

## STEPS FOR FACILITATING THE TRAINING

**Objectives:** By the end of the training participants will be able to...

- Explain the connection between research and practice and how study circles support this connection
- Name the key elements of NCSALL study circles—professional wisdom, research, and their application to practice
- Facilitate typical study circle activities—introductions, reading discussion, “live” Likert scale, brainstorming, jigsaw, force-field analysis, planning for next steps, and evaluation
- Name the supports and challenges of conducting study circles and identify ways to deal with the challenges
- Utilize the NCSALL *Study Circle Guide: Research-based Adult Reading Instruction*
- Prepare, organize, and facilitate a study circle in their states, regions, or programs

**Time:** 6 hours

### Preparation:



**NEWSPRINTS** (Prepare ahead of time: Underlined in the steps)

- \_\_\_ Objectives
- \_\_\_ Agenda
- \_\_\_ Research provides useful information...
- \_\_\_ It is important for policy decisions...
- \_\_\_ Teachers should base their instructional...
- \_\_\_ Evidence-based Practice
- \_\_\_ Features of Effective Professional Development

- \_\_\_ Discussing the ARCS and Component Skills/IALS Studies
- \_\_\_ Review of Contents
- \_\_\_ +Supports/-Challenges
- \_\_\_ Useful/How to Improve



**HANDOUTS** (Prepare ahead of time: *Italicized* in the steps)

- \_\_\_ Role Assignments [copy only enough for the number of small groups you will have; one strip per participant]
- \_\_\_ Observer's Checklist [one copy for each small group]

(Make a few extra copies of the Pre-Meeting Packet materials for participants who forget to bring them.)

**MATERIALS**

- \_\_\_ *NCSALL Study Circle Guide: Research-based Adult Reading Instruction* (or other study circle guide) [one copy for each participant]
- \_\_\_ blank newsprint sheets
- \_\_\_ newsprint easel
- \_\_\_ markers, pens, tape
- \_\_\_ signs—agree, disagree, not sure
- \_\_\_ scarf, hat, or other object to signal when an activity is being facilitated

**STEPS:****1. WELCOME AND INTRODUCTIONS**

(20 MINUTES)

- **Welcome participants** to the study circle facilitators training.
- **Introduce yourself** and state your role as facilitator of the training. Explain how you came to facilitate this training and who is sponsoring it.
- **Ask the participants to introduce themselves briefly** (name, program, role) and to describe their experience with study circles. If participants are from a wide area, you may want to post a map, and ask participants to point out where they live.
- **Introduce NCSALL and its Connecting Practice, Policy, and Research (CPPR) initiative** by reminding the participants that they received a page on NCSALL in their pre-meeting packet. Tell them that NCSALL has developed study circles as one way to connect practice and research. Invite them to visit the NCSALL Web site ([www.ncsall.net](http://www.ncsall.net)) to find out more about the research NCSALL conducted and to look at the various teaching and training materials developed by NCSALL. They can also find the practitioner newsletter, *Focus on Basics*, on the Web site.
- **Make sure that participants know** where bathrooms are located, when the training will end, when the breaks and lunch will be, and any other “housekeeping” information.

**Note to Facilitator**

Since time is very tight, it's important to move participants along gently but firmly if they are exceeding their time limit for introductions.

**2. OBJECTIVES AND AGENDA**

(10 MINUTES)

-  **Post the newsprints Objectives and Agenda and distribute the handout *Agenda and Objectives*.**

**Objectives**

By the end of the training, you will be able to:

- Explain the connection between research and practice and how study circles support this connection
- Name the key elements of NCSALL study circles—professional wisdom, research, and their application to practice
- Facilitate typical study circle activities—introductions, reading discussion, “live” Likert scale, brainstorming, jigsaw, force-field analysis, planning for next steps, and evaluation
- Name the supports and challenges of conducting study circles and identify ways to deal with the challenges
- Utilize the NCSALL *Study Circle Guide: Research-based Adult Reading Instruction*
- Prepare, organize, and facilitate a study circle in your state, region, or program

**Agenda**

1. Welcome and Introductions (Done!)
2. Objectives and Agenda (Doing)
3. Attitudes on Research
4. What is a Study Circle?
5. Examining Research Findings
6. Overview of Study Circle Guide
7. Challenges and Supports: A Force Field Analysis
8. Addressing Facilitation Challenges
9. Logistics and Next Steps
10. Evaluation

