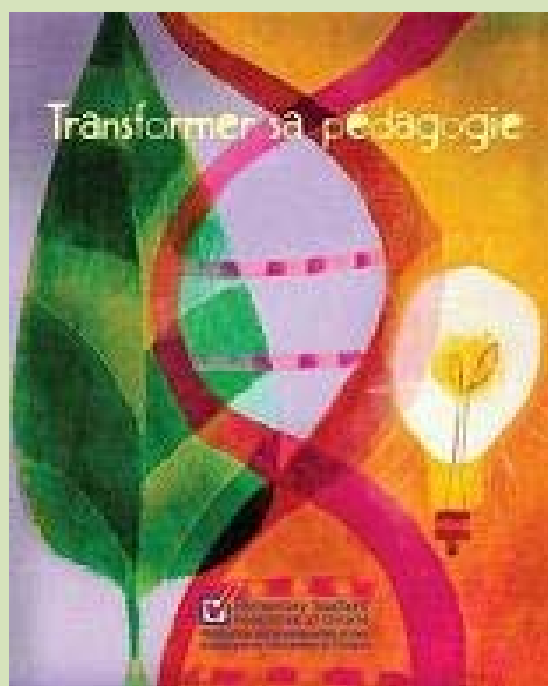


# Facilitator Guide ETFO Book Clubs



# *Transformer sa pédagogie*

## Table of Contents

Introduction to ETFO Book Clubs.....	2
Introduction to <i>Transformer sa pédagogie</i> .....	8
Session One.....	9
Session Two.....	12
Session Three .....	14
Session Four .....	17
Support Materials Section .....	20



## Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



## Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

## Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

## The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings

Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

## Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that

interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.



## Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

## Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

Powerful  
Conversations:

- Focused
- Productive
- Interactive

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group’s work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

## Knowing Your Participants

When developing a group’s capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no “right” way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

“We should all try to listen with the same intensity we have when we are talking.”

Richard Saul Wurman



Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to \_\_\_\_\_?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

## Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – [www.wi-sdc.org](http://www.wi-sdc.org).

## Introduction to *Transformer sa pédagogie*

This book club provides a practical and current resource for teachers of French as a Second Language, Grades 4 to 6. Recognizing the complexities of teaching today, *Transformer sa pédagogie* provides key information on up-to-date teaching and learning strategies.

During the Book Club sessions, teachers will:

- Explore French culture and engage in activities for professional learning;
- Consider recent research findings and the implications for the learners in their classrooms;
- Review and reflect on their thinking;
- Talk and share thinking; and
- Develop strategies that support classroom learning.

Participation in this book club will show French teachers how they can create change in their classrooms, and meet the needs of their students by implementing current and effective teaching and learning strategies.



# Session One

## Readings:

Theory/culture role of the teacher, pages 9-21 and page 45.

Multiple Intelligences, pages 22-26 and pages 92-94 (mind mapping).

Cooperative learning-pages 31-38.

Evaluation, page 41 and pages 95-97.

## General Overview:

In this session participants will reflect on their own practice, what has been successful and what has not in an anticipation guide. This guide will be revisited at the last session. Teachers will explore the French culture in Canada, and around the world. Throughout this session, teachers will also engage in a series of activities to review, reflect, talk and share their current beliefs on professional learning.

## Key Learnings/Objectives:-

During this session participants will:

- Explore French culture in Canada and internationally; sharing of resources (i.e., Web Page Organizer).
- Engage in an activity to reflect on current beliefs about professional learning.
- Review, reflect, and share thoughts about the Introduction of the text.

Time: 120 minutes

## Materials:

Anticipation Guide (see line master 1A in the Support Materials Section).

T-chart – What I see, What I hear (see line master 1B in the Support Materials Section).

Place Mat (see line master 1C in the Support Materials Section).

Webpage Organizer (see line master 1D in the Support Materials Section).

Reflection Page (see line master 1E in the Support Materials Section).

Index cards, Post-it notes.

## Instructional Tasks: 100 minutes

**The Name Game - Two Truths and a Lie.** Participants write two truths and a lie about themselves on index cards. Each participant reads aloud their three facts about themselves and the other participants must guess which one is the lie. (20 minutes).

**Anticipation Guide.** Participants reflect on their current beliefs about professional learning and record reflections in the Anticipation Guide (see line master 1A in the Support Materials Section). This guide will be revisited at the last session as participants reflect on how their beliefs about professional learning have changed over the course of the book club. (10 minutes).

