FALL 2015 SYLLABUS
The Art of Facilitation: Creating a Learner-Centered Environment

Course Location: New Visions for Public Schools, 320 West 13th Street, 6th floor, New York, NY, 10014

Instructor’s Name: Michael Carrigan (mcarrigan@newvisions.org)

In one sentence, what is the focus of this course?
How to transform one’s teaching and/or leadership practices to make them more facilitative and less directive, thereby shifting the focus of the learning environment from what the teacher or leader does to what the learner does.

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What will teachers know and be able to do as a result of taking this course?
Build learning communities that are attuned to the stages of group development, meet the basic needs of learners, address different learning styles, are premised on experiential learning, and are conducted with language that affirms the self-direction of the learner.

This course will meet on the following dates:
Tuesdays:
- 09/22/2015
- 09/29/2015
- 10/06/2015
- 10/13/2015
- 10/20/2015
- 11/10/2015
- 11/17/2015
- 11/24/2015
- 12/01/2015
- 12/08/2015
- 12/15/2015
- 12/22/2015

This course will meet at the following times: Start time: 5:00 p.m.; End time: 8:00 p.m.

The maximum number of students this class can permit: 30

Target Grade Level(s): K-12

Specific Content Area(s): ☐ Arts ☐ Academic Intervention ☐ Accountability ☐ ELL ☐ English Language Arts ☐ Guidance ☐ Health/Physical Ed. ☐ Intervention ☐ Mathematics ☐ Mentoring ☒ Methodology ☐ Multicultural Ed. ☐ Science ☐ Secretaries ☐ Social Studies ☐ Special Education ☐ Technology in the Content Area
Course Information

Course Description
Our post-modern information-rich culture has generated constantly evolving paradigms of leadership. The traditional, hierarchical pyramid-shaped organizational chart has been replaced by egalitarian, collaborative circles of shared leadership. At the heart of these changes is a shift in the relationships that develop between the members of organizations. Distinctions between leaders and followers are not as clear as in the past. These relationships require a new set of perspectives, attitudes, and skills that enable people to engage in dialogue, to work collaboratively, and to reflect together to assess and plan for new projects. At the most obvious level, these relationships call upon us to speak and to listen to each other in ways that require deep trust and the avoidance of blame and fault-finding.

Organizations that have transformed along these lines have been called “learning organizations,” after the groundbreaking work of Peter Senge and his colleagues. In education and in the realm of non-profits, such organizations are often referred to as “learning communities.” In these kinds of organizations, leadership is less about “directing” and more about “facilitating.” To move with comfort in this new environment, many of us schooled in traditional leadership and pedagogical modes are searching for means to develop new skill sets. This course, a series of learning experiences in the art of facilitation, is designed to support teachers, teacher-leaders, and school leaders as they are reshaping their roles in their organizations and their relationships with colleagues and with students.

Integration of Danielson Framework
- Danielson: 1e “Designing Coherent Instruction”; 3c “Engaging Students in Learning”; 2a: “Creating and Environment of Respect and Rapport” 4e “Growing and Developing Professionally”

This course experience will give participants a deep exposure to Domain 3/Component c, “Engaging Students in Learning,” and Domain 2/Component a, “Creating an Environment of Respect and Rapport.” The former will be a key pedagogical focus of the sessions, since facilitation by definition seeks to ensure and enhance a deeper level of engagement for the learners. The latter is something which the participants will co-create with the leader and the course will be a laboratory in which the learners experience that kind of environment.

Integration of Standards
Since this course is not focused upon the content which the teachers or teacher-leaders teach in their schools, but rather is focused on the “how” of creating a learner-centered environment, the most significant standards perhaps are to be found in Domain Four of the Danielson Framework, “Professional Responsibilities”:
- Enhancement of content knowledge and pedagogical skill;
- Receptivity to feedback from colleagues;
- Service to the profession.

Assessment and Feedback
In addition to the expectation that each student is a full participant in each session and in class discussions, a major assignment is to design a multi-day facilitation for their students and/or colleagues back in their schools. The design is presented to colleagues who then offer collegial feedback as critical friends. A final reflective essay asks the students to survey how the theory behind the course has become real for them and how being part of our learning community will impact the way they think about their own classrooms and school teams. A mid-term will help the instructor assess how students are
appropriating the key ideas of the course and enable any mid-term adjustments in the way in which material is being explored. Each session will end with a ritual “PLUS/DELTA” (very early on led by the students) in which they will voice what worked well that evening, as well as to suggest possible tweaks that will enhance our learning together.

**Grades**
The final grade will be computed as follows:

- Participation (Attendance and Reflections on Readings) 20%
- Mid-Term Exam Paper 20%
- Facilitation Project (Design and Presentation) 30%
- Final Reflective Essay 30%

**Final Comments**
8. This course is based upon a course that the instructor has taught successfully for 3 years at Montclair State University.
### Session # 1 Our Learning Community: Who are we? What will we be doing together? How will we be working together?

