning, we will spend time learning how to work as a team to share and discuss information, identify ways to sustain the team during the school year, evaluate our learning, and determine how to share information with the rest of the school.

Participant Outcomes:

1. Understand the importance norms play in a successful team.
2. Establish team norms to guide learning.
3. Identify strategies that will help your team sustain momentum.
4. Identify individual and shared beliefs.

Guiding Questions:

- What strengths do each of you bring to your team and how can you best utilize them?
- What are some ways in which you can engage the rest of your school community in activities and discussions about how to develop a shared vision of teaching and learning?
- How will you share your knowledge with the rest of your faculty?
- How will you maintain your team's momentum?

Agenda

Time	Setting	Strategies
0800 – 0810	Lrg Rm	Welcome by Host
0810 – 0830	Lrg Rm	Announcements and Overview
0840 – 0900	Hmrm	Homeroom Introductions
0900 – 0910	Hmrm	Navigator Model Introduction
0910 – 1115	Hmrm	Team Building & Group Norms
1115 – 1130	Hmrm	Strategy Collection Explanation
		Inspiration Training for Navigators
1230 – 1400	Hmrm	Shared Beliefs
1400 – 1415		Break
1415 – 1445	Lrg Rm	Ordinary School video & debrief
1445 – 1515	Lrg Rm	Featured School
1530 – 1630	Lrg Rm	Study Groups
1630 – 1700	Hmrm	Team Time & Journal

e

Theme: Powerful Learning Environments

Daily Quote: If we really think about technology and its full potential in education, we begin to realize that we are actually redefining education and the classroom. We all become a community of learners. – Linda Roberts, Special Advisor on Educational Technology; United States Department of Education

Core Concept:

In order to meet the needs of our students, we must create a learning environment where students are actively involved and we take advantage of the power of technology to support learning and teaching. This type of environment requires many teachers to make a paradigm shift in how they view and practice teaching and learning. For the shift to occur, teachers must re-examine their beliefs about teaching and learning, be familiar with the indicators of engaged learning and use the indicators to align their instructional practices with those that create powerful learning environments. Technology, in and of itself, has no direct impact on student achievement. But when used as a tool to support teaching and learning, the possibilities are endless. As educators, we must understand the role that technology plays in supporting powerful learning and learn how to take advantage of that power.

Participant Outcomes:

1. Explain the type of environment most conducive to student learning and provide rationale that supports their thinking.
2. Describe how the power of technology supports teaching & learning.
3. Explain the relationship between a powerful learning environment and technology use.
4. Identify activities that will promote the faculty's understanding of powerful learning environments and how technology supports those environments.

Guiding Questions:

- What does a powerful learning environment in the 21st look like? Feel like?
- What are some ways in which you can engage the rest of your school community in activities and discussions about powerful learning environments and develop a shared vision of teaching and learning?

Agenda

Time	Setting	Strategies
0800 – 0815	Lrg Rm	Announcements and Overview
0820 –1005	Hmrm	Engaged and Worthwhile Learning
1005 – 1020		Break
1020 –1330	Breakout	Cooperative Learning Activity
1330 – 1345	Hmrm	Prepare to share
1345 – 1435	Hmrm	Share
1435 – 1450		Break
1450 – 1530	Lrg Rm	Featured School
1535 - 1545	Hmrm	Individual Reflection
1545 – 1645	Lrg Rm	Job Alike

e

Day Three

Daily Quote: "Where there is a genuine vision (as opposed to the all too familiar "vision statement"), people excel and learn, not because they are told to, but because they want to." Peter Senge, Fifth Discipline, 1997.

Daily Theme: *Determining Current Reality*

Core Concept:

One of the initial steps in changing practice involves determining where we want to be and gaining a true understanding of where we currently are with effectively implementing content and performance standards in a technology-rich engaged learning environment. This step involves identifying a needs assessment that will provide an adequate picture of the "current reality" and determining how that information will be used to help the school move forward.

Participant Outcomes:

1. Identify goals for your school as related to engaged learning.
2. Identify tools and/or strategies for examining teacher practice as related to Engaged Learning and technology integration
3. Use the data to develop goals, strategies, and actions that help move the school in measurable, incremental steps.

Guiding Questions:

- How would you define the current learning environment at your school?
- How will you determine where teachers are currently - both in terms of practices that support engaged learning and their ability to use technology as a tool?
- How will this data inform your decisions about the next steps, school improvement, etc?

Agenda

Time	**Setting**	**Strategies**
0800 – 0815	Lrg Rm	Announcements and Overview
0820 – 0920	Hmrm	Case Study
0920 – 1020	Hmrm	Mental Model (built-in break)
1020 – 1120	Hmrm	Share
1230 – 1330	Hmrm	Engaged Learning Profile Tool
1330 – 1530	Hmrm	Current Reality (built-in break)
1530 – 1630	Hmrm	Study Group
1630 – 1700	Hmrm	Team Time

Homework: CBAM article

Day Four

Daily Quote: “If we don’t know where we are going, how will we know when we have arrived?”

“If the only tool you have is a hammer, you tend to see every problem as a nail.” Abraham Maslow

Daily Theme: Evaluating and Planning Professional Development Initiatives

Core Concept: The next step in developing a technology staff development plan is determining how you will measure the success of the program. Effective evaluation methods include planning, formative, and summative measures. All three measures are necessary to determine if your professional development has helped move the faculty forward in achieving the school’s vision and goals.

Once you have determined shared beliefs, a mental model, and a vision, you need to identify steps for accomplishing your goals. Planning a professional development program that meets both the individual teacher needs as well as organizational needs requires those involved in the planning to consider what needs to be included, what model to use, and what delivery methods best meets the content to be addressed. By establishing measurable student outcomes, assessing current teacher competencies and engaged learning practices, a school can determine the areas of focus for improvement.

Participant Outcomes:

1. Identify what elements you need to assess.
2. Identify or design instruments and strategies to fit your needs.
3. Create a rubric for evaluating activities
4. Use data on teacher technology and engaged learning needs to identify professional development directions and priorities.
5. Investigate a variety of professional development strategies (methods, approaches, etc.) and identify those that are appropriate for the needs of your faculty.

Guiding Questions:

- How will you evaluate the effectiveness of your efforts (actions/initiatives)?
- To whom will you report the data?
- How will you use the data to improve your methods and plan next steps?
- What indicators will show you have met your goals?
- How will you use teacher data to develop professional development priorities?
- What are professional development best practices and how can you use them in a school-wide implementation or establish those as strategies in your school improvement plan?

Agenda

Time	Setting	Strategies
0800 – 0815	Lrg Rm	Announcements and Overview
0820 - 0950	Lrg Rm	Staff Development Models, Methods and Strategies
0950 – 1015	Lrg Rm	CBAM, Levels of Use
1030 – 1100	Lrg Rm	Clapping Hands
1100 – 1130	Lrg Rm	Featured School
1230 – 1330	Hmrm	Team Time
1330 – 1430	Hmrm	Tuning Protocol
1430 – 1445		Break
1445 - 1600	Hmrm	Team Time
1600 – 1630	Lrg Rm	Study Group (Final Meeting)
1630 – 1645	Hmrm	Debrief

LEARNING TASKS FOR DAY FIVE

Day Five

Daily Quote: If you want students to think, then teachers have to think. If you want students to learn, then teachers have to be engaged in learning. – Anthony Alvarado

Daily Theme: *Implementation*

Core Concept:

Now that you have identified your goals, set a vision, and identified needs, methods for addressing those needs, and strategies for measuring your success, you need to think about the implementation phase. As you have heard, change takes time so you must set realistic timelines for program implementation, identify how you will maintain momentum with your team, involve others in your school, and share your successes with others.

Participant Outcomes:

- Identify methods for maintaining momentum of your team.
- Identify ways for communicating your goals and progress with others in your district, area, and throughout the system.
- Receive and give feedback on draft plans.
- Finishing touches of draft Action Plan.

Guiding Questions:

- What type of support is needed to move your school forward and/or sustain momentum?
- How will you share your knowledge with the rest of your faculty?
- How will you maintain your team's momentum?
- How will you share your successes with others?

Agenda

Pick one or two ideas from yesterday's debrief that made an impression on your team and share

Time	Setting	Strategies
0800 – 0820	Lrg Rm	Announcements
0820 – 0840	Lrg Rm	Systems Thinking
		Navigator Training on Track Changes
0845 – 0930	Hmrm	Individual plan time
0930 – 1030	Hmrm	Peer Editing on individual plans
1030 - 1130	Hmrm	Team Time
		Institute Evaluation
1230 – 1330	Hmrm	Planning
1330 - 1445	Lrg Rm	Sharing
1445 - 1500	Lrg Rm	Closure

Sharing time thoughts

Print draft of your work before you leave for lunch

STRATEGY: Getting Acquainted — DAY 1

PURPOSE

When people form a group for learning, they must first become acquainted. This activity offers groups members the opportunity to get acquainted and begin to form a community of learners.