**T-chart – What I see, What I hear.** Participants imagine themselves back in their classrooms, without focusing on the physical environment and think about what they see and what they hear. Each teacher writes at least one post-it for each item that they see or hear and places it onto the T-chart. Participants stick their post-it notes on the chart of *Une classe traditionnelle/Une classe constructive* on page 21. (20 minutes).

**Place Mat.** In small groups of four, participants list culturally-related activities that they have used in the section of the place mat. Have participants place an asterix beside the one activity that they can explain in more detail. Take a few minutes for each teacher to share their activity within the small group. (20 minutes).

**AH-HA! Moment.** Reading pages 11-13, use post-it notes to come up with an Ah-ha Moment from the reading. Pick one of the festivals that you would like to know more about in relation to the curriculum. (20 minutes).

## Reflection: 10 minutes

**Reflection Page.** Participants use the Reflection Page (see line master 1D in the Support Materials Section) to identify key points to remember, connections they have made and questions they still have after today's session.

## Homework: 10 minutes

**Web Page Organizer.** Participants search the Internet for listings of French festivals from around the world. Select one festival that is of particular interest and fill out the Web Page Organizer (see line master 1D in the support materials section).

## Session Two

### Readings:

Pages 22-26.

### General Overview:

In this session, teachers will take a focused look at multiple intelligences in their classroom. Participants will have a chance to reflect upon, and then share, on the topic of multiple intelligences and how MI works in the classroom, their own teaching and learning style and how that affects their teaching. Teachers will identify what MI looks like and sounds like in the classroom, and will have a chance to identify and share strategies for addressing multiple intelligences in the classroom.

### Key Learnings/Objectives:

During the session participants will learn to:

- Identify and apply how multiple intelligences work in their classroom.
- Strengthen the weak area of teaching style in multiple intelligences.

Time: 120 minutes

### Materials:

T-chart-Looks like, sounds like (see line master 2A in the Support Materials Section).

Multiple Intelligences Inventory for Adults (see line master 2B in the Support Materials Section).

Reflecting on Significance (see line master 2C in the Support Materials Section).

Post-it notes, chart paper.

## Instructional Tasks: 100 minutes

To assess prior knowledge of multiple intelligences, have a short whole group discussion of multiple intelligences and how teachers use them in their teaching or complete the multiple intelligences inventory (see line master 2B in the Support Materials Section). (20 minutes).

**Learning Styles.** Participants read pages 22-26 and determine which multiple intelligence best describes them and which learning style that they are least comfortable with and how that affects their teaching. Share with an elbow partner. (10 minutes).

As a whole group, on chart paper, have teachers complete a T-chart – What I see, I hear (see line master 1C in the Support Materials Section) for a classroom that is using the multiple intelligence approach. (15-20 minutes).

**New Activities.** Go into small groups to share either new activities learned from the homework or the lessons that teachers have previously taught. Participants write activity ideas on post-it notes and place them on a posted chart paper in the categories of multiple intelligences. Once teachers have posted on chart paper to determine which multiple intelligence is least represented, brainstorm activities that can fill in the gaps. Choose a scribe to write the group's activity ideas for each to be collated by the facilitator. (30-40 minutes).

## Reflection: 10 minutes

Teachers fill out Reflecting on Significance (see line master 2C in the Support Materials Section).

## Homework: 10 minutes

Participants try an activity from the session and come back and share it.

## Session Three

### Readings:

Pages 31-38.

### General Overview:

Cooperative learning is the focus of this session. In this session, teachers will identify the learning benefits of cooperative learning. Throughout the session, teachers will explore a variety of cooperative learning instructional strategies that can be directly applied to the classroom.

### Key Learnings/Objectives:

During this session participants will:

- Develop strategies to build cooperative learning in the classroom.
- Identify the learning benefits of cooperative learning i.e., oral language.

### Time: 120 minutes

### Materials:

Jigsaw (see line master 3A in the Support Materials Section).

Think-Pair-Share (see line master 3B in the Support Materials Section).

Graffiti (see line master 3C in the Support Materials Section).

Learning Stem Reflection (see line master 3D in the Support Materials Section).

T-chart-Looks like, sounds like (see line master 2B in the Support Materials Section).

### Instructional Tasks: 100 minutes

Whole group sharing of the homework activity based on multiple intelligences from the last session. (10-15 minutes).

**Jigsaw** (see line master 3A in the Support Materials Section). Using the six parts of the text on pages 31-38, group people into jigsaws. Have participants form two home groups and then number teachers and have them go into the numbered groups, then come back to the home group and share. In expert groups provide “*Un exemple de carte d’organisation d’idees*” from page 92. In home groups also discuss the “*carte d’organisation d’idees*” and how that might be implemented in the classroom as a teaching strategy. (45 minutes).