- **Ask participants** to note the objectives. Explain that the training helps prepare them to facilitate NCSALL study circles. In the training they will take part in and discuss various activities typical of study circles, learn how the study circle guides support facilitators, and plan for facilitating study circles in their states, regions, or programs.
- **Review the Agenda.** Explain that the participants will begin the day by looking at connecting research and practice in education. Next they will learn about the specifics of facilitating NCSALL study circles and spend time on

facilitation techniques. Finally, they will plan for facilitating study circles in their states, regions, or programs.

- **Explain that the two steps** just completed are included in every study circle. These steps help create safety and show respect for the participants—helping to set a relaxed and open tone, as well as establishing the ground rules.

### 3. ATTITUDES ON RESEARCH

(30 MINUTES)

- **Explain to participants that the purpose** of this activity is to help them become aware of the various ways teachers approach research and to consider their own thinking about research.
- **Explain** that they are going to take part in a “live Likert scale” to see how their understanding of the usefulness of research matches others.
- **Post the three signs**, Agree, Disagree, and Not Sure in different parts of the room.
- **Post the newsprint** Research provides useful information....

Research provides useful information to supplement the “trial and error” process many teachers use in their teaching.

- **Read the statement** on the newsprint and ask participants to move to the sign—agree, disagree, not sure—that best reflects their belief about the statement. They can stand between signs if that is where they are more comfortable.
- **Ask two or three 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.
- **Post the newsprint** It is important for policy decisions....

It is important for policy decisions to be based on practical information rather than theory.

- **Read the statement** on the newsprint and ask participants to move to the sign—agree, disagree, not sure—that best reflects their belief about the statement. They can stand between signs if that is where they are more comfortable.
- **Ask two or three 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.
- **Post the newsprint** Teachers should base their instructional....

Teachers should base their instructional decisions on research.

- **Read the statement** on the newsprint and ask participants to move to the sign—agree, disagree, not sure—that best reflects their belief about the statement. They can stand between signs if that is where they are more comfortable.
- **Ask two or three 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.
- **Reconvene the whole group.** Ask participants for their reaction to the activity, noting that they may have practitioners in their study circles that have a variety of beliefs about research. Their reactions to reading and discussing research may vary accordingly. Explain that the “live Likert scale” is a typical activity in the NCSALL study circles. Invite the participants to ask questions about how to facilitate the “live Likert scale” activity.
- **Post the newsprint** Evidence-based Practice.

**Evidence-based Practice**  
 Evidence-based practice is the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.

- **Explain to participants** that this definition comes from the director of the Institute for Educational Sciences and that NCSALL has adopted it. This definition values both empirical research and the professional wisdom of practitioners.


#### 4. WHAT IS A STUDY CIRCLE?

(20 MINUTES)

- **Explain to participants that the purpose** of this activity is to look more closely at study circles. There are a variety of study circles, but the NCSALL study circles are designed for professional development in adult education.
- **Invite the participants** to take a few minutes to think silently about a professional development experience in which they took part and that they found particularly helpful.
- **Post the newsprint** Features of Effective Professional Development. Ask the participants if these features were true of the professional development experiences about which they were thinking. Invite them to add to the list, writing their responses on the newsprint.

**Features of Effective Professional Development**

- It occurs over time.
- It is applicable to current work.
- It provides an opportunity to exchange ideas with other practitioners.
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- **Explain to participants** that the NCSALL study circles include many features of effective professional development. They are based on research and professional wisdom.
-  **Refer participants to the handout** *NCSALL Study Circles: The Basics* that was mailed to them in the Pre-

meeting Packet. Read the definition of a NCSALL study circle from the handout:

*A NCSALL study circle is a professional development activity for adult basic education, adult secondary education, or adult ESOL practitioners. The goal of a study circle is to bring practitioners together to read research articles presenting findings from adult education studies, discuss the relevance of the findings for the adult students with whom they work, discuss strategies for instruction and programs, and make plans for trying strategies or changing their practices in applying the findings in their classrooms and programs.*

