Facilitator Notes: Adult Responsibility and Role Modeling (6 Slides)

Participant 'Take-Away' Element(s):
There are countless things that determine student success (not just merely contribute or impact)
We seldom receive sufficient professional learning around some of the most important factors that determine student success

Facilitation Type(s) Involved:
Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

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:
Have them pull out the envelope that is labeled "Student Success." Once they have the envelope out and the eight cards removed from the envelope, read the direction slide exactly *without embellishment*. If you provide additional direction beyond the "Yes or No!" you will confuse the group and force them to work to find "no" cards and the answer is that they are all yes! When you monitor this carefully you will be able to hear mumblings from the group that, "this is a trick question! or they are all yes!" Once you hear these mumblings from the group, interrupt them and ask, "what are you finding?" Multiple groups will likely say, "they're all yes!" That is what you want them to find. You are anchoring this because later in the task you will ask them to rank order them and you want to be able to reiterate that they all determine student success. Move to the next slide.

Slide #3:
While this graphic is displayed, read the heading so that they understand that how we operate *determines* (not just contributes or impacts) whether students are successful. Move to the next slide.

Slide #4:
Read the slide directions and allow them to order these cards at their tables. If any of the tables are lagging the others in ordering, ask, "who needs more time?" Once they have all finished, pull them back together to process this task.

Ask the large group what they put in the top two – three spots in their ordering. There should be a lot of similarity. Usually they mention 'quality of adult role-modeling,' 'quality of adult to student relationships,' and others in the ethical arena. Then ask them what is at the bottom of their ordering. They usually mention, 'ability to differentiate' and 'effective teaching strategies.' Follow by asking them where they receive the most professional development and they will answer the bottom two in their ranking. Remind them that *all* of them are important; this was the purpose of the "yes/no" question earlier in the task. Move to the next slide.

Slide #5:
With the graphic in front of them, you can anchor the learning in this task by commenting that so much of what determines student success (or failure) has to do with aspects of teaching where we receive little, if any professional learning support. Move to the next 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.