**Date:** 09/22/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3 Hours  
**Assignments due today:** Student Survey

**Topics:**
- Review of syllabus and expectations for the course
- Learning rituals of engagement and how to establish the forming and norming stages of group
- Learning how to help students become comfortable and trusting in a group learning situation by intentionally using William Glasser’s framework of 5 Basic Needs

**Resources (readings, artifacts, internet sites, videos, etc.):**

### Session # 2 What Do We Understand by the Word “Facilitation?”

**Date:** September 29th, 2015  
**Time:** 5pm-8pm  
**Number of hours for this session:** 3 hours  
**Assignments due today:** Class reflection

**Topics:**
- Check-In (A Ritual of Team-Building)
- Do Now Based on First Week’s Reading Using a Text Protocol
- Chalk Talk: “Facilitation” (A technique for brainstorming)
- Developing Class Norms (A critical piece of classroom management strategy)
- Plus/Delta Review of Evening

**Resources (readings, artifacts, internet sites, videos, etc.):**

### Session # 3 What Are the Needs that All Learners Bring to the Learning Environment?

**Date:** 10/06/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Reading from previous week

**Topics:**
- Do Now: Text Protocol with selected sections of the Erwin article
- Check-In (Student Led)
- Unpacking of Glasser’s Basic Needs and what teachers and leaders can do to support people
- Viewing video of Interview with Dr. William Glasser
- Plus/Delta (Student Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**
### Session # 4 What Do We Know about Groups and What Can Facilitators Do with that Knowledge?

**Date:** 10/13/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Reading from Previous Week

**Topics:**
- Do Now: Analysis of Group Effectiveness Model from Schwartz  
- Check-In (Student-Led)  
- Text Protocol for Unpacking Tuckman Article on Stages of Group  
- Teacher Scenarios for Understanding How to Use Glasser’s 5 Basic Needs and Tuckman’s Group Stages to Create a More-Learner Centered Environment  
- Plus/Delta Review of the Evening (Student-Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**

### Session # 5 What Is this Facilitation Project All About?

**Date:** 10/20/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Reading from previous week

**Topics:**
- Do-Now: Analysis of Schwartz’s “Mutual Learning Model?”  
- Check-In (Student-Led)  
- Mid-Term Exam: In-Class Writing Assignment  
- Model of Student Facilitation Project  
- Plus/Delta Review of the Evening (Student-Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**

### Session # 6 What Is This Thing Called Learning Style?

**Date:** 11/10/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Previous Readings

**Topics:**
- Do Now: Quick Write--“What does the term Learning Style mean to me?”  
- Check-In (Student-Led)  
- Learning Style Inventory  
- “This Is How We Do It?” (Student Presentations of How People Learn Differently)  
- Plus/Delta Review of the Evening (Student-Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**
**Session # 7 How Can We Teach to All Styles?: The Experiential Learning Cycle**

**Date:** 11/17/2015  
**Time:** 5:00 - 8:00 p.m.  
**Number of hours for this session:**  
**Assignments due today:** Previous Reading

**Topics:**
- Do Now: Text Protocol with Passages from Kolb/McCarthy  
- Check-In (Student-Led)  
- Using the Experiential Learning Cycle to Design Units (Student Presentations)  
  - Experience  
  - Reflection  
  - Abstraction  
  - Application  
- Plus/Delta Review of Evening (Student Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**

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**Session # 8 How Can We Tie Together Glasser, Tuckman, Kolb, McCarthy, and Protocols?**

**Date:** 10/24/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Article from Brooks-Harris

**Topics:**
- Do Now: Text Protocol with Passages from Brooks-Harris  
- Check-In (Student-Led)  
- Jig-Saw Analysis of Brooks-Harris Article  
- Final Preparation Questions about Facilitation Project  
- Plus/Delta Review of Evening

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**Session # 9 What Can I Do With What I Have Learned? (Round 1 Student Presentations)**

**Date:** 12/01/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Student Presentations

**Topics:**
- Check In (Student-Led)  
- 3-4 Rounds of Presentations (Student-Led)  
- Plus/Delta Review of Evening (Student-Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**
- Students have generated their own resources for their presentations.

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**Session # 10 What Can I Do With What I Have Learned? (Round 2 Student Presentations)**

**Date:** 12/8/2015  
**Time:** 5:00 p.m. - 8:00 p.m.  
**Number of hours for this session:** 3  
**Assignments due today:** Student Presentations

**Topics:**
- Check In (Student-Led)  
- 3-4 Rounds of Presentations (Student-Led)  
- Plus/Delta Review of Evening (Student-Led)

**Resources (readings, artifacts, internet sites, videos, etc.):**
- Students have generated their own resources for their presentations.
| Session # 11 What Can I Do With What I Have Learned? (Round 3 Student Presentations) |
| Date: 12/15/2015 | Time: 5:00 - 8:00 p.m. |
| Number of hours for this session: 3 | Assignments due today: Student Presentations |
| **Topics:** |
| ● Check In (Student-Led) |
| ● 3-4 Rounds of Presentations (Student-Led) |
| ● Plus/Delta Review of Evening (Student-Led) |
| **Resources (readings, artifacts, internet sites, videos, etc.):** |
| ● Students have generated their own resources for their presentations. |

| Session # 12 What Do I Think About Facilitation Now |
| Date: 12/22/2015 | Time: 5:00 p.m. - 8:00 p.m. |
| Number of hours for this session: 3 | Assignments due today: Final Paper Draft |
| **Topics:** |
| ● Check In (Student-Led) |
| ● Defense of Learning in Small Groups |
| ● Course Reflection: “I Used to Think . . . Now I Think . . . “ |
| **Resources (readings, artifacts, internet sites, videos, etc.):** |
| ● Protocols from the National School Reform Faculty |