- **Explain to participants** that the NCSALL study circles are usually three sessions of three hours each for 8 to 12 participants. Participants prepare for each session by reading several articles. During the first session, participants reflect on their own experiences with the topic and share their professional wisdom, like what they did in the introductions and in generating the list of features of effective professional development. What the research has to say provides the content for the second session. The third session brings the professional wisdom and research together as practitioners determine how they might apply what they learned in the study circle to their practice.
- **Close this activity** by asking participants why this kind of activity—eliciting their own experiences—is used early in the study circles.
- **Distribute the** *NCSALL Study Circle Guide: Research-based Adult Reading Instruction* (or other study circle guide participants will be using). Invite them to look at a similar activity in their guide. If you are using the *NCSALL Study Circle Guide: Research-based Adult Reading Instruction*, direct participants to Activity 5, Types of Research on pp. 59-60 of the guide. Invite participants to ask the questions they might have about facilitating this type of activity.



## 5. EXAMINING RESEARCH FINDINGS

(40 MINUTES)

- **Explain to participants** that they will experience another activity that is typical of NCSALL study circles— discussion of the research findings assigned as a reading. This activity is from the study circle on research-based adult reading instruction.
- **Explain to participants** that the purpose of the activity is to discuss research about the specific reading profiles of adult learners and to look at one resource for developing profiles of adult learners with whom they work.
- **Refer participants to the two readings** that were mailed to them in the Pre-Meeting Packet: **Adult Reading Components Study (ARCS): NCSALL Research Brief** and **The Relationship of the Component Skills of Reading to Performance on the International Adult Literacy Survey (IALS): NCSALL Research Brief**. Ask them to form small groups according to the categories of learners in the study:
  - Teachers of adults with GED/pre-GED reading skills
  - Teachers of adults with intermediate reading skills
  - Teachers of adults with low-level/beginning reading skills
  - Teachers of ESOL students

Groups should have no fewer than three members, so you may need to negotiate the groups until they are formed.
- **Post the newsprint Discussing the ARCS and Component Skills/IALS Studies**. In their small groups, ask the participants to spend 20 minutes discussing the ARCS and Component Skills/IALS studies, guided by the questions on the newsprint.

### Note to Facilitator

If participants teach more than one type of learner, ask them to join the group that corresponds to the type of learner for whom they are most interested in improving reading instruction. If there is only one person in a particular group, ask her/him to join another person, pair, or group.

**Discussing the ARCS and Component Skills/IALS Studies**

- What questions do you have about the research findings from the ARCS study? From the Component Skills/IALS? (Try to answer your questions among your group.)
- Do you agree with the implications presented in the study? Why or why not?
- What might these implications mean for your teaching?

- **After 20 minutes, bring the small groups back together as a whole group.** Ask each small group to say a few sentences highlighting what was covered in their discussions.
- **Refer participants to Activity 2, Assessing and Developing Reading Profiles of Adult Learners,** on pp. 229-230 of the *NCSALL Study Circle Guide: Research-based Adult Reading Instruction*, where the directions are for the activity that they just completed. Note the directions for the various elements of the activity. Invite participants to ask questions they might have about facilitating a similar activity.

**Break (15 minutes)****6. OVERVIEW OF STUDY CIRCLE GUIDE**

(75 MINUTES)

- **Explain to participants** that the purpose of the activity is to review the contents of the study circle guide. Ask the participants to form six small groups. Assign one section of the study circle guide to each group:
  - About Study Circles, pp. 1-16
  - To Do Before Session One, pp. 19-50
  - Steps for Facilitating Session One, pp. 51-168
  - Steps for Facilitating Session Two, pp. 169-226
  - Steps for Facilitating Session Three, pp. 227-246
  - Tips for Facilitating a Study Circle, pp. 247-end
- **Post the newspaper Review of Contents.** Ask the small groups to take 10 minutes to prepare a three-minute

summary on their section, using the following questions as a guide.

**Review of Contents**

- What is in this section?
- How might you use the section to prepare for the study circle?
- What questions do you have?

- **Reconvene the whole group** and ask the small groups to briefly report on what they learned. Remind participants that each study circle guide has similar sections.
- **Invite the participants** to review Session Two in their guides. Note how the steps, time, and instructions are presented and how the symbols for newsprints, handouts, and so on are used.
- **Ask the participants** to re-form their small groups (or pairs). Assign by number, one activity or step from Session Two to each group. Ask the groups to take 10 minutes to read through the instructions, imagining that they are planning to facilitate that step. Ask groups to discuss their comfort with the instructions and to note any questions or problems.
- **Reconvene the whole group.** Invite the small groups to report on their discussions and questions. Attempt to answer questions and/or address confusing instructions.