BASICS

Time Needed: 20 minutes
Room Arrangement: Team Groups
Materials: Digital camera(s), disk per team, Word, PowerPoint

FACILITATOR'S NOTES

Spend time welcoming participants and focusing their attention to the slide show. You may need to provide technical assistance on using a digital camera, importing the file, resizing the image, or helping them understand the project.

Time participants and call time after 30 seconds.

PROCESS

- ***Project the following directions on the screen as participants are entering the room:***
  - ***Sit as a team.***
  - ***Take a digital picture of the team and the team members.***
  - ***Using Word or PowerPoint, import the images of each team member and the team.***
  - ***Label the pictures w/ the school name and web address, names of team members, email address, and position.***
  - ***Print a copy for each team.***
- ***Each team member will have 30 seconds to introduce themselves to the large group. In addition to their name, school, and position, give them one of the following prompts:***
  - ***What is a strength you bring to the team?***
  - ***What is the last technological tool or skill you used or learned?***

BACK TO AGENDA

STRATEGY: Navigator Model Introduction DAY 1

PURPOSE

The Navigator Model was developed by Southwest Educational Development Laboratory (SEDL). This model works when participants have different levels of technology skills and provides them with a strategy they can use in their classrooms.

BASICS

Time Needed: 10 minutes

Room Arrangement: Team work

Materials: Navigator handout

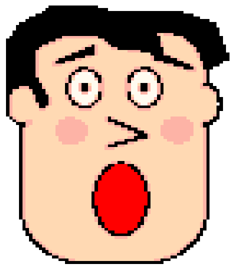
FACILITATOR'S NOTES

After teams have made selection, have all the Navigators stand up and move to the back of the room. Survey them to see what type of training they will need.

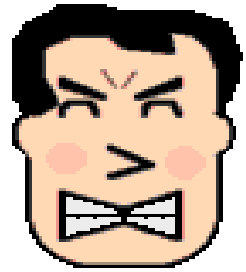
PROCESS

1. ***Explain that the Navigator Model, developed by SEDL, is an effective way of increasing the technology skills of team members as well as for use in any training/teaching situation. In this model, teams are assigned cars and each member assumes a different identity or role.***
   - ***The team member with the most technology experience will be trained as the*** *Navigator* ***and receive instruction in the applications used (Inspiration, PowerPoint, track changes in Word, yahoogroups, etc.).***
   - ***The starting*** *Back Seat Driver* ***will have medium to high technology skills and will assist the Navigator in giving instructions.***
   - ***The starting*** *Driver* ***will have low to medium skills and be responsible for all input.***
   - ***The fourth team member will be the*** *Information Officer* ***and is in charge of collecting all materials the team needs during an activity, serving as a timekeeper, and keeping the group on task.***
2. ***While the Navigator is being trained, the rest of the team plans the content and how to carry out their project. The Navigator returns to the group once training is complete and instructs the Driver who will make the actual keyboard entries. The Navigator is not allowed to touch the keyboard or mouse and must give verbal instructions only. For continuity, the Navigator should remain the same but the rest of the team members should rotate. This allows everyone the opportunity to use the mouse and the keyboard.***
3. ***Pass out Navigator roles cards and allow teams time to determine roles and if/when they want to rotate roles.***
4. ***Ask the Navigators to move to the back of the room for a quick needs assessment.***

BACK TO AGENDA

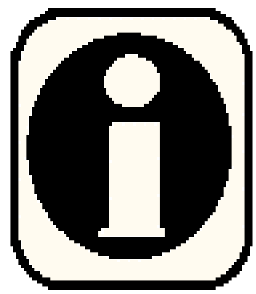


Back Seat Driver

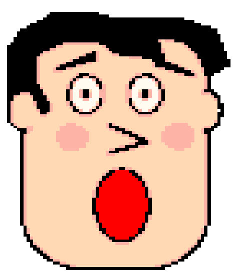


Navigator

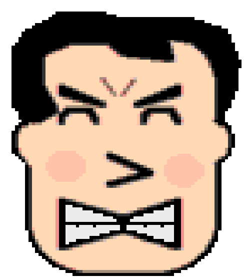
Driver



Information Officer

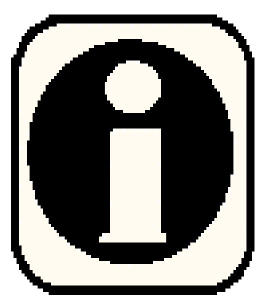


Back Seat Driver



Navigator

Driver



Information Officer

STRATEGY: Developing Team Norms DAY 1

PURPOSE

In order to build a community of learners, a team needs the opportunity to reflect on the characteristics of what makes a team function effectively and develop a set of shared goals. There are basic communication norms that must be adhered to for promoting collaboration. Using role-play, teams will rediscover the different norms and develop their own norms for functioning as a team.

BASICS

Time Needed: 110 - 115 minutes
Room Arrangement: Teams grouped together
Materials: Chart paper for each team, markers, post-it-notes

FACILITATOR'S NOTES

When using the "one homeroom scenario", divide the room into smaller, manageable groups. If using a "homeroom scenario", keep together in one room. Part of this activity is done in group work; part in teams.

Suggestion: Give one team the same cards (Know it all).

Discuss the difference between teams working together and learning. Emphasize that in a team that learns together we value diversity and honor each other's differences as well as strengths.

What types of strategies will you use throughout the week to bring focus back to the team's commitment and norms?

As you watch the teams during the week, how can you use the norms to help refocus "dysfunctional" teams?

If the teams struggle with a graphic organizer, you can use the Venn Diagram as an example. The traditional roles are on one side; the engaged roles on the other. The common area are the traits that are common to both.

PROCESS

1. ***(3 – 5 minutes) The entire group is given the prompt: "Have you ever been part of a really great team?" and asked to think back to that experience. Have each individual jot down examples of the team and what characteristics made the team successful in their journal.***
2. ***(10 – 15 minutes) Ask individuals to tell what characteristics made the team successful or great. Write comments on a flip chart and post each completed page. Make sure that "communication" is one of the successful traits mentioned. You can prompt a few individuals to share their successful team experiences, but don't let one individual dominate the conversation.***
3. **Setup** ***(5 minutes): Give the group directions for the*** learning project***. Explain that while they are working on their learning project, you are going to give each team member a role (see*** role cards***) to practice during this activity. Remind them not to share their role with your fellow team members.***

   Role cards distributed have the following roles on them:

Withholder (silent but knowing)	***Always confused***	***Yes person***
Protector	***Know-it-all***	

4. **Play** ***(10 minutes): The team proceeds to begin work on its project, with members acting out their specific roles. Tell teams they have 10 minutes to complete their project. As you circulate, note comments, body language, and communication flow.***

5. **Debrief** *(5 minutes): The teams consider the following questions:*
   How was your progress impeded by the different roles?
   What types of communication problems did you encounter?

   Address questions to specific people (e.g. "How did you feel, Sue, when Marla continually interrupted you?) Contribute observations to stimulate reflection.

   - *Before the break, explain the next section. Pass out the fact sheets so participants can look over them during the break time.*

6. **Learning** *(25 minutes): The teams now look at effective communication norms for teaming and learning. Each of the norms is described on a separate half-page* fact sheet *(see Facilitator's Notes). Each team member takes a norm, reviews it, and prepares to explain it to the other members.*

   After 5 minutes, teams reconvene and each person has five minutes to describe his or her norm, help the team practice it, and address questions. A timekeeper should be assigned to help the teams keep on task.

7. **Replay** *(10 minutes): Using the newly communicated norms, the teams work again to complete the project. Coach members as they practice the norms, for example, "Remember to develop shared understanding", etc. The teams get a 5 and 2 minute warning before ending their role-playing. The project should be completed in 10 minutes or less.*

8. **Debrief** *(10 minutes): Acknowledge team members for their work at effective communication. Each team shares any product that emerged with the other teams. Each team discusses the following questions:*
   - *How was communication different this time?*
   - *What communication norms did you find helpful?*
   - *Why are norms helpful?*
   - *What norms do you want to adopt for your team?*

9. **Work** *(20 minutes): Each team will develop norms for the week and brainstorm how they can create those kinds of feelings here by asking each other: "What could we do (achieve, accomplish, and create together) that would rekindle the same feelings we remember from those "really great teams"? At this point, though no one has mentioned the word "vision," each team has a shared set of priorities in hand and a new way of thinking about them.*

10. *Post the norms and team commitments near their working area.*

LEARNING PROJECT

1. *Give each team a piece of chart paper.*
2. *Have the teams divide the chart paper into four squares.*
3. *Label the square as follows:*
   - *What I know about Engaged Learning*
   - *What I want to know about Engaged Learning*
   - *How I'll learn more about Engaged Learning*
   - *What I learned about Engaged Learning*
4. *Each team will spend two minutes for each of the first three topics.*
5. *The last topic – What I learned – will be completed at the end of the week.*

BACK TO AGENDA

ROLE CARDS: Norms

Withholder (silent but knowing)
You are an extremely shy person who prefers to work on your own. Unless someone directly asks for your thoughts, you tend not to speak in a group setting. You are aware of the feelings of others around you but are uncomfortable in making any overt attempts to be inclusive or empathetic to other group members. You have knowledge that could assist the group in its task but are uncomfortable in sharing your information. You tend to fidget in your seat, as a sign of your discomfort, but remain a quiet observer.

