

# Effective Facilitation Guide

This guide identifies various moments of facilitation and provides a menu of strategies.

## Structures and Routines

<b>Establishing and Defining Norms</b>	<ul style="list-style-type: none"> <li>• What norms do you want for your class? How will you decide on them?               <ul style="list-style-type: none"> <li>• Consider using some of the sample norms provided in Appendix E.</li> <li>• Will you have students help decide on your class norms?</li> <li>• Will you have department-wide norms (for teachers and students)?</li> </ul> </li> </ul>
<b>Teaching and Reinforcing Norms</b>	<ul style="list-style-type: none"> <li>• How will you teach the norms?               <ul style="list-style-type: none"> <li>• Public display of the norms and what they look/sound like</li> <li>• Reflecting on and debriefing the norms</li> <li>• Public monitoring of norms</li> </ul> </li> </ul>
<b>Routines</b>	<ul style="list-style-type: none"> <li>• How will students enter the room?</li> <li>• How will students obtain supplies?</li> <li>• How will students turn in work?</li> <li>• Where will students sit?</li> </ul>
<b>Groupwork</b>	<ul style="list-style-type: none"> <li>• Teaching ways of groupwork</li> <li>• Establishing groups</li> <li>• Establishing group roles               <ul style="list-style-type: none"> <li>• norms manager</li> <li>• task manager</li> <li>• resource manager</li> <li>• communication manager</li> </ul> </li> <li>• Maintaining groupwork</li> </ul>
<b>Solo Work</b>	<ul style="list-style-type: none"> <li>• Structures for solo work</li> <li>• How will you ensure that students can think and concentrate deeply while working individually?</li> </ul>

## Within the Task

<b>Posing the Task</b>	<ul style="list-style-type: none"> <li>• Know/Need to Know</li> <li>• Notice and Wonder</li> <li>• Estimation</li> </ul>
<b>Workshops</b>	<ul style="list-style-type: none"> <li>• What kind of workshop is needed?               <ul style="list-style-type: none"> <li>• Concept development versus product refinement versus getting unstuck</li> </ul> </li> <li>• Who needs to attend the workshop?               <ul style="list-style-type: none"> <li>• Sign-up sheets</li> <li>• Self-assignment</li> <li>• All groups versus some groups</li> </ul> </li> </ul>
<b>Visual/Visible Learning</b>	<ul style="list-style-type: none"> <li>• Concept mapping</li> <li>• Student demos and drawings</li> </ul>
<b>Solution Sharing</b>	<ul style="list-style-type: none"> <li>• Gallery walk: Likes and Wonders</li> <li>• Formal presentation</li> <li>• Informal presentation</li> <li>• Sixty-second video shorts</li> </ul>
<b>Revision</b>	<ul style="list-style-type: none"> <li>• Peer editing</li> <li>• Self-check against rubric</li> </ul>
<b>Quick Moves</b>	<ul style="list-style-type: none"> <li>• Listening and exploring</li> <li>• “Permission to be inarticulate?”</li> <li>• “Turn and talk.”</li> <li>• “Say more about . . .”</li> <li>• “Explain her answer.”</li> </ul>