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Teacher Educator Enhancement Orientation - Workshop 1 Facilitator's Guide

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TEACHER EDUCATOR ENHANCEMENT ORIENTATION – WORKSHOP 1
Facilitator's Guide

FOR TEACHER EDUCATORS
LTD PROGRAM
January 2013

Prepared by the Center for International Education
University of Massachusetts – Amherst

INTRODUCTION

These notes outline the goal and objectives of each workshop, the necessary materials, the preparation needed, and learning activities conducted during the trainings for the five disciplines (Arabic, English, Math, Science, and Technology). The notes model the principles of "Learning Circle" development, "Action Research", and "Portfolio of Professional Practice" use. The agenda describes a participatory enhancement design where participants practice the essential techniques. The agenda details how to introduce and work with the tools mentioned above.

Teacher educators participate in LCs that involve four workshop sessions, action research projects, and on-going intersession meetings in order to master LC development, action research, and portfolio strategies that they will then implement with grades 5-10 teachers through in-service modules. Workshop 1 highlights the methodology and design of the TEEP: TEEP LC development, AR inquiry cycle, and Portfolio of Professional Practice:

Workshop 1: Teacher Educator Enhancement Orientation	
Date:	January 2013
Duration:	~6 Days (2 alternating days per teacher educator group)
Facilitators:	University of Massachusetts, Amherst Faculty Members
Participants:	Arabic, English, Math, Science, Technology Teacher Educators NIET Staff / University faculty members
Themes:	- Problematize instructional practice - How to identify a problem of practice? - Introduction to the Inquiry Cycle - What are Learning Circles? - Action Research introduction - AR practice (in between WS days for each discipline – see Figure 3) - AR research evidence reflection and evaluation - Classroom observation guide - Portfolio exploration

In Workshop 1, the following tools will be distributed to participants:

- **Action Research Package (ARP)**: The Action Research Package is an important reference tool for teacher educators. This resource provides information on the following: Theory of action; the AR Inquiry Cycle; an AR protocol for teacher educators to problematize a situation; an AR checklist to be used while conducting AR; an LC session protocol that teacher educators follow in a structured session sequence of ordered sharing, reflective study, commitment to action research, and regrouping; and an intersession template that guides teacher educators as they work together with specific homework assignments in between formal meetings.

- **Portfolio of Professional Practice Package (PoPP):** The PoPP is a documentation tool into which data about planning, performance, and results are stored. It is, thus, an essential reference tool for teacher educators and others. The portfolio is a place where teacher educators can file different types of classroom-based evidence and documents that have multiple uses. This package provides important concepts about portfolio use, guides for their use, concrete examples (both tangible and virtual), and a protocol/check-list for creating and maintaining the portfolio.

- **Classroom Observation Guide (COG):** The COG is a central tool for the Formative Assessment for Learning Toolkit (FALT) that focuses on the continuous improvement of teaching practice. The development of the COG is informed by the simultaneous development of the Teacher Performance Assessment Matrix (TPAM), which incorporates MOE standards and competencies. *(This tool is under development and will be field tested in between Workshops 1 and 2)*

GOAL & OBJECTIVES – WORKSHOP 1

GOAL:
To present and practice the overall principles and tools of the TEEP program (Learning Circle development, Action Research Inquiry, and Portfolio development)

OBJECTIVES: At the end of the workshop, participants will be able to:

- Identify the elements and conditions for creating a supportive Learning Circle (LC);
- Recognize and indicate multiple ways of knowing, learning, teaching, and approaching problems of practice;
- State strategies for gathering information in order to approach a problem of practice;
- State concrete approaches to address a problem of practice;
- Define and describe "Action Research" and the " Action Research Inquiry Cycle";
- Manipulate the "Action Research Package" and the "Action Research Tool" to plan a small scale Action Research project;
- Identify the steps and procedures for conducting their small-scale AR projects, which includes AR support and expectations for LC intersession activities;
- State the successes and challenges of conducting small scale AR problem of practice project in between workshop days;
- Assess, evaluate, and articulate lessons learned from the data on the small-scale AR problem of practice activities conducted in-between workshop days;
- Articulate "Who I am as a professional and what are my immediate goals?" from the Portfolio of Professional Practice (PoPP) Package;
- Define and describe the use of the (PoPP);
- *Define, describe, and use the Classroom Observation Guide (COG) and other formative data collection tools (This objective will eventually be inserted into a finalized Workshop 1);*
- Explain what constitutes data and credible evidence based on data collected;
- Plan another AR problem of practice activity;
- Explicate the next steps for conducting AR projects as well as participating in intersession Learning Circle activities.