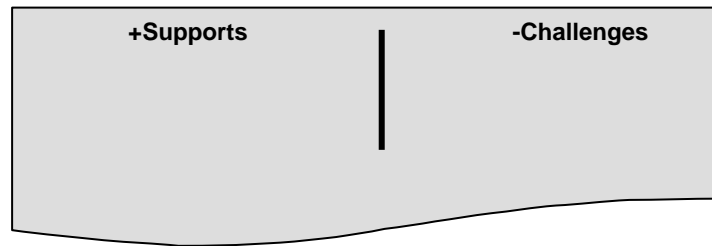
### Lunch (60 minutes)

## 7. CHALLENGES AND SUPPORTS: A FORCE FIELD ANALYSIS

(15 MINUTES)

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- **Explain to participants** that, in the third session of a study circle, participants consider how they can use what they learned. One of the typical activities is a force field analysis. The purpose of this activity is for them to participate in a force field analysis by thinking about their roles as study circle facilitators.

- **Post the newsprint** +Supports/-Challenges.



- **Ask the group to brainstorm** the challenges (factors that hinder) they face in facilitating study circles. These may be limited time, problem participants, and lack of support from program director. Write, exactly as said, each challenge mentioned on the right side of the newsprint. Take no more than five minutes to list challenges.
- **Then ask the group to brainstorm** all of the supports (factors that help) for taking their next steps. These may be support from colleagues and interest of the participants. Write these on the left side of the newsprint under the “plus” sign.
- **Lead a discussion** with the whole group about how the challenges could be reduced and how the supports could be increased.
- **Point out that the force field analysis activity** is used in the study circles in a variety of ways. Activity 5, Taking Next Steps: Supports and Constraints, on pp. 233-234 of the *NCSALL Study Circle Guide: Research-based Adult Reading Instruction*, is an example. Invite participants to ask questions about facilitating a force field analysis.


## 8. ADDRESSING FACILITATION CHALLENGES

(60 MINUTES)

### Note to Facilitator

Before the training, make copies of the handout *Role Assignments* so that you have one set of strips for each small group of five, and enough strips for each person. Make a copy of the handout *Observer's Checklist* for each group.

- **Explain to participants that the purpose** of this activity is to explore ways to address some of the challenges they listed in the previous activity. Note that while the study circle guides are quite specific, they cannot address all of the possible responses from participants. The participants will play various roles—facilitator, participant, and observer—in a short activity, then discuss their experiences.

-  **Randomly distribute one strip to each participant from the handout *Role Assignments*.** Ask the participants to silently read what is on their strip, not sharing the information.

Ask the Process Observers to identify themselves and give them a copy of the handout *Observer's Checklist*.

Then ask the participants to break into small groups according to the number on their strips, e.g. all the "3's" in the same group. Tell them that the group is to take 10 minutes to carry out the activities presented by the Facilitators. Remind the Process Observers to take notes.

- **Reconvene the whole group.** Invite the Facilitators to share how they felt during the activity. Then invite the participants to share. Lastly, invite the Process Observers to report on what they saw. Ask the participants what they learned from the experience.
- **Refer participants to the last section** of the study circle guide. The Tips for Facilitating Study Circles, pp. 247-263 in *NCSALL Study Circle Guide: Research-based Adult Reading Instruction*, provides useful tips and suggestions.

### Break (15 minutes)

## 9. LOGISTICS AND NEXT STEPS

(30 MINUTES)

- **Explain to participants that the** purpose of this activity is to address the logistics of sponsoring and facilitating study circles in their states, regions, and/or programs.
- **The facilitator or someone from the sponsoring organization addresses** the following areas:
  - Recruiting for study circles
  - Reporting requirements
  - Options for follow-up sessions (within programs and/or across programs)

- Logistics for setting up and facilitating study circles
- Documentation and evaluation (state requirements)

## 10. EVALUATION

(15 MINUTES)

- **Explain to participants** that, in the time left, you would like to get feedback from them about this training.
- **Post the newsprint** Useful/How to Improve.

