Facilitator Notes: School Climate Development Model (10 Slides)

Participant 'Take-Away' Element(s):
Introduction to the School Climate Development Model
The more you work below the line, the less you work above the line

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:
Once everyone has the "TIME" envelope out of the folder, have them remove the four cards from the envelope and then *read* the directions exactly as it reads on the slide. Make sure that they understand that this is a consensus task; *only one card per table group.* When each group has chosen their *one* card, say "on the count of three, hold up your card." *One…two…three!* While the cards are being held up one of you (facilitators) quickly say out loud which card is being held up. It is only necessary to read/say the first word or brief phrase to get a sense of where the room is. Then, *move to the next slide.*

Slide #3:
Read the directions on the slide and then move to the next slide so they can place the four cards in the appropriate quadrant.

Slide #4:
Once all the cards are on their tables; ask them which card is in the upper left-hand quadrant, then ask them which card is in the upper right-hand quadrant, then the lower left-hand quadrant and finally what is in the lower right-hand quadrant. Then, move to the next slide.

Slide #5:
Explain how the School Climate Development Model is constructed. It has two scales. The vertical scale is about purpose…is the purpose to intervene when there is a problem or to skill build/develop skills. The horizontal scale is about focus…is the focus on one student who is misbehaving or are there more pervasive issues, such as rampant tardiness or inappropriate language being used by many throughout the school. You should also explain that *if* students are to take risks and learn new skills that it must be in a safe environment. This is why there are arrows between the two

quadrants below the center horizontal line. You can use brief examples to illustrate what each quadrant embraces in practice. You can also mention that working above the line will never go away but reiterate that the more you work below the line, the less time will be needed to work above the line. Then, move to the next slide.

Slide #6:
Once everyone has the "Programs and Practices" envelope out of the folder, have them remove the colored cards (it does not matter what color the cards are) from the envelope and then *read* the directions exactly as it reads on the slide. They will begin working. Once they have all finished, you should move to the next slide. IF one or two tables are taking more time than the others who have finished, you should ask, "Does anyone need more time?" to move them along toward completion.

Slide #7:
Read the slide! Make sure before you move to the next slide, they understand that you expect there to be differences and we want to talk about those differences. The, move to the next slide.

Slide #8:
They will likely be talking with one another at the tables, which is fine. Once you think they have had chance to review the differences between what is on the slide and what their own card placement looks like, ask them if there are any differences and ask someone who would be willing to share something to explain why they put it differently. Solicit a few such explanations. Anchor the learning by saying something like, "Yes, it's about the focus and the purpose to determine where they are placed." Move to the next slide.

Slide #9:
Show them the model and reiterate that the more they work below the center horizontal line, the less time they will have to work above the line. Also, you should mention that the set of programs and practices they just sorted are likely *not* the programs and practices that they are using in their own schools. The hope is that they take stock of what programs and practices they *are* currently using and hope that they can intentionally work as much as possible below the line. Then, move to the next slide.

Slide #10:
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.