AGENDA – WORKSHOP 1

DAY A (5 HOURS 45 MINUTES)	
60 minutes	Welcome, Objectives, Agenda, LC Environment
60 minutes	Reflection – Multiple Ways of Knowing
15 minutes	***BREAK***
60 minutes	Learning – Action Research Inquiry Cycle
60 minutes	***BREAK***
60 minutes	Planning – Plan out AR Projects
30 minutes	Consolidation & Preparation for Action

ACTION RESEARCH PRACTICE
AR Assignment: Use the ART to act and collect data on your problem of practice.

DAY B (6 HOURS)	
10 minutes	Objectives, Agenda
60 minutes	Regrouping – Assessing & Evaluating AR Projects
60 minutes	Reflection – AR Project "Walk-Throughs"
15 minutes	***BREAK***
75 minutes	Learning – Portfolio of Professional Practice (PoPP) & Credible Data
60 minutes	***BREAK***
45 minutes	Planning – New AR Projects
30 minutes	Consolidation & Preparation for Action

Teacher Educators will be placed into workshop 2-3 groups are expected to consistently attend and participate in all LC activities as well as their designated groups. The number of individuals participating in each workshop could range from as few as 9 to as many as 25 Teacher Educators.

TEACHER EDUCATOR (TE) ENHANCEMENT WORKSHOP TIMING & SEQUENCE

	Day 1 Wed 1/9	**Day 2 Thurs 1/10**	**Day 3 Fri 1/11**	**Day 4 Sat 1/12**	**Day 5 Sun 1/13**	**Day 6 Mon 1/14**
Group 1 - TEs	*WS	**AR	AR	AR	WS	
Group 2 - TEs		WS	AR	AR	AR	WS

*WS: Teacher Educator Enhancement Workshop
**AR: Action Research Practice

DAY A – WORKSHOP 1
TEACHER EDUCATOR ENHANCEMENT ORIENTATION

Objectives: By the end of the workshop, participants will be able to:

- Identify the elements and conditions for creating a supportive Learning Community (LC);
- Recognize and indicate multiple ways of knowing, learning, teaching, and approaching problems of practice;
- State strategies for gathering information in order to approach a problem of practice;
- State concrete approaches to address a problem of practice;
- Define and describe "Action Research" and the " Action Research Inquiry Cycle";
- Manipulate the "Action Research Package" and the "Action Research Tool" to plan a small scale Action Research project;
- Identify the steps and procedures for conducting their small-scale AR projects, which includes AR support and expectations for LC intersession activities.

Time: 6 Hours

Preparation (Materials / Actions)**:**

- ☐ **READ** the "Action Research Package" (ARP) **-** Read all parts of the ARP, including the section on Learning Communities (LC).
- ☐ **PRINT** 1 copy of the ARP per participant
- ☐ **PRINT** "Action Research Tool" (ART) – Multiple copies per participant
- ☐ **HANG UP** Flipcharts / Markers
- ☐ **DISTRIBUTE** Post-It Notes / Flashcards
- ☐ **PREPARE** Video / Speakers
- ☐ **PREPARE** Laptop
- ☐ **PREPARE** LCD Projector
- ☐ **DISTRIBUTE** Notebooks / Pens – 1 per participant

Note to Facilitator:

This workshop is an LC and participants need to understand and live this supportive experience from the beginning.

Note to Facilitator:

These materials should be prepared in advance. Because there will be technological equipment, you may want to try to set up the training room the evening before as well as test out the technology system

STEPS:

1. Welcome, Objectives, Agenda, LC Environment (60 minutes)

- **Welcome participants** to the first session of the Teacher Educator Enhancement workshops.

- **Introduce yourself** and state your role as facilitator. Explain how you came to facilitate this training and who is sponsoring it.

- **Ask participants to introduce themselves briefly** (name, role, background) and to state whether they have participated in "Learning Circles" and/or "Action Research" before.

- **Post the newsprint** TEE WORKSHOP 1 (DAY A) OBJECTIVES and review them with participants

TEE WORKSHOP 1 (DAY A) - OBJECTIVES

- Identify the elements and conditions for creating a supportive Learning Community (LC);
- Recognize and indicate multiple ways of knowing, learning, teaching, and approaching problems of practice;
- State strategies for gathering information in order to approach a problem of practice;
- State concrete approaches to address a problem of practice;
- Define and describe "Action Research" and the " Action Research Inquiry Cycle";
- Manipulate the "Action Research Guide" and the "Action Research Tool" to plan a small scale Action Research project;
- Identify the steps and procedures for conducting their small-scale AR projects, which includes AR support and expectations for LC intersession activities.