Useful	How to Improve

Ask the participants first to tell you what was useful or helpful to them about the design of the training. 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.
- **Do not make any response to participants’ comments during this evaluation.** It is *very* important that you do not defend or justify anything you have done in the training or anything about the design, as this will discourage further suggestions. If anyone makes a suggestion you don’t agree with, just nod your head. If you feel some response is needed, rephrase their concern: “So you feel that what we should do instead of the small group discussion is ...? Is that right?”
- **Thank everyone** for coming and participating in the training.

<b>Quick Reference Sheet for Facilitating the Training</b>	
<b>1. Welcome and Introductions</b>	<i>20 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Everyone introduces themselves.</li> <li>• Housekeeping and logistics.</li> </ul>	
<b>2. Objectives and Agenda</b>	<i>10 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Post newsprints; pass out handout <i>Agenda and Objectives</i>; review.</li> <li>• Debrief activity from facilitator's perspective.</li> </ul>	
<b>3. Attitudes on Research</b>	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Post signs around the room and post newsprints; ask participants to move to sign that matches their beliefs about the statement.</li> <li>• Ask a few participants to discuss why they chose their location.</li> <li>• Post newsprint and review definition of evidence-based practice.</li> </ul>	
<b>4. What Is a Study Circle?</b>	<i>20 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Post newsprint; ask participants if these features are true for professional development; brainstorm other features.</li> <li>• Review key points on handout <i>NCSALL Study Circles: The Basics</i>.</li> <li>• Post newsprint and review definition of evidence-based practice.</li> <li>• Debrief activity from facilitator's perspective, noting location in study circle guide.</li> </ul>	
<b>5. Examining Research Findings</b>	<i>40 mins., SMALL GROUPS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Refer to two readings: ARCS Research Brief and Component Skills/IALS Research Brief.</li> <li>• Form small groups according to the type of students participants teach.</li> <li>• Post the newsprint; spend 20 minutes in small groups discussing the research.</li> <li>• Regroup; brief report on highlights from each small group.</li> <li>• Debrief activity from facilitator's perspective, noting location in study circle guide.</li> </ul>	
<b>15-Minute Break</b>	


<b>Quick Reference Sheet for Facilitating the Training</b>	
<b>6. Overview of Study Circle Guide</b>	<i>75 mins., SMALL GROUPS, then WHOLE GROUP, then SMALL GROUPS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Form six small groups; assign section of study circle guide to each group to review.</li> <li>• Regroup; brief report on highlights from each smaller group.</li> <li>• Reconvene small groups to read through an activity and note questions.</li> <li>• Regroup and answer questions.</li> </ul>	
<b>60–Minute Lunch</b>	
<b>7. Supports and Challenges</b>	<i>15 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Post newsprint; brainstorm challenges and then supports to facilitating study circles.</li> <li>• Discuss how the supports might be increased and challenges reduced.</li> <li>• Debrief activity from facilitator’s perspective, noting location in study circle guide.</li> </ul>	
<b>8. Addressing Facilitation Challenges</b>	<i>60 mins., SMALL GROUPS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Form small groups of five participants by distributing slips; distribute handout <i>Observer’s Checklist</i> to Process Observers; identify Facilitators.</li> <li>• Small groups conduct activity.</li> <li>• Regroup and debrief—facilitators first, then participants, then observers.</li> <li>• Note section in study circle guide that has tips for facilitators.</li> </ul>	
<b>15–Minute Break</b>	
<b>9. Logistics and Next Steps</b>	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Address logistics for setting up and conducting study circles; review documentation and reporting requirements.</li> </ul>	
<b>10. Evaluation</b>	<i>15 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> <li>• Post newsprint <u>Useful/How to Improve</u>; solicit feedback.</li> </ul>	




## Materials to Hand Out

### CONTENTS

#### Handouts

Handout : *Role Assignments* (one strip per participant)

Handout : *Observer's Checklist* (one per small group)