Always confused
You are a considerate person who desperately wants to contribute to the work of the team. Your mind tends to wander to other issues; thus, you miss a great deal of the conversation. You tend to ask many questions, often disrupting the flow of the discussion to clarify your own thoughts. You often reopen topics that have already been discussed by the group.

Yes Person
You have your own ideas about the task of the team, yet you tend to go along with the ideas of other members. You contribute to the group, but with a focus on getting the task accomplished with as little uneasiness as possible. You tend to smile and agree to the ideas of others - even if their ideas contradict each other.

Protector
You are far more concerned with the feelings of individual group members than you are with the task at hand - to the point that you focus solely on feelings and emotions. You consult individuals who appear to be uncomfortable (fidgeting in their seat, confused) in the middle of a conversation to try to assist them. You take on a parent role in the way you encourage all group members to express their opinion - even if they are not interested in speaking. You often rephrase a harsh statement made by another group member in kinder and gentler words.

Know-it-all
You feel very strongly about the direction the activity should take. You are an extremely opinionated person and are often loud and disruptive during a meeting. You are known to interrupt another speaker if you have something you feel is important to say. You feel it is imperative that everyone know your ideas. Your focus is on completing the task at hand in the most expedient manner possible. The feelings and contributions of other members are not important to you.

FACT SHEETS: Team Norms

Listen Carefully

Listening carefully demonstrates respect for the ideas and thoughts of others. Peter Senge and colleagues (1994) describe this immense listening as "the art of developing deeper silences within yourself, so you an slow your mind's hearing to your ear's natural speed, and hear beneath the words to their meanings" (p. 377). Listening carefully requires the purposeful pursuit of meaning "beneath the words" - listening for the contribution of each other's speaking rather than assessing or judging what people are saying. This deeper level of listening asks listeners to set their thoughts aside while they attempt to understand the message from the speaker's point of view.

Practice:

- ***Obtain silence: Stop talking to yourself and others***
- ***Show your interest in what the speaker has to say***
- ***Try to understand the speaker's point of view***
- ***Clarify your understanding of the message***
- ***Question your interpretations***

What are two other techniques you could use to support his norm in your group?

1.

2.

Share relevant information

Sharing relevant information means speaking up if you have ideas and information that will contribute to the group discussion, including facts that do not support your idea or perspective. For example, a staff member may want to attend a professional development conference on the day her team has planned a field trip. If she shares this dilemma, the team may encourage her not to go to the conference. Sharing all relevant information means telling the team about the conflict, even though the information may reduce her chance of being able to attend the conference.

Practice:

- ***Elicit multiple perspectives in the group.***
- ***Share your feelings about the topic.***
- ***Present your information so the message is highlighted, not your feelings about it. For example, if a sentence starts with "This is a stupid idea, but…," team members may find themselves contemplating whether they agree or disagree with that statement rather than listening to the information.***

What are two techniques you could use to support this norm in your group?

1.

2.

FACT SHEETS: Team Norms

Make assumptions explicit

Every problem is based on a set of assumptions. Assumptions are the ideas that are treated like "the truth," but in reality are merely ideas, created by people at some point in time. For example, different teachers may have different sets of assumptions that guide their response to a student's behavior in school. When the assumptions underlying a problem or idea are identified and clearly stated, discrepancies in thinking among team members can be more easily identified.

Practice:

- ***Ask the speaker to explain how he or she arrived at a particular idea.***
- ***Tell others why you are doing or suggesting something.***
- ***Explain how you came to a certain point of view.***
- ***Describe the theory that you are basing your idea upon.***

What are two other techniques you could use to support this norm in your group?

1.

2.

Determine group decision making processes

One example of the decision making process is deciding by consensus. Everyone in the group freely agrees with the decision and will support it. If even one person cannot agree with a proposed decision, the group does not have a consensus. Consensus ensures that team members' choices will be free choices and that they will be internally committed to the choices (Schwarz, 1994). When a group uses the consensus process, the group more fully owns the final decision, thereby fostering a more accepting atmosphere for the change. Testing for consensus is important to be sure that a decision is unanimous and to be sure that an individual's silence is not automatically interpreted as agreement.

Practice:

- ***Take a group vote using thumbs up, thumbs down.***
- ***Ask group members individually if they support the decision.***

What are two other techniques you could use to support this norm in your group?

1.

2.

STRATEGY: Strategy Collection Sheet DAY 1

PURPOSE

During the week, we will use a variety of strategies and activities that promote effective professional development. Each team will be provided with a means for keeping track of the different strategies and identify/modifying those they feel are most effective.

BASICS

Time Needed: 5 minutes introduction; 10 minutes at the conclusion of each activity
Room Arrangement: Team work
Materials: Strategy Collection Sheet

FACILITATOR'S NOTES

Teams can access the sheet electronically and save it to their team's folder. The format of the sheet is just a suggestion. Teams are free to design their own format, perhaps identifying the strategy, a brief description, how it could be modified, and how it will be used.

Be sure to allow time at the conclusion of each activity for the team to complete and discuss the sheet.

If you want to debrief as a group, do it at the end of the day. Ask teams to share an activity and how they will use it with their faculty.

While the team is receiving instructions on the sheet, the navigators will receive training on Inspiration.

PROCESS

1. ***Each participant receives a copy of the*** STRATEGY COLLECTION SHEET.
2. ***The team decides how they will keep the information.***
3. ***As a team, they should discuss how the strategy could be modified for work with their schools.***
4. ***The "Information Officer" should keep a master list of the strategies and modifications.***

EXAMPLES

Activity	Brief Description	How would you use it
Team Norm Building	Create meaningful activity for role-playing	Whole faculty
Navigator Model	Technology roles	Learning groups

BACK TO AGENDA

STRATEGY: Shared Beliefs DAY 1

PURPOSE

Team members need time to reflect on their individual beliefs, identify shared beliefs, and develop common team beliefs. These beliefs should be reflected in all the work accomplished during the week.

BASIC

Time Needed: 90 - 120 minutes
Room Arrangement: Team work
Materials: Sentence strips, thick-tipped black markers, pocket charts (optional), tacks or masking tape

FACILITATOR'S NOTES

What strategies will you use during the week to help the team refocus on their beliefs?

How can you help ensure the beliefs are shared by all?

PROCESS

1. Have each team member privately write down their individual beliefs about teaching, learning, and technology on a sentence strip with a black marker. Each belief should be on a separate sentence strip and should begin with the words “I believe . . .” (10 minutes)
2. Team members come together and compare beliefs. Those beliefs that are similar should be put one behind the other. Those they do not agree on are to be removed and will be dealt with later. For this activity, only those beliefs that can be agreed upon are to be used. (10 - 15 minutes)
3. Using a pocket chart, team members categorize their beliefs by stacking similar ideas behind one another. Team members label each category. (20 minutes)
4. Teams walk around the room and view other teams beliefs. When they have finished the tour, team members may go back and add additional beliefs they may have forgotten. However, these beliefs may only be added if everyone agrees to the new belief. (5 minutes)
5. During the week beliefs may be added to the pocket chart but only if all team members agree. New beliefs added after the first day must be written in a marker other than black (5 minutes)
6. Team members add this activity to their strategy collection sheet. (10 minutes)

BACK TO AGENDA

STRATEGY: Engaged Learning — DAY 1

PURPOSE

This is the first exposure teams will have to an Engaged Learning environment. The "Ordinary School…" video will show the importance of having a vision and how the instruction supports the vision.

BASICS

Time Needed: 30 minutes
Room Arrangement: Large Group
Materials: An Ordinary School... video; K-W-H-L chart

FACILITATOR'S NOTES

Encourage teams to take a fifteen-minute break before this segment begins.
What aspects of the video will you use a discussions later in the week?
How does the instruction support the school's vision?

PROCESS

1. Preface the video by explaining that this was filmed in 1997 by Apple to illustrate the potential of technology in support of teaching and learning.
2. Show the video, "An Ordinary School Doing Extraordinary Things."
3. Have the teams reflect back on their K-W-H-L charts to see if the video answered any questions. Allow time for them to notate any learnings or mark the questions that were answered.

STRATEGY: Featured School DAY 1

PURPOSE
This time is devoted to spotlighting the Featured School.