Note to Facilitator:

These icons represent flipcharts that should be hung up.

- **Post the newsprint** TE WORKSHOP 1 (DAY A) AGENDA and review with participants. Explain the staggered approach with Action Research.

TEE WORKSHOP 1 (DAY A) - AGENDA

DAY A	ACTION RESEARCH
WELCOME	AR PROJECTS
REFLECTING	DATA COLLECTION
Break	
LEARNING	
Break	
PLANNING	
CONSOLIDATING	

Note to Facilitator:

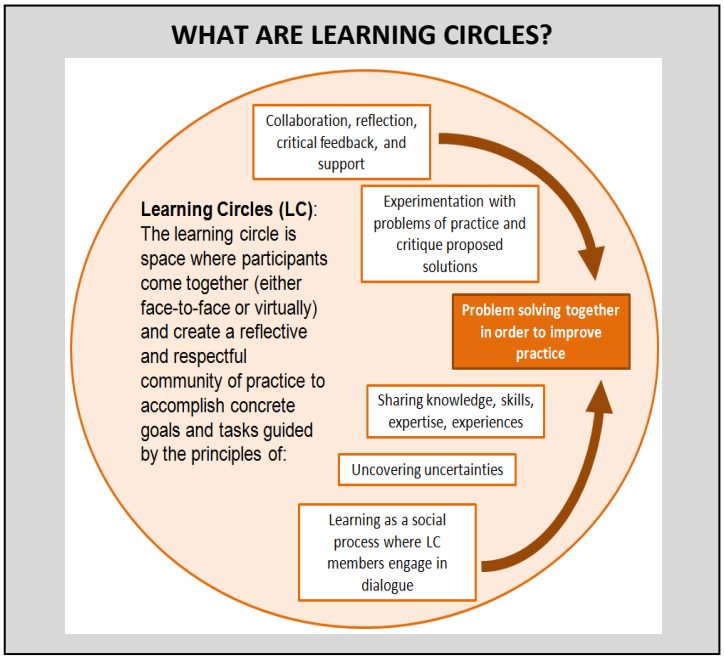
When presenting the agenda, you may want to indicate that this is the planned process but can be modified based on how the sessions are going and the needs of the participants.

- **Make sure that all logistics are clearly identified**: where the bathrooms are, when the session will end, the breaks and meals, and other "housekeeping" information

- **Present the** What are Learning Circles? PowerPoint slide and explain the different components of this "setting" for enhancement. Invite participants to explain different trainings/workshop groups that they have been a part of that highlight the LC principles. Ask for specific examples of what worked.

Note to Facilitator:

The "What are Learning Circles?" PowerPoint Slide is directly taken from the "Action Research Guide". Please tell participants that they do not need to copy all figures and content as they shortly receive all the necessary reference materials and tools.



- **Explain to participants that they are going to partake in a "Live Likert" activity** with the purpose of helping them better understand their roles and responsibilities in the LCs. Post 3 pieces of paper in the room "Yes", "Need more information" and "No". Explain to participants that you are going to read a series of "Participant Role Responsibilities" and they will need to move to the piece of paper that they agree with the most. After each phrase, invite 2-3 participants in each group to discuss why they chose that location. Tell participants that, if they change their mind after listening to the explanations, they may move to stand near another sign reflecting their opinion.

Note to Facilitator:

"Participant Role Responsibilities" that you can read from are found in the ARG on Page 19

- **Distribute post-its to participants and ask them write out other "participant role responsibilities" (1 idea per post-it)** that they feel are important to add in order to create a supportive and collaborative LC environment. Invite participants to post and present their additions on the newsprint:

Note to Facilitator:

You can also post the "Participant Role Responsibilities" information found in the ARG on a flipchart OR project it on a PowerPoint Slide.

LC PARTICIPANT ROLE RESPONSIBILITIES

2. Reflection (Ordered Sharing) (60 minutes)

Goal: To reflect on one's practice by:

- Acknowledging multiple ways of knowing, learning, teaching; and
- Generating strategies to gather information in order to understand and approach a problem of practice

Multiple Ways of Knowing Reflection Activities:

- **Explain to participants that you are going to show them an excerpt of an anthropological film "Nanook of the North"** in order to experience how there are multiple ways of seeing and knowing a circumstance. Briefly set the scene for the film: A film produced by anthropologist, Robert Flaherty that depicts an event from the life of an Inuit family in the 1920s. Describe that the Inuit people generally live in the arctic region of North America.

- **Watch this excerpt 2 times**

- **After the viewings, ask the questions:** What is going on here? What do you see happening? Have participants brainstorm out loud in the large group.

