Facilitator Notes: CT Code of Professional Responsibility (6 Slides)

Participant 'Take-Away' Element(s):
Be reminded that the CT Code is an educator's 'driver's license'
Learn that the student is the foremost reason for the existence of the profession

Facilitation Type(s) Involved:
Handouts in the "MANY MODELS" envelope; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*
Chart paper at stations around the room
Audio Clip

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Once everyone has found the CT Code of Professional Responsibility documents and has them out, read the directions on the slide and allow them to read the Preamble. Once everyone has had a chance to read it to themselves. Ask them, "what words or phrases speak to this work in School Climate?" Solicit as many words/phrases as they can. (The entire Preamble is about Climate). Make sure that you do not move on until someone mentions/reads, "the student is the foremost reason for the profession." If this is said first, keep soliciting other words/phrases. Move to the next slide.

Slide #3:
Read the next slide. The section is on the slide, but you can let them know that what you are reading is on the flip side of document, with the reference on the slide. Move to the next slide.

Slide #4:
You will previously have prepared three pieces of chart paper each with one of the bullets on this slide and posted them around the room in locations where the group can easily write on them. You will need to be explicit in telling them that *each person* needs their own marker and that *each person* needs to put at least one comment on each of the three chart papers. You will also need to tell them explicitly that when they have written on all three of the chart papers, they should sit down so that you know they are finished. If you don't give them these explicit directions not only will they be confused but you will never know when they are finished as it will turn into an opportunity for everyone to visit with one another and you will waste time. Once everyone has the clear instructions let them begin and turn on the audio clip. Usually, you will not have to restart the audio clip more than three times before you are ready to process the task. If

you are doing this with a large group (more than about 25 – 30 people) you should post blank piece(s) of chart paper next to the ones with the titles to allow more than one person to write at the same time. Once everyone is seated ask for three volunteers who would be willing to stand by the three stations and read everything that is written on the chart paper(s). When the three people are standing at each station, ask them one at a time to read everything on the paper(s) along with the heading. Begin with the first bullet which is on the slide. Move to the second person who does the same thing and then the third. Do *not* ask for comments between each reading. These are much more powerful read in succession without embellishment. Once the third person is finished, ask the group for any thoughts or reflections they have after listening to everything. Let as many people as possible who have comments share them. If you want to end by saying, "it's always interesting what is *not* on these sheets…such as, yelling at them, embarrassing them, singling them out, etc. Move to the next slide.

Slide #5:
Read this section from the Preamble without embellishment to anchor an important take away from this task. Move to the final slide.

Slide #6:
This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.