BASICS
Time Needed: 30 minutes
Room Arrangement: Large Group
Materials: InFocus Projector, workstation

FACILITATORS NOTES
Pass out index cards to each participant. Instruct them to write down questions they have for the featured school in relation to working as a team.

PROCESS
1. The Featured School team will discuss how they were able to works as a team, the support they received, and some of the activities they did to remain motivated.
2. Collect the cards as participants leave for the break.
3. The Featured School should categorize the cards. Time will be provided later in the week to answer the questions.

STRATEGY: Study Groups DAY 1

PURPOSE
Study Groups are one form of professional development that supports learning. This strategy will assist team members in identifying a personally meaningful topic for study.

BASIC
Time Needed: 60 minutes

Room Arrangement: Large group

Materials: Charts posted around room, pens/markers

FACILITATOR'S NOTES
Before the institute, each facilitator should decide which of the four following topics they want to work with: Understanding Learning, Teaching, and Technology; Professional Development Design; Results, Assessment, and Data; and Leadership and School Culture.

There should be one lead facilitator and one for each station. The lead facilitator will serve as a timekeeper and keep all groups on time. All topic facilitators need to keep the discussion focused, ensure all ideas are expressed, and document the discussion.

During the first round of discussion, the facilitator may want to begin with an open-ended question, such as, "Why does this topic interest you?"

The facilitator may promote shared understanding among group members by asking people to clarify their thoughts or by checking to see that participants are following the discussion.

Everyone should be aware of the importance of personal choice before deciding to join a collaborative learning team. It's acceptable for people to change their minds and switch to another group. This is a good time to make a connection between Personal Mastery and Team Learning (The Fifth Discipline, Senge). Topics selected should be a balance between the two disciplines.

Harrison Owen (1997), the found of "Open Space Technology," suggests that the following ground rules be posted to help the group understand the free-floating, self-selecting spirit of the process.

Ground Rules
1. No more than two team members per topic.
2. Whatever happens is the only thing that could happen.
3. "The Law of Two Feet" – If you are not in the right place, use your feet to go to another group.
4. Listen generously – Inquire into the ideas of others as you express your own ideas.

PROCESS
1. Room preparation: A large open room is divided into stations with one of the topics (Understanding Learning, Teaching, and Technology; Professional Development Design; Results, Assessment, and Data; and Leadership and School Culture) posted at each station. Each topic is written on a large strip of paper and posted with three pieces of chart paper below it. The charts are titled as follows:

- Carousel: Interests/concerns
- First Round of Discussion
- Topics for Study

2. When the group assembles, the facilitator reviews the entire "Open Space" process. The facilitator explains the use of the charts and transition cues and demonstrates their use, if appropriate.
3. Carousel (10 minutes): Each participant has 5 minutes to write down questions/topics they are interested in learning more about related to each topic on post-it-notes (one per post-it). During the "Carousel" they place their post-its on the appropriate chart. The lead facilitator keeps time and circulates participants through each chart at 2-minute intervals.
4. First Round of Discussion (15 minutes): Participants cluster in discussion circles at the station that most interests them. Participants share their reason for selecting the topic and the things they want to learn. The group facilitator notes each person's interests on the "First Round of Discussion" chart. The group then reflects on what it has heard and whether a specific topic for study has emerged. Any study ideas that emerge from the discussion are posted on the "Topics for Study" chart.
5. Team Stroll (10 minutes): This is an opportunity for teams to explore all areas and determine an area of interest. During this round, teams read each of the charts and the topics of study. As a team they discuss the topics that have most relevance to their teams as well as meeting individual goals. When they have identified the topic that most interests them, they stand beside that chart. Reinforce the norm – no more than two team members per topic.
6. Topics for Study (15 minutes): This is the first step in forming a collaborative learning team. When participants have grouped themselves into learning teams, they note their broad topic for study on chart paper, as well as the team members' names and their personal interests related to the topic. The facilitator and group representatives then share these charts with the entire group.

EXAMPLE

The Wall

Understanding Learning, Teaching, and Technology		
(chart)	(chart)	(chart)
The Stroll: Interests and Concerns	1st Round of Discussion	Topics for Study

BACK TO AGENDA

STRATEGY: Journal Writing DAY 1

PURPOSE

Reflection is a critical piece of the learning process. Each individual needs time to reflect on the new information and ideas presented as well as time to determine how the information fits into their existing schema.

BASIC

Time Needed: 5 minutes
Room Arrangement: Team work
Materials: Journals, computers

FACILITATOR'S NOTES

Ensure participants that entries will be confidential. Learning logs such as journals provide an excellent form of program evaluation and/or self-assessment. It is our intent to give you journal time during the week so you can reflect on how the information matches your own beliefs.

Ensure that this is a private and quiet activity.

All facilitators should spend time journaling about the day.

PROCESS

1. Pass out journals to participants.
2. Provide time for each participant to personalize his or her journal.
3. Explain that all entries are personal and time will be provided throughout the day for them to make entries regarding their learning.
4. Set the norms for the activity – no talking, private reflection on the day's activities for 5 minutes.

BACK TO AGENDA

STRATEGY: Team Time DAY 1

PURPOSE
Identify strategies to use with school on developing a shared vision and learning to work together; make a list of additional people you can recruit and what strengths they bring to the group.

BASIC
Time Needed: 25 minutes
Room Arrangement: Team work
Materials: K-W-H-L chart

FACILITATOR'S NOTES
Circulate around the room to see how teams are working.

PROCESS
1. Based on what you learned today, what types of activities could you use with your faculty to create shared beliefs? Identify other committee work or meetings where norms might be helpful. How will you help them understand the importance of using norms?
2. Think about your faculty and write down names of people that you will approach to join in your venture. Brainstorm some types of “recruiting” activities you can use.
3. Review your K-W-H-L chart from this morning. What questions were answered today? What additional questions do you have? What did you learn today?

BACK TO AGENDA

STRATEGY: Engaged Learning Activity DAY 2

PURPOSE

To fully understand the theories of constructivism, participants need to construct knowledge based on their own experiences. This activity helps the group focus on the most successful learning experience they had and identify characteristics that made it successful.

BASIC

Time Needed: 105 minutes
Room Arrangement: Team work
Materials: Engaged Learning Activity worksheet

FACILITATOR'S NOTES

How will you debrief this activity? How will you ensure that everyone has a clear understanding of the indicators and how they relate to engaged learning?
Review the Karen Cadiero-Kaplan article and decide what points need to be shared.

PROCESS

1. ***Think of the most successful learning experience you have had. Complete the*** Engaged and Worthwhile Learning Activity worksheet ***independently. (15 minutes)***
2. ***In your team, each person should share their experience and use the worksheet as a discussion point. (2 minutes per member)***
3. ***Explain that engaged learning consists of four main categories – Students' Roles, Teacher Role, Learning Tasks, and Assessment – and each category has distinct characteristics or indicators that identify engaged learning. (3 minutes)***
4. ***As a team, use inspiration to identify a list of common characteristics that best describe your understanding of engaged learning (#7 on worksheet) and record them. (15 minutes)***
5. ***Have each team number off from 1 to 4. All 1's are the Student Role; 2's are the Teacher's Role; 3's are the Learning Tasks; and 4's are Assessment.***
6. ***As we watch the George Lucas, Learn and Live video, write down examples of your role. (40 minutes)***
7. ***Following the video, have the numbered groups convene and discuss their examples to make sure everyone agrees on them. Are there other examples that weren't shown in the video? Were there some non-examples? (10 minutes)***
8. ***Give each participant a copy of the Engaged Learning Indicators. Explain that we belief that as educators they are an extremely intuitive group and have a good understanding of the different aspects of engaged learning. This list is created by Barbara Means, a leading researcher on Engaged Learning. Compare their list to the handout to see if they covered all aspects. Have them check their inspiration and add other characteristics. (10 minutes)***
9. ***Focus on the Karen Cadiero-Kaplan article (10 minutes).***

BACK TO AGENDA

STRATEGY: Engaged Learning Activity DAY 2

ENGAGED AND WORTHWHILE LEARNING ACTIVITY

Think of a time when you got satisfaction from learning something that someone else taught you. This may have been in school or a class, or a lesson outside of a school setting, or an informal learning experience.

1. What was the context of the lesson?

2. What tasks or activities did you do? What was it about the lesson or the learning process that helped you understand the content?

3. How would you describe your role as a student in this lesson?

4. How would you describe the teacher's role? What did the teacher do to assist you in learning the content or completing the task?

5. How were you assessed or how did you assess yourself in this learning experience?

6. In what ways did you find your learning valuable?

7. After talking about meaningful learning experiences you and your partner have had, develop a list of characteristics that describe what you think engaged and worthwhile learning is.