- **Ask participants the question: How do you know?** Refer to specific responses and ask these participants to dig deeper and provide concrete evidence that supports their assertions.

- **Finally ask: What more would you like to know? How might you go about getting that information?** Again, refer to specific responses.

- **Present your understanding of "Nanook of the North"** for participants. Especially touch upon who made the film and how he depicts Inuit peoples when in reality the scene was staged and edited.

- **Invite participants to work in groups of 4 to highlight context-specific examples where there could be multiple views of a circumstance**. They will need to reflect on and write the circumstance and multiple interpretations on a newsprint. Each group will present their "Multiple Ways of Knowing" examples.

Strategies to Gather Information Activities:

- **Explain to participants that they are going to work in groups of 3 and read a case study**. In their groups, they will read a problem of practice. The goal of their group work is to state strategies that they would use to collect more information in order to better understand the problem.

- **Distribute one of the case studies** (see below) to the groups of 3 participants.

Note to Facilitator:

Video file "Nanook of the North"

OR

This film "Nanook of the North" is located online: https://www.youtube.com/watch?v=bVbQVWkdcFk (5:10 → 7:07)

CASE STUDY 1:

Mr Kahlaf is trying to teach his class about subject-verb agreement in English. While he is explaining the concept, several students begin talking to each other. Mr Kahlaf tries to ignore this and go on with the presentation, but a moment later even more students have begun to talk. Mr Kahlaf says, 'Would everyone please be quiet and listen. You're going to be doing some exercises and if you don't listen, you won't know what to do.' The class becomes quiet and Mr Kahlaf continues his explanation. Within two minutes, the noise level begins to rise again and Mr Kahlaf again reminds the class to be quiet.

CASE STUDY 2:

Sami is very careless on his written assignments. On arithmetic worksheets, he misses basic facts and forgets to borrow or carry. He adds when he should subtract and subtracts when he should add. Sami even forgets to do some of the problems. On reading worksheets, Sami's writing is sloppy, questions are only partially answered, and there are many errors. Some days Sami's handwriting is completely illegible. The quality of Sami's work varies, but it's never a demonstration of his best efforts.

CASE STUDY 3

Mrs Saleh's students are, generally speaking, well behaved. They usually work hard and complete their assignments. However, Mrs Saleh is concerned because there is little cooperation between the students. Students rarely help each other. They often argue, and cannot seem to work together. Mrs Saleh has tried to encourage students to work together on various projects, but this has usually been more trouble that it was worth. Mrs Saleh would really like her students to learn to cooperate and to benefit from joint efforts.

Note to Facilitator:

Please print these case studies out and distribute one case study to each group. If you are running out of time, you can always use 1 or 2 of these case studies. The goal of this section is to talk about how participants usually collect data about a problem of practice.

Note to Facilitator:

You may want to keep the number of cases smaller so that the number of groups working on them can be larger.

- **Ask groups to briefly present the problem of practice and their information collection strategies.** Once each case study is presented, invite groups with the same case study to add additional strategies or information.
- **Brainstorm and generate a list of information gathering strategies.** Ask participants to indicate what they have done in the past to have a more thorough understanding of a problem. Also ask, what are the challenges of gathering information?

BREAK (15 MINUTES)

3. Learning (Reflective Study) (60 minutes)

Goal: To uncover the basics around Action Research, where participants will:

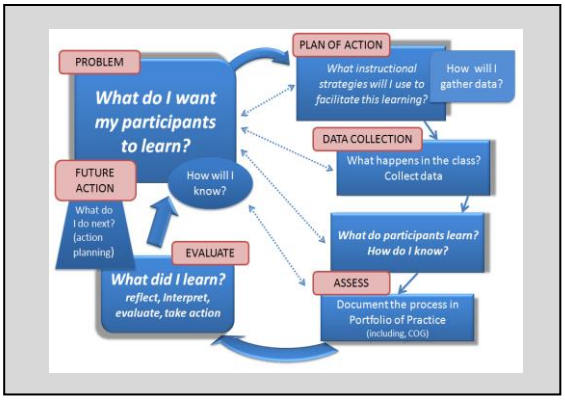
- Define and describe "Action Research" and the " Action Research Inquiry Cycle";
- Understand and apply concrete approaches to address a problem of practice;

Action Research Inquiry Cycle Activity:

- **Distribute the "Action Research Package" (ARP) to each participant.** Ask participants to take 5 minutes to read pages 2, 3, and 4 of the ARP.

- **Present pages 2 and 3 of the ARP in the form of a lecturette**. Present the definition of Action Research, the goal of AR, who will conduct AR and where AR will be conducted.

