

# **SASP Facilitator's Training**

## **Opening Reflections**

1. As a facilitator, what is your vision of your involvement in the group(s) you are facilitating? If you are not currently facilitating a group consider one you have facilitated or one envision yourself facilitating in the future.

2. What do you see as your strengths as a facilitator?

3. What aspect(s) of facilitation do you find challenging?

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## Our Role as Facilitators

Consider the following items. Think for a few minutes, jot down some of your thoughts and be prepared to have a conversation.

1. Do you see yourself as a member of the team, or solely as a facilitator, or somewhere in between?
  
2. Each facilitator arrives with different domains of expertise. In addition to the expertise of facilitation (skills specific to effectively leading groups) consider the following five knowledge sets that are important to SASP projects. Think about your strong areas and how they might influence the group(s) with which you work.
  - a. Science content knowledge
  - b. Model-based reasoning knowledge
  - c. Science-teaching pedagogical knowledge (inquiry, lab management, cooperative norms)
  - d. General high school teaching pedagogical knowledge (how to teach high school kids)
  - e. General elementary school teaching pedagogical knowledge (how to teach elementary kids)
  
3. In light of the above, how would you describe the degree and nature of your involvement with your team(s)? How might domains of expertise of a facilitator significantly affect the nature of facilitator-to-group interactions?

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## 7 Deadly Sins

Billy Birnie

Read the article. As you read, highlight or underline statements that resonate with you in some way (if you want to jot down notes during the dialogue use the space below).

After everyone in your group is finished reading use the Final Word protocol to process the article.

### **Final Word Protocol**

1. Once everyone is finished reading and underlining or highlighting, one person goes first and reads one of their statements without adding any additional comments.
2. The person sitting to their right then makes a comment about the statement that the first person read while other group members listen quietly.
3. Once the second person has commented, the process proceeds around the group until it gets back to the person who read the original statement.
4. The original person then says something about the statement and the comments (the final word) on what they heard from the other group members.

The process repeats with the second person and so on until everyone in the group has had a “final word”.

# SASP Facilitator's Training

## Listening to Hear and Understand **Recognizing Listening Set Asides**

*To Set Aside Unproductive Pattern of Listening, Responding, and Inquiring – The Adaptive School*

1. In addition to the example given for *autobiographical listening*, what are some other indicators you've encountered that would suggest this type of listening was occurring?
  
  
  
  
  
  
  
  
  
  
2. In addition to the example given for *inquisitive listening*, what are some other indicators you've encountered that would suggest this type of listening was occurring?
  
  
  
  
  
  
  
  
  
  
3. In addition to the example given for *solution listening*, what are some other indicators you've encountered that would suggest this type of listening was occurring?
  
  
  
  
  
  
  
  
  
  
4. What are some ways you might move groups from these three types of talk to more productive forms of dialogue?

## Replacing “I” with “by”

Adults often do not react positively to what is perceived to be overt management or directives.

One useful method for dealing with this is to replace “I” with “by” and invite exploration.

With a partner, go over the examples, do the practice (construct the “By” statements) and then create some “I” statements and their “By” counterparts.

Examples:

“I” statements	“By” statements
I want you to turn to page 54 and look for ...	By turning to page 54 you will be able to ...
I want you to do the first part of this silently ...	By doing the first part silently everyone can ...
I do it this way ...	By doing it this way ...

Practice: For each “I” statement construct an alternative “By” statement

“I” statements	“By” statements
I want you to focus on the three main points ...	
I want you to follow this protocol ...	

**With your partner create some “I” statements and their “By” counterparts.**

“I” statements	“By” statements

## Third Point

Additionally, as facilitators overuse of the pronoun “I” can set us up for being perceived of as more of an expert than is sometimes useful. Teachers often view the suggestions or solutions we have as stemming from our direct experience and working in our context but maybe not in theirs. A way to deal with this is to substitute “I” with “what I have seen” or with “other teachers”. Sometimes success stories from a Third Point can be powerful.

With a partner, go over the examples, do the practice (construct the “Third Point” statements) and then create some “I” statements and their “Third Point” counterparts.

Examples:

“I” statements	Third Point statements
In my classroom I ...	Successful teachers I’ve seen ...
I do it this way ...	Methods I’ve seen other teachers use include ...

Practice: For each “I” statement construct an alternative “Third Point” statement

“I” statements	Third Point statements
I really like this lesson because ...	
I always put the diagram first and ...	

**With your partner create some “I” statements and Third Point counterparts.**

“I” statements	Third Point statements

## Replacing “but” with “and”

Oftentimes the use of “but” in a statement (especially evaluative ones) has the psychological effect of negating the portion of the statement that precedes the “but”. The focus becomes the part of the statement after the “but”. Quite often our intent is to have more equal consideration of both parts of the statement. Additionally, the use of “but” can sometimes result in unintended ambiguity.

With a partner, take turns saying the following to each other. Be aware of your reactions. How do you feel when you get one of these statements?

1. I know that is important to you but this is really going to make a difference.
2. The lesson had some strong points but there wasn't much student dialogue.
3. Your conclusion seems sound but don't you think that it might be caused by another factor?
4. I know you want to spend more time on that but we have to move on.
5. That's a great idea but I think that you should do more lab activities.
6. That would be really good to do but we have too many students.

**Talk with your partner about the experience.**

Create a few additional “but” statements and their “and” replacements. Be ready to share.

# Dealing with Disagreement or Difficult Group Members

## BARK

1. Breathe - many times group members will pause in their breathing when disagreement arises. As facilitator your breathing can influence the group.
2. Acknowledge.
3. Reframe (provide a transition) if needed.
4. Keep concerns somewhere (Parking Lot).

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Breathe – “low” and “slow”

Acknowledge - a powerful way to acknowledge is to paraphrase.

“So, your concerned that ...”

“Your point is that ...”

“By having ...”

Reframe or Transition stems:

- I hold it another way...
- I see it differently...
- Here’s a related thought...
- Another idea might be...
- And, from another perspective...
- An assumption I’m exploring is...
- Taking that one step further...

Keep concerns someplace

Consider whether they should be visible or not. Oftentimes use of a “Parking Lot” for concerns, questions, or future items is helpful.