STRATEGY: Cooperative Learning Activity DAY 2

PURPOSE

Engaged Learning is a shift from the traditional instructional model and requires that educators understand how the two practices differ, develop a common 'label' for what they are seeing, and understand how an engaged learning environment supports learning. This activity will simulate an engaged learning classroom.

BASIC

Time Needed: 185 minutes
Room Arrangement: Learning stations to accommodate between 6-10 people.
Materials: North Star video, Kids as Explorers, bookmarked web sites, Captured Wisdom CDs & videos

FACILITATOR'S NOTES

Keep in mind that the purpose of this activity is to have participants use their own knowledge and experiences to construct meaning.
A special viewing of any videos, web activities, or CD's can be arranged for an evening session if desired.

PROCESS

1. ***Each team is going to discover answers to the following:***
   - ***How does Engaged Learning support student learning?***
   - ***What does an Engaged Learning environment look like?***
   - ***What role does technology play in supporting teaching and learning?***
   - ***What are the characteristics of an Engaged Learning activity?***
2. ***Each team will have approximately 2 hours to learn as much as possible, 15 minutes to design a method for creatively sharing the information with their faculty, and 10 minutes to share their ideas with another team. We have identified resources and materials that will help give you a better understanding of the selected topics. Your team will need to decide:***
   - ***How will you find out answers to each of the questions?***
   - ***How will you divide up the work?***
   - ***How will you share the information you learned?***

Possible materials/resources for each topic area:

Support Learning	*Environment*
"Integrating Technology" ***Concept2Classroom (Disney)*** ***NCREL's enGauge***	***Learn and Live*** ***Captured Wisdom*** ***NCREL'S Engauge*** ***Reaching for the North Star***

Technology	*Activities*
Kids as Explorers (SEDL) ***"Connecting…"*** ***Article from ISTE***	***Web Quest About Web Quest*** ***Curriculum Quest***

Some areas will require more time than others so take that into consideration when planning.
BACK TO AGENDA

STRATEGY: Featured School DAY 2

PURPOSE
This time is devoted to spotlighting the Featured School.

BASICS
Time Needed: 40 minutes
Room Arrangement: Large Group
Materials: InFocus Projector, workstation

FACILITATORS NOTES

PROCESS
1. The Featured School team will discuss the types of activities they did, how they worked with the faculty to understand Engaged Learning.
2. Spend the last 10 minutes answering questions. Either the ones from the previous day or those related to today's session.

BACK TO AGENDA

STRATEGY: Job Alike DAY 2

PURPOSE

It is important that people working in similar jobs have time to share information and discuss how the information from the week impacts their job.

BASIC

Time Needed: 60 minutes
Room Arrangement: Four groups with "topic" charts posted in appropriate area
Materials: Various articles, books, web sites related to specific topics.

FACILITATOR'S NOTES

Each facilitator should take a group. Remind the groups that this is not a "bitch" session, but a time to share how they will use this information in their jobs.

What types of strategies will you use to debrief this activity?

How can you ensure that all participants are actively involved or engaged in this activity?

PROCESS

1. Each of the four groups will have a designated area to meet.
2. Establish group norms that focus on how the group will share information.
3. Provide the following prompt:
   - How will the information from this week impact your job?
   - What will be your role in implementing change?
   - What additional information do you need to be effective?

BACK TO AGENDA

STRATEGY: Case Study DAY 3

PURPOSE

When used appropriately, technology has the potential to enhance the learning environment. We must begin to understand what technology integration looks like in order to begin using it effectively.

BASIC

Time Needed: 60 minutes
Room Arrangement: Team work
Materials: Vision of Engaged Learning handout, Inspiration, computer

FACILITATOR'S NOTES

It is important to understand that while there are no wrong answers, participants should understand that technology should be used carefully and in support of learning outcomes. While it is appropriate to design a lesson that assesses students use of technology, the objectives should still be focused on the curriculum standards.

PROCESS

1. **Participants should have a copy of Research and Presentations. Provide time for reviewing the case study.**
2. **Team members should identify the engaged learning elements and discuss their use in this lesson. They may use Inspiration to record their ideas.**
3. **Pass out copies of Vision of Engaged Learning.**
4. **Have participants go through the case study using the** ***Vision of Engaged Learning*** **checklist and determine if the lesson was an engaged learning activity and cite specific examples in defense of their decision. Each team should be prepared to share their findings with the group and defend their position.**
5. As a large group, provide time for each team to share their viewpoint. As teams cite examples, identify what might have made the lesson better.

BACK TO AGENDA

STRATEGY: Mental Model DAY 3

PURPOSE

Teams need to identify a mental model for what an Engaged Learning environment would look like at their school. This model will be helpful in determining the steps needed to begin establishing the environment.

BASIC

Time Needed: 60 minutes work time; 10 minutes per group for sharing
Room Arrangement: Team work
Materials: Chart paper, pens/markers, computer

FACILITATOR'S NOTES

Each team can select one of the activities listed below

- Life magazine activity
- Team discussion/writing scenarios
- Elevator speech
- Awards Banquet

There is a tendency is to cut the debriefing portion of this activity short, but time should be spent allowing teams to share, discuss, and dialog.

PROCESS

1. Have team members discuss what an Engaged Learning environment would look like in their school where students are actively engaged and achieving high levels of thinking and learning in a challenging curriculum supported by technology. This mental model occurs <u>ten years in the future</u> and supports the team's shared beliefs. All these combined experiences are what develop a shared vision. Simply writing a vision together as a school does not mean your school generally believes it.

Suggestion: You may create a generic classroom or you may choose one classroom/grade level/curricular area as representative for the school. Your mental model should convey what a visitor might see or hear if s/he were to walk into this classroom.

- What would this visitor see/hear students doing? …see/hear teachers doing?

1965 What learning task(s) are students engaged in?

- What materials/resources are teachers/students using?

STRATEGY: Mental Model DAY 3

Life Magazine Activity

Write a cover story about what your school has accomplished 10 years from now. The following elements can be included in the cover story:

- Bigger – than – life headline.
- Bulleted list of outstanding accomplishments.
- Pictures that support accomplishments.
- Actions we took to get where we are.

Team Discussion/Writing Scenarios

As a team, reflect on all the information you have learned about an engaged learning environment. Identify how that would look in your school. What types of things would you see and hear from students, teachers, and parents? Write a “day in the life” of a student ten years in the future.

Elevator Speech

You have just gotten into an elevator with other members of your team. Ask one another: “Why are you involved in this learning initiative?” Imagine the doors to the elevator shutting. You each have two minutes to answer before you reach your floor. Discuss how accurate and understandable the “elevator explanations” were, what questions were left dangling, and what suggestions could make them more compelling and authentic.

Awards Banquet

Imagine an awards banquet being held 10 years in the future where you are being honored for your outstanding service in the field of education. A colleague is speaking to the group about the accomplishments of the award winning school. What would your colleague say about the school? Write a two-minute speech that expresses what you hope will be said about your accomplishments. This exercise helps clarify and make public the dream inside each person.

BACK TO AGENDA

STRATEGY: Engaged Learning Profile Tool DAY 3

PURPOSE

Before you can begin to plan professional development, you must identify the current reality of your faculty relating to engaged learning. This needs assessment provides participants with a tool for assessing the degree to which engaged learning is being used in the school and identify common strengths or areas where improvement is needed.

BASIC

Time Needed: 60 minutes
Room Arrangement: Team work
Materials: URL for engaged learning profile tool.

FACILITATOR'S NOTES

Encourage team members to use their “Strategy Collection” sheet to record this activity. Have teams that finish early look at other needs assessment tools. The Resource page provides links to additional sources.
What are some ways you can debrief this activity?

PROCESS

1. As a team, go through the profile tool and answer questions as you think the majority of your teachers would answer them.
2. When finished print out the tool and then hit the graph button. Print the graphical results.
3. Individually respond to the following questions:
   - What did the graph reveal about your school?
   - How will the results be similar or different if you have teachers take the tool?
   - If you were to choose one or two areas that you would like to improve in your classroom environment, what would they be?
   - Can you think of ways that technology might help you make the changes you'd like to make?
4. Have participants work in their teams. Instruct them to share their thoughts with their group. This may be something from their reflection or other thoughts pertaining to the tool.

BACK TO AGENDA

STRATEGY: Current Reality DAY 3

PURPOSE

Effective school improvement must be based on student outcomes whereas effective professional development must be based on identifying teachers' needs as related to student outcomes. This activity is one type of needs assessment that clarifies the relationship of student outcomes and teacher's technology learning goals as related to the DoDEA curriculum.