- **Project the AR Inquiry Cycle from a PowerPoint Slide** and briefly present the AR Inquiry Cycle:



- **Indicate that participants will take part in a jigsaw activity in order to train each other on the "AR Inquiry Cycle".** Cut up pages 5 and 6 of the ARP and distribute one component of the AR Inquiry Cycle to each individual participant. Assure that an equal number of components is distributed.

- **Step 1 of the Jigsaw Activity: Participants with the same AR Inquiry Cycle component get together** and discuss their cycle of the AR process. Participants need to be able to state their component in their own words. They should also give some concrete examples.

- **Step 2 of the Jigsaw Activity: Participants get in groups where each member has a different AR Inquiry Cycle Component.** Each participant explains his/her component in his/her own words as well as provides a concrete example (this must be done following the AR Inquiry Cycle Order).

Note to Facilitator:

Jigsaw activities require advanced planning. There are 6 components to the AR cycle. If you have 24 participants, then you should make 4 copies of each component. If you have 18 participants, you should make 3 copies of each component. If you have 20 participants, then you could create only 5 components, therefore making 4 copies of each component. It is essential that ALL participants have at least 1 component in order to participate.

Problem of Practice Activity:

- **Explain that together, we are going to reflect on our own problems of practice.**

- **Present the "Action Research Tool" and explain that this tool helps us to reflect and undertake the AR process.** Invite participants to read tool (5 minutes). Explain that, together, we will fill out the tool step-by-step. Ask participants what questions they have about STEP 1: PROBLEM

- **Conduct a quick brainstorming sessions around participants' potential problems of practice**. Write these ideas on a newsprint, Brainstorm: Problems of Practice. Make sure that problems are not too general or too complex. Explain that these problems should specific and detailed.

BRAINSTORM: PROBLEMS OF PRACTICE

Note to Facilitator:

You can refer back to previous case studies as examples of problems of practice

- **Ask participants to individually read the ART checklist for STEP 1** (Page 11) and to fill out Part 1 and Part 2.

- **Ask participants to find a partner and to present and refine their problem, evidence, and learning goals.** Partners should ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

- **Invite a few participants to share their problems, evidence, and learning goals in the large group**.

BREAK (60 MINUTES)

4. Planning (Commitment to Action Research / AR) (60 minutes)

Planning Goal: Manipulate the "Action Research Package" and the "Action Research Tool" to plan a small scale Action Research project;

ART Activity:

- **Ask participants to individually read the ART checklist for STEP 2** (Page 12) and to fill out Part 1 and Part 2.

- **Ask participants to find a partner who will read the other person's instructional strategies and data collection methods.** Partners should ask clarifying questions. Ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

Note to Facilitator:

This section may require individual guidance in order to refine instructional strategies and data collection methods. Refer back to the list that participants generated for collecting information.

- **Invite a few participants to share their plan of action.**

- **Participants will then create their instructional tools and their data collection tools. Invite them to see checklist for STEP 3 – Data Collection**. Circulate throughout the room to help participants refine and create.

5. Consolidation & Preparation for Action (30 minutes)

Goal: Participants reflect upon their learning and articulate next steps for the AR process.

Activity:

- **Post the newsprint** What I learned? / Remaining Questions? and consolidate learning and experiences from the LC workshop session. Ask participants to tell you what they have learned as well as questions that remain about the process.

What I learned?	Remaining Questions?

- **Clarify the next steps** in the AR process:

1	**Timeline** for conducting their small-scale AR projects
2	**AR Support** (Present the idea of "critical friends" and ensure that each participant has the contact information of his / her "critical friend")
3	**LC Intersession Activities** (Meeting with other participants, chatting via telephone, online)
4	**When do participants regroup** in Workshop 1 – Day B

Note to Facilitator:

The Next Steps will need to be clarified before the workshop begins.

ACTION & COLLECT DATA

DAY B – WORKSHOP 1
TEACHER EDUCATOR ENHANCEMENT ORIENTATION

Objectives: By the end of the workshop, participants will be able to:

- State the successes and challenges of conducting small scale AR problem of practice project in between workshop days;
- Asses, evaluate and articulate lessons learned from the data on the small-scale AR problem of practice activities conducted in-between workshop days;
- Articulate "Who I am as a professional and what are my immediate goals?" from the Portfolio of Professional Practice (PoPP) Package;
- Define and describe the use of the PoPP;
- *Define, describe, and use the Classroom Observation Guide (COG) and other formative data collection tools (eventually to be inserted into a finalized Workshop 1);*
- Explain what constitutes data and credible evidence based on data collected;
- Plan another AR problem of practice activity using the COG;
- Explicate the next steps for conducting AR projects as well as participating in intersession Learning Circle activities.