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**ROLE ASSIGNMENTS\***

## Group One

<p><b>1. You are the Facilitator.</b></p> <p>Use your best facilitation skills to accomplish the two tasks cited.</p> <p>Encourage the group to <i>discuss</i> pros and cons under the second task, not just brainstorm a list.</p>	<p>Tell the group they will have 10 minutes to discuss the following tasks:</p> <p>(1) List the three groups and 10 clusters of reading skill levels. (5 minutes)</p> <p>(2) What steps could an instructor take to help intermediate students? (5 minutes)</p>
<p><b>1. You are the Process Observer.</b></p>	<p>Please ask the facilitators of <i>this</i> training to give you an "Observation Checklist."</p>
<p><b>1. You are the "distracter."</b></p>	<p>Do not overlay your role. Simply find ways to move the group off task.</p>
<p><b>1. You are the "shy participant."</b></p>	<p>You will not contribute anything unless asked specifically by the facilitator or other group member to contribute.</p>
<p><b>1. You are "neutral."</b> (You have no assigned role.)</p>	<p>Just be yourself and interact as you normally would.</p>

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\*Mary Ann Corley, California Adult Literacy Professional Development Project, designed this activity for its study circle facilitator training.

**ROLE ASSIGNMENTS**

## Group Two

<p><b>2. You are the Facilitator.</b></p> <p>Use your best facilitation skills to accomplish the two tasks cited.</p> <p>Encourage the group to <i>discuss</i> pros and cons under the second task, not just brainstorm a list.</p>	<p>Tell the group they will have 10 minutes to discuss the following tasks:</p> <p>(1) List the three groups and 10 clusters of reading skill levels. (5 minutes)</p> <p>(2) What steps could an instructor take to help intermediate students? (5 minutes)</p>
<p><b>2. You are the Process Observer.</b></p>	<p>Please ask the facilitators of <i>this training</i> to give you an "Observation Checklist."</p>
<p><b>2. You are the "yeah, but" person.</b></p>	<p>Try to think of reasons why it might not succeed.</p>
<p><b>2. You are the "supporter."</b></p>	<p>You want the facilitator to succeed and tend to support whatever is asked. You may even challenge those who are creating a problem for the facilitator.</p>
<p><b>2. You are "neutral."</b> (You have no assigned role.)</p>	<p>Just be yourself and interact as you normally would.</p>

**ROLE ASSIGNMENTS**

## Group Three

<p><b>3. You are the Facilitator.</b></p> <p>Use your best facilitation skills to accomplish the two tasks cited.</p> <p>Encourage the group to <i>discuss</i> pros and cons under the second task, not just brainstorm a list.</p>	<p>Tell the group they will have 10 minutes to discuss the following tasks:</p> <p>(1) List the three groups and 10 clusters of reading skill levels. (5 minutes)</p> <p>(2) What steps could an instructor take to help intermediate students? (5 minutes)</p>
<p><b>3. You are the Process Observer.</b></p>	<p>Please ask the facilitators of <i>this training</i> to give you an "Observation Checklist."</p>
<p><b>3. You are the "talkative person."</b></p>	<p>You attempt to dominate the group. But don't overplay your role. Simply find something to talk about that is related to the tasks at hand.</p>
<p><b>3. You are the "disagreer."</b></p>	<p>You tend to be on the opposite side of whatever is suggested and have reasons for your disagreement. But don't overplay your role and become a caricature.</p>
<p><b>3. You are "neutral."</b> (You have no assigned role.)</p>	<p>Just be yourself and interact as you normally would.</p>

**ROLE ASSIGNMENTS**

## Group Four

<p><b>4. You are the Facilitator.</b></p> <p>Use your best facilitation skills to accomplish the two tasks cited.</p> <p>Encourage the group to <i>discuss</i> pros and cons under the second task, not just brainstorm a list.</p>	<p>Tell the group they will have 10 minutes to discuss the following tasks:</p> <p>(1) List the three groups and 10 clusters of reading skill levels. (5 minutes)</p> <p>(2) What steps could an instructor take to help intermediate students? (5 minutes)</p>
<p><b>4. You are the Process Observer.</b></p>	<p>Please ask the facilitators of <i>this training</i> to give you an "Observation Checklist."</p>
<p><b>4. You are the "challenger."</b></p>	<p>You openly challenge the task assigned indicating that you don't believe instructors can do anything if a student is about to drop out. Don't overplay your role, however. Choose your challenges.</p>
<p><b>4. You are the "supporter."</b></p>	<p>You want the facilitator to succeed and tend to support whatever is asked. You may even challenge those who are creating a problem for the facilitator</p>
<p><b>4. You are "neutral."</b> (You have no assigned role.)</p>	<p>Just be yourself and interact as you normally would.</p>