BASIC

Time Needed: 60 minutes
Room Arrangement: Team work
Materials: ISTE "NETS" book, DoDEA Curriculum Guides, Content Standards/Technology Competencies Alignment Worksheet, Student Outcomes and Teacher Knowledge & Skills Worksheet

FACILITATOR'S NOTES

Reference the DoDEA Teacher Technology Competencies – these competencies will be revised during SY01-02 in an effort to bring them closer in alignment with the Student Performance Standards. Educational Technology is in Year 2 of the Curriculum Development/Assessment Adoption Cycle. In November of 2000, a team representing educators from our DoDDS and DDESS schools met to review and revise the current student standards. The new standards, which will be available in the fall of 2001, are closely aligned to the International Society of Technology Education (ISTE) standards. Stress that the DoDEA technology profile instrument is voluntary and although it is long, it gives very valuable information related to teacher's self-report on technology ability.

PROCESS

1. Explain that effective staff development should be based on data and this is one method for determining the needs of your staff.
2. Present the DoDEA Teacher Technology Competencies and give a brief explanation of the status and intended use.
3. Provide teams with copies of the ISTE standards. Provide time for the participants to look over the 10 standards of each section (K-2; 3-5; 6-8; 9-12).
4. Select one grade grouping. To the best of your ability, assess where you think the majority of students in this grade grouping are? Put a – by the skills that are poor or need improvement; a ✓ by the skills that are adequate; and a + by the skills that are above average. (Allow 5 minutes)
5. What were the difficulties you had in assessing students' ability? (hopefully at least one person will admit that they didn't understand the standard).
6. Show one of the standards on the overhead and direct the participant's attention to it.
7. As a team, identify some of the descriptors for the different performance indicators. (If necessary, walk through an example).

- Who can tell me exactly what this means?
- How would you evaluate it? How would you know the kids “got it”?

8. Rewrite the standard in your own words so that you as well as everyone in your school and/or community would understand it.
   - How would you ensure everyone understands the standards, knows how to assess them, and how to use them?
9. Look back at your original assessment. Assuming you had clearly understood the standard, what does this imply about teacher knowledge? What are the implications for staff development?
10. How can we work with teachers to ensure that what they learn has practical application?

NOTE: There are tons of needs assessments, skills inventories, etc. available on the web or through other resources, but none of them have any meaning if they don’t focus on what students are expected to know and be able to do.

11. Introduce the teams to the NCREL Profile Tool.
12. Explain that this tool has been used by schools to determine where teachers currently are in technology.

BACK TO AGENDA

STRATEGY: Debrief DAY 3

PURPOSE
Debriefing is a vital part of the growth and learning process. Individuals and teams need time to reflect on the learning from the day.

BASIC
Time Needed: 30 minutes
Room Arrangement: Team work
Materials: Computer, Word, Inspiration, CBAM article, journals

FACILITATOR'S NOTES
Pass out copies of the CBAM article for homework. Instruct participants to read it and underline key points to remember, identify questions they have or things they need clarified.

PROCESS
1. Each team member individually reflects on what they learned in their study group.
2. Allow five minutes for each member to share his/her thoughts with the rest of the team.
3. When finished, each team member should write a journal entry in his or her journal reflecting on the day.

BACK TO AGENDA

STRATEGY: PD Best Practices — DAY 4

PURPOSE

All professional development should include opportunities for participants to reflect, receive feedback, and modify their beliefs and/or practices. For the new learning to be adapted into a teacher's repertoire, they need support in sustaining their learning.

BASIC

Time Needed: 80 minutes
Room Arrangement: Large group divided into five groups
Materials: Professional Development Best Practices handout

FACILITATOR'S NOTES

Debrief this activity by having teams discuss the differences between the models. Encourage team members to use their "Strategy Collection" sheet to record this activity.

PROCESS

1 ***Pass out articles for jigsaw.***

2 ***Have participants number off from 1-5. Assign each group a location and an article.***

3 ***Give time for individuals to read their article. (15 minutes)***

4 ***Groups should discuss the article and determine how to share the information with the whole group. (15 minutes)***

5 ***Each group will have 10 minutes to explain about the delivery method, give examples, and identify scenarios where the method might be most effective. (50 minutes)***

BACK TO AGENDA

STRATEGY: Levels of Use DAY 4

PURPOSE

Use information from the morning to identify professional development best practices that will work for each type of user.

BASIC

Time Needed: 45 minutes
Room Arrangement: Large Room
Materials: CBAM article, Implementation dip, Levels of Technology Users

FACILITATOR'S NOTES

The Implementation Dip was developed by Michael Fullen as an attempt to explain the change process. Essentially, when any individual learns something new they go through the “dip”. If they receive follow-up and support, they are able to rise out of the dip and continue with implementation. The Implementation Dip illustrates the need for support and follow-up on a continual basis.

The Concerns Based Adoption Model (CBAM) was created by Gene Hall and Shirley Hord to illustrate the stages people progress through in an implementation.

There is a slide show on the Levels of Use that is worth having a team go through. This explains each of the four levels of technology use and will be useful when they begin to think about strategies to use with each group.

A 15 minute break follows this piece.

PROCESS

1. Review the articles on the Stages of Concern.
2. Discuss how this model is helpful in planning staff development.
   - What type of professional development methods and strategies would you use for each level?
   - How can you tell if the model is effective?
   - What unique characteristic does each level have?
3. Talk about the four levels of users and how you work with each group.
4. Discuss the concept of Implementation Dip, why it occurs, and how you can support school initiatives.

[BACK TO AGENDA]

STRATEGY: Clapping Hands DAY 4

PURPOSE
To demonstrate that evaluation criterion needs to be articulated so those evaluated will be successful.

BASICS
Time Needed: 60 minutes
Room Arrangement: Large Room
Materials: Volunteers from the audience: 5 to serve as assessors and 5 to serve as assessees.

FACILITATORS' NOTES
One facilitator will do this activity. All others will serve as process observers and take notes on the effectiveness of the activity, how it contributed to the learning, and what modifications could be made.

PROCESS
1. Solicit 5 volunteers to serve as assessees and five to serve as assessors.
2. Arrange the front of the room so the two groups are separated, but the assessors can see the assessees.
   - Ask the first person to clap.
   - Thank them and ask them to sit down.
   - Ask the assessors to rate the clapper.
   - Ask the next person to clap.
   - Thank them and ask them to leave the room.
   - Ask the assessors to rate the clapper.
   - Bring the clapper back in and tell them their score.
   - Explain to the assessors that the "Society of Clapping" has just defined standards for clapping. All clapping will be rated on Appropriateness, Loudness, and Effectiveness. Unfortunately, they haven't defined criteria for measuring these attributes so it is up to the assessors to determine the criteria.
   - Ask the assessors to define each of the qualifiers.
   - Have the next clapper clap.
   - Thank them and have them leave the room.
   - Ask the assessors to rate the clapper.
   - Bring the clapper back in and tell them their score on each of the areas.
   - Have the next clapper clap.
   - Thank them and have them leave the room.
   - Ask the assessors to rate the clapper.
   - Bring the clapper back in and tell them their score on each of the areas.
   - Have each assessor give them feedback on their performance in each area.
   - Ask the next clapper if they understand the criterion and allow time for them to ask questions.

- Ask the clapper if there were anything they would like the assessors to know about their clap.
- Have the clapper clap.
- Thank them and ask them leave the room.
- Ask the assessors to rate the clapper.
- Bring the clapper back in and have the assessors give ratings on each of the areas.
- Allow time for the clapper to ask for feedback on improvement.

3. Ask each participant how he or she felt during the assessment process.
4. Ask the assessors how they felt during each different phase.
5. Ask the whole group what they observed during the activity.
   - What ramifications does this have for student assessment?
   - What ramifications does this have for professional development?
6. Make the point that if we determine what standards we are going to teach, how we will know if the standards are met, and clearly explain the criterion to our learners; they'll have a better chance of meeting or exceeding the expectations.

BACK TO AGENDA

STRATEGY: Featured School DAY 4

PURPOSE
Featured School will present information on the professional development they offered and how they evaluated its effectiveness.

BASICS
Time Needed: 30 minutes
Room Arrangement: Large Room
Materials:

FACILITATORS' NOTES

PROCESS
1. Discuss the different types of professional development you offered in support of Engaged Learning and Technology Integration. Consider the following:
   - What type of professional development did you offer?
   - When did you offer the professional development?
   - How were teachers selected to participate?
   - What type of follow-up did you provide?
   - How did you get sub days?

BACK TO AGENDA

STRATEGY: Team Time DAY 4

PURPOSE

Due to the wide variety of needs assessment tools available, teams need to explore and discover ones that will best fit the needs of their faculty and objectives.

BASIC

Time Needed: 135 minutes
Room Arrangement: Team work
Materials: Internet, Blueprint CD, NCREL Technology Connections

FACILITATOR'S NOTES

Allow time for groups to share their findings.

This time is split between the tuning protocol. Before the protocol, teams have 60 minutes to identify the different strategies they will use with the different groups (either using CBAM or Levels of Use). There is a slide show on the hard drive they can view that pertains to DoDEA's levels. After the tuning protocol, the teams will have an hour and 15 minutes to work on issues related to professional development and evaluation, and decide how they will use the information from the protocol.