Time: 6 Hours

Preparation (Materials / Actions)**:**

- ☐ **RE-READ** the "Action Research Package" (ARP) **-** Read all parts of the ARP, including the section on Learning Communities (LC).
- ☐ **READ** the "Portfolio of Professional Practice Package" (PoPP)
- ☐ **PRINT** 1 copy of the PoPP per participant
- ☐ **READ** the Classroom Observation Guide (COG)
- ☐ **PRINT** 1 copy of the COG per participant
- ☐ **HANG UP** Flipcharts / Markers
- ☐ **DISTRIBUTE** post-it notes/ flash cards
- ☐ **PREPARE** Laptop
- ☐ **PREPARE** LCD Projector
- ☐ **PRINT & PREPARE** Handouts noted below
- ☐ **PARTICIANTS BRING** the data they collected during AR
- ☐ ***INVITE 1 PARTICIPANT*** *to give a short 15 minute lesson where s/he will be observed using the COG (final version)*

Note to Facilitator:

This workshop is an LC and participants need to understand and live this supportive experience from the beginning.

Note to Facilitator:

These materials should be prepared in advance. Because there will be technological equipment, you may want to try to set up the training room the evening before as well as test out the technology system

STEPS:

1. Objectives, Agenda (10 minutes)

- **Welcome participants** to the second session of the Teacher Educator Enhancement workshops.

- **Post the newsprint** TEE WORKSHOP 1 (DAY B) OBJECTIVES and review them with participants

TEE WORKSHOP 1 (DAY B) - OBJECTIVES

- State the successes and challenges of conducting small scale AR problem of practice project in between workshop days;
- Asses, evaluate and articulate lessons learned from the data on the small-scale AR problem of practice activities conducted in-between workshop days;
- Articulate "Who I am as a professional and what are my immediate goals?" from the Portfolio of Professional Practice (PoPP) Package
- Define and describe the use of the (PoPP);
- Explain what constitutes data and credible evidence;
- Plan another AR problem of practice activity using the COG;
- Explicate the next steps for conducting AR projects as well as participating in intersession Learning Circle activities.

- **Post the newsprint** TE WORKSHOP 1 (DAY B) AGENDA and review with participants. Explain that much of today's workshop will process our data and reflect on are findings from the AR research projects as well as introduce more tools in which to conduct AR.

TE WORKSHOP 1 (DAY B) - AGENDA

ACTION RESEARCH	DAY B
AR PROJECTS DATA COLLECTION	REGROUPING REFLECTING Break LEARNING Break PLANING CONSOLIDATING

Note to Facilitator:

When presenting the agenda, you may want to indicate that this is the planned process but can be modified based on how the sessions are going and the needs of the participants.

- **Make sure that all logistics are clearly identified**: where the bathrooms are, when the session will end, the breaks and meals, and other "housekeeping" information.

2. Regrouping (60 minutes)

Regrouping Goal: To share experiences from the problem of practice "Action" stage of the AR process by:

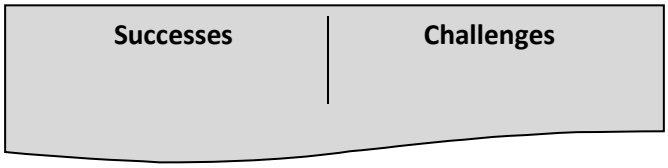
- Stating the successes and challenges of conducting a small scale AR problem of practice project;
- Assessing, evaluating and articulate lessons learned from the data on the small-scale AR problem of practice activities conducted in-between workshop days;

Successes & Challenges Activity:

- **Distribute a collection of blank post-it notes to each participant.** Ask participants to reflect for a couple of minutes and to write successes and challenges that they encountered (one success or challenge per post-it note).

- **Invite participants to share their response in groups of 5.** Each group should categorize their responses so that there are 5 successes and 5 challenges.

- **In the large group, small groups post their post-its on newsprint.** You, the facilitator, will read all the post-its and then will clump them into categories and write the name of each category in the success or challenge column. Throughout the workshop, ask participants to continuously think about how we can work together to overcome these challenges.



Note to Facilitator:

You can give some examples of successes and challenges that you witness while conducting observations of participants in their practice. Make sure that you don't name the individuals, especially the challenges that you observed.

Assessing & Evaluating AR Problem of Practice Activities:

- **Ask participants to individually read the ART checklist for "STEP 4: Assess"** (Page 14). Participants should brainstorm in their notebooks answers to the questions asked as well as follow the advice in the checklist.