Reunite as a whole group with the facilitator recording on a T-chart (see line master 2B in the Support Materials Section) of what the cooperative learning jigsaw activity looks like/sounds like. (10 minutes).

**Think-Pair-Share** (see line master 3B in the Support Materials Section). Think about and then discuss with an elbow partner different known cooperative learning strategies (10 minutes).

**Graffiti Strategies** (see line master 3C in the Support Materials Section). On different pieces of chart paper on the wall, participants write down their ideas. Participants do a gallery walk and ask questions of the authors. From the cooperative learning strategies posted, participants choose one that they would like to work on in their classroom and discuss with a partner how that might look like in terms of a lesson plan. (20 minutes)

## Reflection: 10 minutes

Participants fill out the Learning Stem based on learning from today’s session (see line master 3D in the Support Materials Section).

## Homework: 10 minutes

Have teachers try a cooperative learning strategy in the classroom before the next session. Reflect on the next steps question posed by the facilitator. In addition bring a practical evaluation/assessment tool or strategy to share with the group.

## Session Four

### Readings:

Pages 41 and 95-97.

### General Overview:

In this session, teachers will focus on assessment and evaluation strategies for the French classroom. Teachers will explore and share practical assessment and evaluation tools and share strategies for how to make time for assessment during the instructional day. Participants will reflect on how their beliefs about teaching French as a second language have changed over the course of the book club by revisiting and reflecting on their own practice on the anticipation guide completed in Session One and will complete the ETFO Book Club Evaluation Form

### Key Learnings/Objectives:

- To explore and share practical evaluation and assessment tools.
- Share strategies on how to find the time in class for assessment.

Time: 120 minutes

### Materials:

Round Robin (see line master 4A in the Support Materials Section).

Chart (see line master 4B in the Support Materials Section).

Give a Quote...Get a Quote (see line master 4C in the Support Materials Section).

Chart (see line master 4D in the Support Materials Section).

Reflection Sheet (see line master 4E in the Support Materials Section).

Book Club Evaluation Form (see line master 4F in the Support Materials Section).

## Instructional Tasks: 100 minutes

Homework sharing - share the cooperative learning strategy that teachers used in the classroom from last session. Address burning questions and share successes. (10-15 minutes).

As a follow-up to homework, have participants write one assessment strategy on each post-it note and record as many as they can think of (see line master 4B in the Support Materials Section) (10 minutes). Participants share in a round-robin style one strategy without repeating another strategy (see line master 4A in the Support Materials Section). Compile post-it notes on chart paper. (20 minutes).

**Reflection** (see line master 4B in the Support Materials Section). Skim page 41 individually and reflecting upon their own assessment strategies. (15 minutes).

**Give a Quote...Get a Quote.** Facilitator creates quote cards from the text using line master 4C in the Support Materials Section and hands out a quote to each participant. Participants mingle to music and stop when the music stops. Participants consider the quote on their card and make a personal connection to the quote. They then share the quote and the connection with a partner and exchange quotes and then continue the process when the music starts up again. Repeat several times. (30 minutes).

**Anticipation Guide** (see line master 1A in the Support Materials Section). Hand back Anticipation Guides that participants completed in Session One and ask them to individually review their responses and complete the right column - agree/disagree with the statements after participating in the book club.

Participants complete a new chart (see line master 4D in the Support Materials Section) reflecting on how things have changed in terms of cooperative learning activities and multiple intelligences. (10 minutes)

## Reflection: 10 minutes

Participants complete the reflection sheet (see line master 4E in the Support Materials Section).

## Follow-up Task: 10 minutes

Complete Book Club Evaluation Form (see line master 4F in the Support Materials Section).

## Additional Reading:

As a facilitator, what additional reading would you suggest?

# Support Materials Section



## Session One

Line Master 1A

### Anticipation Guide

#### To be completed *before* reading the book.

Before engaging in reading, indicate whether you agree or disagree with the statements in the Before Reading column. Bring this guide to our first session. We will revisit this guide during our last session, where you will have the opportunity to indicate whether your opinion has changed in the After Reading column.