PROCESS

1. **Using the information from either CBAM or the Levels of Use, identify different Professional Development strategies you would use with each group.**
2. **Use the resources listed under Needs Assessment to identify an instrument that will meet your needs.**
3. **Identify activities that you will use with your faculty to get their approval of the assessment or that will guide them through the same selection process you used.**
4. **Write up the procedures.**
5. Identify or develop a tool to be used when reviewing assessments, etc.
6. Teams will need to print a copy of their team plan by 2:30.

BACK TO AGENDA

STRATEGY: Tuning Protocol DAY 4

PURPOSE
Teams need an opportunity to receive feedback on their plan. The Tuning Protocol is a structured activity that allows other members to give feedback on the team plan.

BASICS
Time Needed: 10 minutes per group member
Room Arrangement: Mixed groups
Materials: Copy of the team plan, paper, pencil/pen

FACILITATORS' NOTES
In the Tuning Protocol, one person volunteers to go first. They have 3 minutes to explain the essence of their team's plan. While they are talking, the other group members take notes. Following the presenter's talk, the other group members have 2 minutes to ask clarifying questions that the presenter answers. The group members have 3 minutes to discuss the plan and offer suggestions while the presenter listens and takes notes. The presenter has 2 minutes to thank the members and summarize.
It is critical that teams follow the protocol exactly as defined. Facilitators may need to monitor two groups at once to keep them on task.

PROCESS
1. Have teams number off from 1 to 4 and find their groups.
2. Explain the steps in the protocol.
3. Ask for a volunteer and give them 3 minutes to explain the essence of their team's plan.
4. Call time and instruct the other members to ask clarifying questions.
5. After 3 minutes, the group members discuss the plan and offer suggestions while the presenter takes notes.
6. The presenter has 2 minutes to thank the group and summarize what was heard.
7. Move to the next person and follow the same procedures.

BACK TO AGENDA

STRATEGY: Study Groups DAY 4

PURPOSE

Study Groups are one form of professional development that supports learning. This strategy will assist team members in identifying a personally meaningful topic for study.

BASIC

Time Needed: 30 minutes
Room Arrangement: Four groups with “topic” charts posted in appropriate area
Materials: Various articles, books, web sites related to specific topics.

FACILITATOR'S NOTES

Each study group will have their topic posted to Blackboard.com. As questions arise, they should be posted to the discussion board.

What types of strategies will you use to debrief this activity?

How can you ensure that all participants are actively involved or engaged in this activity?

PROCESS

1. Each of the four groups will meet in a designated areat.
2. Each group member will have time to work on his or her specific topic or interest.
3. Allow time for group members to share significant learning or findings.

BACK TO AGENDA

STRATEGY: Debrief DAY 4

PURPOSE
Debriefing is a vital part of the growth and learning process. Individuals and teams need time to reflect on the learning from the day.

BASIC
Time Needed: 15 minutes
Room Arrangement: Team work
Materials: Computer, Word, Inspiration, CBAM article, journals

FACILITATOR'S NOTES
Remind the teams of all the information presented today.

PROCESS
1. Each team member individually reflects on what they learned in their study group.
2. Allow five minutes for each member to share his/her thoughts with the rest of the team.
3. When finished, each team member should write a journal entry in his or her journal reflecting on the day.

[BACK TO AGENDA]

STRATEGY: Systems Thinking DAY 5

PURPOSE

Systems thinking is the ability to understand (and sometimes predict) interactions and relationships in complex, dynamic systems. Using the tools of system dynamics will help teams understand different factors that impact professional development.

BASIC

Time Needed: 15 minutes
Room Arrangement: Large Room
Materials:

FACILITATOR'S NOTES

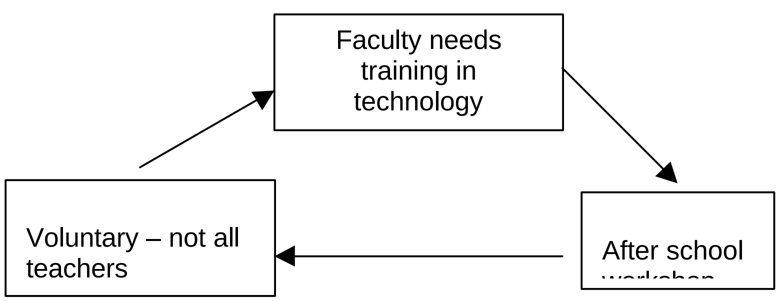
One facilitator will do this activity. All others should serve as process observers – noting any information that needs clarification or inconsistencies.

Refer to Schools That Learn, pgs. 77-98, The Fifth Discipline, pgs. 93-113; The Fifth Discipline Fieldbook, pgs. 178-179.

PROCESS

1. Explain the rationale behind the Fifth Discipline and the different components.
2. Explain that each day we have covered one of the disciplines.
3. Explain the causal loop diagram – for every action there is a counteraction that effects the outcome.
4. Teams need to be aware of all the positive and negative variables that will impact their plan.

EXAMPLE



BACK TO AGENDA

STRATEGY: Peer Editing DAY 5

PURPOSE

Receiving feedback is an integral piece of the learning process. Without feedback, we are limited to our own experiences and views. By widening the field of vision, professional development plans become richer and more relevant.

BASIC

Time Needed: 60 minutes
Room Arrangement: Team work
Materials: Computer, Word

FACILITATOR'S NOTES

As an alternative activity, you might want to use the following:

1. Find a partner.
2. Assign one person as A and the other as B.
3. Person A will have 10 minutes to describe his or her plan while Person B actively listens.
4. Person B will have 5 minutes to offer suggestions, ask questions, or make comments.
5. Rotate roles.

PROCESS

1. Navigators should provide instruction on the use of the Track Changes feature to the Backseat Driver.
2. Team members should save a copy of his or her work in the PEER EDITING folder in their homeroom folder.
3. Divide the team into two editing groups where each Navigator and Backseat Driver is a team leader.
4. Each group of two will bring up a copy of his or her plan on one of the team's workstations.
5. Each editing group will use the Track Changes feature to add comments, delete unnecessary information, or ask for clarification.
6. Each team member will read through the suggestions and decide to accept or reject the change.

BACK TO AGENDA

STRATEGY: Team Work DAY 5

PURPOSE

Each team member has received input on their plan and will have the opportunity to review the information and accept/reject suggestions. Time is also allowed for teams to complete their team plans.

BASIC

Time Needed: 60 minutes
Room Arrangement: Individual and teamwork
Materials: Computer, Word, and individual/team plan

FACILITATOR'S NOTES

Remind teams to complete the evaluation during this time. Use the evaluation as a ticket to go to lunch.

PROCESS

1. Use the input from the previous activity to revise and edit the individual plan.
2. Half the time should be used for individuals to make revisions; the other half should be spent on the team plan.

BACK TO AGENDA

STRATEGY: Planning & Sharing DAY 5

PURPOSE

Teams will have time to prepare for the presentation.

BASICS

Time Needed: 60 minutes
Room Arrangement: Team work
Materials: Computer, Word, individual and team plan

FACILITATORS' NOTES

Help participants understand what a logo is and how it illustrates their beliefs.
Circulate around the room providing assistance as needed.

PROCESS

1. Ask teams to refer to their norms. (3 minutes)
   - Which norms did you have trouble adhering to?
   - Why?
   - Which would you change or add?
   - How did the norms keep your group focused?
2. Have teams refer to their "discarded" beliefs. (3 minutes)
   - Do you have any different opinions about any of these beliefs now?
   - Are there any "discarded" beliefs that you all agree to?
3. Explain that a logo is a symbol and a slogan that explains a companies core beliefs.
4. Teams will have 54 minutes to create a logo and slogan that explains their core beliefs and what they are striving to achieve as a team.
5. Each team will have 5 minutes to explain their logo and how they will use it with their school.

BACK TO AGENDA

EXTRA ACTIVITIES

STRATEGY: Getting Acquainted DAY 1

PURPOSE

When people form a group for learning, they must first become acquainted. This activity offers groups members an opportunity to get acquainted and begin to form a community of learners.

BASICS

Time Needed: 25 - 30 minutes
Room Arrangement: Small mixed groups
Materials: Chart paper, markers

PROCESS

1. ***Have participants sit in seven mixed groups.***
2. ***Explain that as they heard in the introduction, research has shown that if we want to take full advantage of technology's power to support teaching and learning, we must closely examine the type of learning environment and teaching practices in use.***
3. ***Assign each group one of the following topics:***
   - ***student roles***
   - ***teacher roles***
   - ***assessment***
   - ***learning tasks***
   - ***technology integration***
   - ***engaged learning***
   - ***traditional instruction***
4. ***Have the groups use the K-W-H-L strategy to identify (K) what they know ; (W) what they want to know; and (H) how they will learn. The L (what they learned) will be used at the end of the day.***
5. ***Post the charts around the room as a visible reminder.***

FACILITATOR'S NOTES

Circulate around the room, spending a few minutes at each group. When the majority of groups have finished, give each group 2 minutes to report. After the charts are posted, clarify any misconceptions, important points, etc.