- **Ask participants to find a partner and to explain their responses to one another for "Step 4: Assess".** Partners should ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

- **Ask participants to individually read the ART checklist for "STEP 5: Evaluate"** (Page 15). Participants should brainstorm in their notebooks answers to the questions asked as well as follow the advice in the checklist.

- **Ask participants to find a partner and to explain their responses to one**

Note to Facilitator:

Participants will need to bring their data with them in order to fill out Steps 4 & 5 of the ART. Indicate to them in advance (call, email, SMS) the importance of them coming to the workshop with their data sets.

another for "Step 5: Evaluate". Partners should ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

3. Reflection (Ordered Sharing) (60 minutes)

Reflection Goal: To reflect on one's practice by:

- Articulating the AR problem of practice cycle experience

AR Problem of Practice "Walk Through" Activity

- **Indicate to participants that they would like 2 volunteers to do "walk-throughs" of their overall findings.** Explain the process of conducting a walk-through: The participant will introduce the problem, data collection tools, assessment and evaluation portions of his/her ART. This should be done in his/her own words and NOT reading directly from the completed ART. Then the discussion opens up, where participants will ask clarifying questions and provide comments that could broaden the participant's thinking while doing so in a supportive fashion. The participant will not respond at this point. Invite another participant to be the "scribe" writing down the comments and questions on newsprint. When the comments and question session is over, the participant will respond and share with the class how the comments may (or may not) help him/her refine his/her assessment and evaluation. Indicate that walk-throughs are an important part of the AR process and LC environment, where both the volunteer presenter and the participants must remember to work together in a collaborative and supportive environment.

- **Participant 1 conducts his/her walkthrough**. Colleagues pose clarifying questions and comments.

- **Participant 2 conducts his/her walkthrough.** Colleagues pose clarifying questions and comments.

Note to Facilitator:

Walk-throughs are important because they:
-Help troubleshoot and problem-solve together
-Participants learn from one another
-Help build confidence and trusting professional relationships between colleagues

4. Learning (Reflective Study) (75 minutes)

Learning Goal: To uncover the supporting Action Research documents where participants will:

- Identify "Who I am as a professional and what are my immediate goals?" from the Portfolio of Professional Practice (PoPP) Package.
- Explain what constitutes data and credible evidence based on data collected;
- *Define, describe, and use the Classroom Observation Guide (COG) and other formative data collection tools (Under development & will be inserted in the finalized version of Workshop 1 facilitators' notes);*

PoPP Introduction & Module 1 Activities:

- **Distribute the PoPP to each participant** and invite them to read the "Introduction" section (pages 2 - 4)

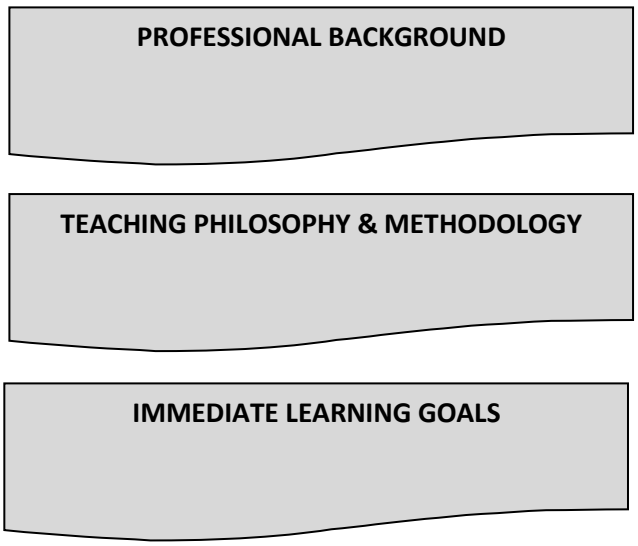
- **Present (lecurette) the PoPP** and especially indicate how it fits in with the ARP. The PoPP is the receptacle to house the AR projects as well as to scaffold participants' understanding of their accomplishments and practice. Articulate that, as educators, we all need to continuously reflect on our practice in order to improve as well as refine ourselves as professionals. The PoPP is a place where we document the process. The first phase of the PoPP is found in Module 1, where we express who we are as professionals, what we believe to be effective practice, as well as set immediate and attainable SMART goals that we can strive to achieve using AR as our process.

Note to Facilitator:

Explain that this is an iterative process where the form and function of the PoPP will grow from participants' productions.

- **Present the PoPP Protocol (page 5) and invite participants to individually brainstorm** and bullet out ideas for the three sections of Module 1.