**ROLE ASSIGNMENTS**

## Group Five

<p><b>5. You are the Facilitator.</b></p> <p>Use your best facilitation skills to accomplish the two tasks cited.</p> <p>Encourage the group to <i>discuss</i> pros and cons under the second task, not just brainstorm a list.</p>	<p>Tell the group they will have 10 minutes to discuss the following tasks:</p> <p>(1) List the three groups and 10 clusters of reading skill levels. (5 minutes)</p> <p>(2) What steps could an instructor take to help intermediate students? (5 minutes)</p>
<p><b>5. You are the Process Observer.</b></p>	<p>Please ask the facilitators of <i>this training</i> to give you an "Observation Checklist."</p>
<p><b>5. You are the "distracter."</b></p>	<p>Do not overplay your role. Simply find ways to move the group off-task.</p>
<p><b>5. You are the "blocker."</b></p>	<p>You tend to insist on getting your own way; unwilling to compromise.</p>
<p><b>5. You are "neutral."</b> (You have no assigned role.)</p>	<p>Just be yourself and interact as you normally would.</p>





**OBSERVER'S CHECKLIST**

The Facilitator:	Comments:
Fed back/reflected content while remaining neutral and responded appropriately to participant concerns	
Clarified ideas that seemed not clearly understood	
Summarized progress	
Brought in shy or non-participating members	
Allowed for silence (reflection by participants)	
Used non-verbal contacts: eye contact, body language of agreement, etc.	

The Participants:	Comments:
Participated somewhat equally	
Some tended to dominate	
Some were distracters: keeping the group off-task	
Some appeared to challenge the facilitator or the group's ideas	
Some tended to create tension and hostility	



## NCSALL FEEDBACK FORM FOR TRAINING FACILITATORS<sup>7</sup>

1. Name of study circle facilitators training conducted: \_\_\_\_\_
2. Location/site of your study circle facilitators training: \_\_\_\_\_
3. When did your training meet? Day: \_\_\_\_\_ Time: \_\_\_\_\_
4. How many times did your study circle facilitators training meet? \_\_\_\_\_
5. Generally speaking, how satisfied have you been with your experience as a study circle facilitators training facilitator?  
 Very satisfied                       Somewhat satisfied                       Not at all satisfied

Why?

6. What was your most satisfying experience as a facilitator of the study circle facilitators training? Please provide an example:

7. What was your most frustrating experience as a facilitator of the study circle facilitators training? Please provide an example.

8. In all, how many people participated in your study circle facilitators training? \_\_\_\_\_

9. How satisfied were your participants with the study circle facilitators training process?  
 Most participants seemed satisfied  
 Most participants expressed dissatisfaction  
 Most participants expressed both satisfaction and dissatisfaction at various points in the process  
 I couldn't judge their levels of satisfaction

Please explain:

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<sup>7</sup>Adapted from Study Circles Resource Center Feedback Form.

## NCSALL Feedback Form for Training Facilitators (continued)

10. Did you have adequate support from the program organizers?

Yes

No

Not sure

Please explain:

11. What additional support would have been helpful?

12. If you were to facilitate another study circle facilitators training, what factors would you change (for example, discussion materials, activities, etc.)?

13. What difference has taking part in this study circle facilitators training program made in you personally?

14. Other impressions, concerns, and comments:

Your name: (optional) \_\_\_\_\_

Return to:

NCSALL/World Education

44 Farnsworth Street

Boston, MA 02210-1211

Attn: Cristine Smith



**National Center for the Study of Adult Learning and Literacy**

## **NCSALL's Mission**

NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort between the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (formerly Office of Educational Research and Improvement).

## **NCSALL's Research Projects**

The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education, English for Speakers of Other Languages, and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) learner persistence, (2) instructional practice and the teaching/learning interaction, (3) professional development, and (4) assessment.

## **NCSALL's Dissemination Initiative**

NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge, and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. In addition, NCSALL sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more about NCSALL, to download free copies of our publications, or to purchase bound copies, please visit our Web site at:

**[www.ncsall.net](http://www.ncsall.net)**