If you have time, ask participants to introduce themselves and tell about a strength they bring to the group.

BACK TO AGENDA

STRATEGY: Debrief DAY 1

PURPOSE
Debriefing is a vital part of the growth and learning process. Individuals and teams need time to reflect on the learning from the day.

BASIC
Time Needed: 15 minutes
Room Arrangement: Team work
Materials: Inspiration, copies of case study, journals

FACILITATOR'S NOTES

Identify one person from each team to recap an important part of today’s work in the morning.

PROCESS
1. Show the DEBRIEF document on the screen.
   - Each team member should reflect on the questions and write down their answers.
   - ***Each team member shares with the team.***
   - ***Use inspiration to reflect the team’s thinking (Navigators will provide training on program use)***
2. ***Remind teams to review the strategies or activities used throughout the day and update their sheets if necessary.***

BACK TO AGENDA

STRATEGY: Norm Role Cards DAY 1

Develop shared meaning

"Shared meaning is really the cement that holds society together" (Bohm, 1990). Shared meaning or understanding means that everyone in the group shares the same meaning for words or ideas being discussed by the group. Establishing agreement on the meaning of words is an ongoing process in collaborative learning groups. We often assume that words or ideas expressed over and over in our work or environment hold the same meaning to everyone in the group. For example, one group member might say that he is interested in creating quality instructional programs. The speaker's image of what those programs will look like may not be the same as the image other group members hold. Slowing down the conversation is necessary for the group to develop a shared understanding of the message.

Practice:

- ***Ask for clarification of an idea or word.***
- ***Ask other members to paraphrase the idea that was just expressed.***
- ***Stop the conversation and define the word or idea under question.***

What are two other techniques you could use to support this norm in your group?

STRATEGY: Integrating Technology DAY 2

PURPOSE

Engaged Learning is a shift from the traditional instructional model and requires that educators understand how the two practices differ, develop a common 'label' for what they are seeing, and understand how an engaged learning environment supports learning.

BASIC

Time Needed: 60 minutes

Room Arrangement: Team work

Materials: Article on Integrating Technology, handout on Principles of Constructivism

FACILITATOR'S NOTES

All participants should have read the article "*Integrating Technology: Issues for Traditional and Constructivist Pedagogies*" by Karen Cadiero-Kaplan before coming to the institute or as homework.

PROCESS

1. ***Show the following questions and allow time for participants to find supportive information in the article.***
   What are the major differences between traditional instruction and constructivism?
   What are the similarities between constructivism and engaged learning?
   What implications does the constructivist approach have for our schools?
   How does technology integration support a constructivist approach?
2. ***Put one chair for each team plus an extra chair in a circle.***
3. ***Each team should select one member to sit in a chair.***
4. ***Beginning with the first question, have those in the circle discuss their findings. All statements should be addressed to those inside the circle.***
5. ***Members on the outside of the circle may sit in the empty chair if they have something to add.***
6. ***Those in the circle may tag another team member when they have nothing further to add.***
7. ***Pass out copies of the Principles of Constructivism.***
8. ***Discuss how constructivism, engaged learning, and student centered learning are synonymous terms.***

BACK TO AGENDA

STRATEGY: Captured Wisdom DAY 2

Purpose
To fully understand engaged learning, participants need to be know what an engaged learning environment looks like and how it differs from a traditional classroom.

BASIC
Time Needed: 1 hour

Room Arrangement:

Materials: Computers w/ CD ROM players; grade appropriate Captured Wisdom CDs

FACILITATOR'S NOTES
Allow plenty of time for participants to discuss what they learned, compare ideas, and synthesize information. Use Inspiration to compare and Word to journal.

PROCESS

What does engaged learning look like in the classroom?

- ***Give each group member a grade appropriate Captured Wisdom CD.***
- ***Either working in small groups or independently, they should go through the CD to identify specific examples of the teacher's management style, learning environment, etc.***

(You can divide the group into teams and have each person focus on a different aspect).

BACK TO AGENDA

STRATEGY: WebQuests about WebQuests DAY 2

PURPOSE
To fully understand the concepts of engaged learning, it is beneficial to understand the characteristics of an engaged learning activity.

BASIC
Time Needed: 60 minutes
Room Arrangement: Computer Lab; teams of 4
Materials: Computers w/ Internet access, Web Quests About Web Quests

FACILITATOR'S NOTES
Allow time for participant to write about their learning in their journal.

PROCESS
What are the characteristics of an engaged learning activity?
- ***Divide participants into groups of four.***
- ***Explain that they are going to spend time learning about one type of engaged learning activity.***
- ***Instruct them to go to the Web Quest About Web Quest site.***
- ***After reading the instructions, they should decide which role they will play.***
- ***Remind them to take notes to share with their team.***

BACK TO AGENDA

STRATEGY: Kids as Explorers DAY 2

PURPOSE

Technology, in and of itself, has no direct impact on student achievement. But when used as a tool to support teaching and learning, the possibilities are endless. As educators, we must understand the role that technology plays in supporting powerful learning and learn how to take advantage of that power.

BASIC

Time Needed: 60 minutes
Room Arrangement: Theater style
Materials: Group A: TV/VCR; Engaged Discovers

FACILITATOR'S NOTES

Allow time for participant to write about their learning in their journal.

PROCESS

What role does technology play in an engaged learning environment?

- Introduce the SEDL video.
- Instruct group to watch the video and identify specific examples of how technology is used to support teaching and learning.
- Each group should write down questions raised, concerns, or comments about technology integration.

BACK TO AGENDA

STRATEGY: Evaluation DAY 4

PURPOSE
In order to determine if professional development is effective, it needs to be evaluated. Participants should understand how to evaluate effectiveness of professional development, know the difference between formative and summative evaluations, and when to use each.

BASIC
Time Needed: 60 minutes
Room Arrangement: Team work
Materials:

FACILITATOR'S NOTES
Before you begin the day: Have a member pick one or two ideas from yesterday’s debrief that made an impression on your team and share

PROCESS
1. Provide teams with different types of evaluation formats.
2. Have them identify those that are formative and those that are summative.
3. Identify when you would use each and why.

BACK TO AGENDA

STRATEGY: eGroups DAY 5

PURPOSE
eGroups is a communication tool that enables teams to share files, messages, and web sites.

BASIC
Time Needed: 30 minutes
Room Arrangement: Team work
Materials: Internet access, egroups.com, login name & password

FACILITATOR'S NOTES
If you haven't joined egroups yet, this is a great time to do so. Spend some time exploring and playing around.

PROCESS
1. Navigators show teams some of the features available in egroups.
2. Have each participant sign-in to egroups and spend the time exploring the features.

BACK TO AGENDA

STRATEGY: Causal Loop Diagram DAY 5

PURPOSE

Teams need to be aware of facilitating and restraining forces. By using online resources to research topics, team members will have a better understanding of how to sustain the facilitating forces and convert the restraining forces to positives.

BASIC

Time Needed: 60 minutes
Room Arrangement: Collaborative Group Work
Materials: Causal Loop Diagram

PROCESS

1. Use the Causal Loop Diagram to identify facilitating and restraining forces.
2. Rank the facilitating forces according to the degree of influence they have on movement towards the goal.
3. Rank the restraining forces according to how easily they can be resolved (number one being the most easily resolved). Identify only the forces that the group can influence given their current resources.
4. Divide the team into two – one group will take the facilitating forces; the other group will take the restraining forces.
5. The “facilitating” group will identify ways to strengthen and enhance the facilitating forces.
6. The “restraining’ group will identify ways to convert the restraining forces into facilitating or neutral forces.
7. Allow 30 minutes to use online resources to research the topic and 30 minutes to discuss the information they found online.

FACILITATOR'S NOTES

Moderate conversations – provide additional info, web sites, clarification, etc.

Steven Covey’s (1989) discussion of the “circle of influence” and the “circle of concern” in Seven Habits of Highly Effective People suggests that groups first work on items that are within the circle of influence – that is, items that they can change given the current resources. He believes that focusing on things that can be improved will support the change effort. Over time the circle of influence will increase. Conversely, he believes that spending time on issues that cannot be changed leads to frustration and impotence. Help the teams target forces they can influence.

This checklist identifies different steps in decision making.
Telling ***: The leader has all the clout and makes the full decision.***
Selling ***: The leader has the clout, but explains why the decision was made without buy-in.***
Testing ***: If subordinates offer some compelling arguments to the contrary, the leader will scrub the decision and come back with another.***
Consulting ***: The leader has ideas for a solution, but solicits input from others.***
Co-creating ***: The leader involves everyone in finding a solution.***

BACK TO AGENDA