- **Post 3 newsprints up for each section of Module 1**. Invite participants to articulate their ideas generated from the individual brainstorm session. Write down these ideas on the newsprint (or invite 3 participants, one for each newsprint) to write down their colleagues' ideas. Highlight areas that may need to be a little more specific, such as the immediate learning goals. The objective of this process is for participants to be able to articulate where they have come from professionally, what their contexts looks like, why and how they teach, and how that impacts / influences the work they do. Finally, they should explicate other problems of practice that they would like to address that are SMART.



Note to Facilitator:

This activity can also be conducted using an affinity diagram, especially to see how one's professional background, teaching philosophy and immediate learning goals are connected

- **Once again, invite participants to work individually to draft their Module 1 statement.** Circulate throughout the room to help participants refine their statements.

- **Invite participants to read their statements in groups of 3.** Indicate to participants that they will need to turn in their completed Module 1 before the next Workshop (see details below)

PoPP – Modules 2, 3, 4… Activity:

- **Walk through the PoPP protocol – Modules 2, 3, 4….** with participants.

- **Conduct a large group discussion to determine what defines "credible data".** Large group questions include: Look at the data you collected, what could it mean to someone else? How can someone else see why your data is evidence that backs up your problem of practice evaluation?

COG Activity (to be refined in final version of Workshop 1):

- ***Distribute the COG*** *to each participant. Invite participants to take a few minutes, silently, to read through the COG and to consider how this tool can be useful as a data collection instrument during Action Research. Then ask for questions and comments.*
- ***Present the COG with participants comments and questions***
- ***Simulation / Fishbowl using the COG****.*
- ***Reflections on the COG***

5. Planning (Commitment to Action Research / AR) (45 minutes)

Planning Goal: Create an action plan for:

- Planning another AR problem of practice activity OR developing work on the previous AR problem of practice;
- Using the COG in the next AR problem of practice activity;

Note to Facilitator:

You can follow the same procedure on Day A for filling out the "Problem" and the " Plan" of the ART.

Problem of Practice Activities:

- **Ask participants to individually read the ART checklist for STEP 1** (Page 11) and to fill out Part 1 and Part 2.

- **Ask participants to find a partner and to present and refine their problem, evidence, and learning goals.** Partners should ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

- **Invite a few participants to share their problems, evidence, and learning goals in the large group**.

- **Ask participants to individually read the ART checklist for STEP 2** (Page 12) and to fill out Part 1 and Part 2.

- **Ask participants to find a partner who will read the other person's instructional strategies and data collection methods.** Partners should ask

clarifying questions, ask them to be as specific as possible and to verify how they have completed the check-list (circulate throughout the room and help participants who may have problems that are too general or too complex).

- **Invite a few participants to share their plan of action.**

6. Consolidation & Action (30 minutes)

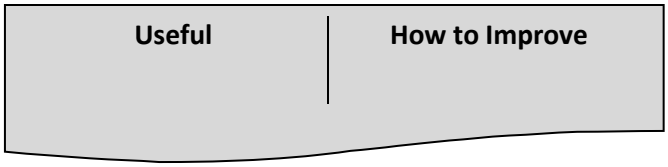
Goal: Explicate the next steps for conducting AR projects as well as participating in intersession Learning Circle activities.

Activity:

- **Revisit the "AR Successes / Challenges"** newsprint that was created during the "Regrouping" activity at the beginning of Day B. Quickly ask participants how some of the challenges have been addressed and overcome.

- **Explain to participants** that you would like to get feedback about Workshop 1 – TEEP Orientation.

- **Post the newsprint** Useful / How to Improve. Ask the participants first to tell you what was useful or helpful to them about the design of the first workshop. Write their comments, without response from you, on the newsprint under "Useful". Then ask participants for suggestions on how to improve this design. Write their comments, without response from you, on the newsprint under "How to Improve." If anyone makes a negative comment that's not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.



- **Clarify the next steps** in the AR process:

1	**Timeline** for conducting their small-scale AR projects, as well as expectations
2	**PoPP modules to create** (how many AR projects to conduct) • Final Version of Module 1 written • 2 more AR problem of practice activities to be inserted in the PoPP • 1 complete summative assessment module to be inserted in the PoPP
3	**AR Support** (Facilitator's contact information; Electronic Resources; Wiki support)

Note to Facilitator:

The Next Steps will need to be clarified before the workshop begins.

Note to Facilitator:

You can refer to the ARG – "How and When will I participate in LCs?" (Pages 21 - 24)

4	**LC Intersession Activities** (Expectations on the number of meetings with other participants, chatting via telephone, online) • 3 Face-to-Face LC sessions using the LC template in the ARP (Report on each meeting) • Virtual communications between Face-to-Face sessions
5	**When do participants regroup** in Workshop 2

- Thank everyone for coming and participating in the workshop.

ACTION & COLLECT DATA