Name: \_\_\_\_\_

Statement	Before Reading: Agree or Disagree? Why?	After Reading: Agree or Disagree? Why?
1. It is essential for educators to continually assess their teaching practices and make changes to meet the changing needs of their students.		
2. Improved student learning is a by-product of educator learning.		
3. In-services are an effective way for educators to gain new knowledge.		
4. Educators learn best when effective teaching practices are modelled for them.		
5. Adult learners learn in much the same way as student learners.		
6. 'Follow-up' support is essential in helping educators move forward with educational change.		
7. Educators are professionals who can shape both their own practices and the wider educational practice.		
8. New learning is most useful when it is related to authentic problems educators are dealing with.		
9. A collaborative teaching culture best supports educators and their students.		
10. Knowledge creation is a personal activity.		
11. Knowledge creation is a social activity.		

# Session One

Line Master 1B

## T-Chart

What I see	What I hear



## Session One

Line Master 1C

### Place Mat: A Collaborative Tactic

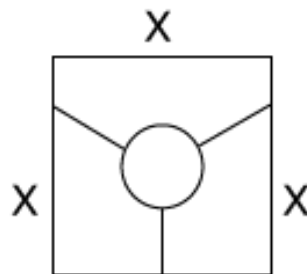
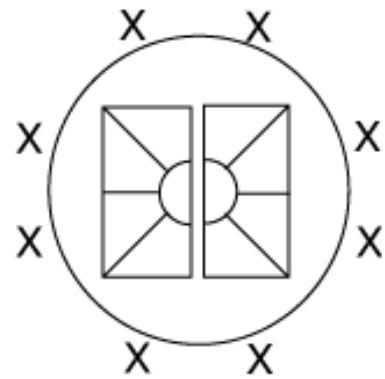
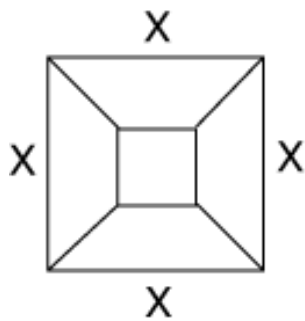
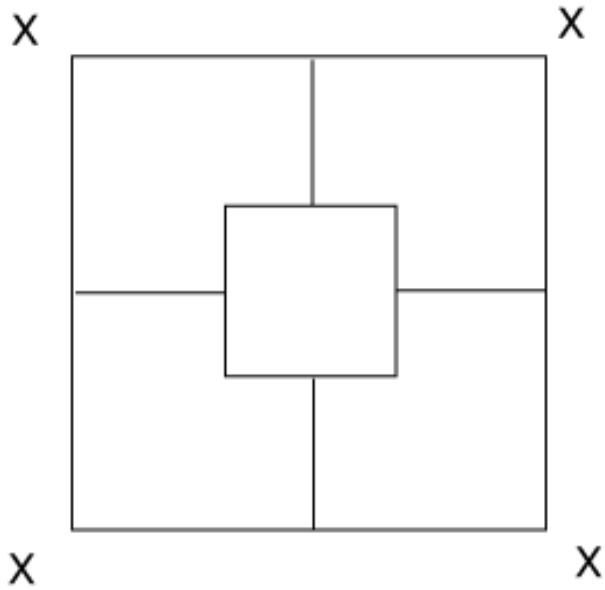
Place Mat is a form of collaborative learning that combines writing and dialogue to ensure accountability and participation of all students. It involves groups of students working both alone and together around a single piece of paper to simultaneously involve all members.

#### MATERIALS

- Chart paper is preferable, but not necessary, pens and pencils.
- The paper is divided up into pieces based on the number of member in the group with a central square or circle. (see next page)
- Other organizers can be placed within the place mat to help structure material

#### PROCESS

- Students work alone first. How long do you want this to last? Do students have the skill of respecting the learning time of others quietly? If not, what can you do to pre-teach the skill?
- Students share information with their group. Results are recorded in the centre of the page.
  - How structured will the sharing be? Round Robin? Three-step Interview?
  - How much time and in what order?
  - How will accountability for listening be built?
  - Will any formal group roles be assigned such as 'recorder'?
  - Is the primary purpose here listening, or probing deeper as each speaks, or both?
  - What pre-skills need to be taught to make this effective? (Active listening? Questioning? Critical thinking? Effective communication?)
- Sharing then takes place between groups. This can be done with Walkabout, Round Robin, reporting to the whole class or a number of techniques depending on your purpose or time.
  - Who will speak for the group?
  - Again, how will accountability be built in?
  - How will note taking take place so all have the results of the class?
  - How will a safety net be created for the very shy, etc.?



Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser

# Webpage Organizer

Name of the Event

---

Dates of the Event

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Location

---

Mascot

---

Food from the event

---

---

---

Traditions

---

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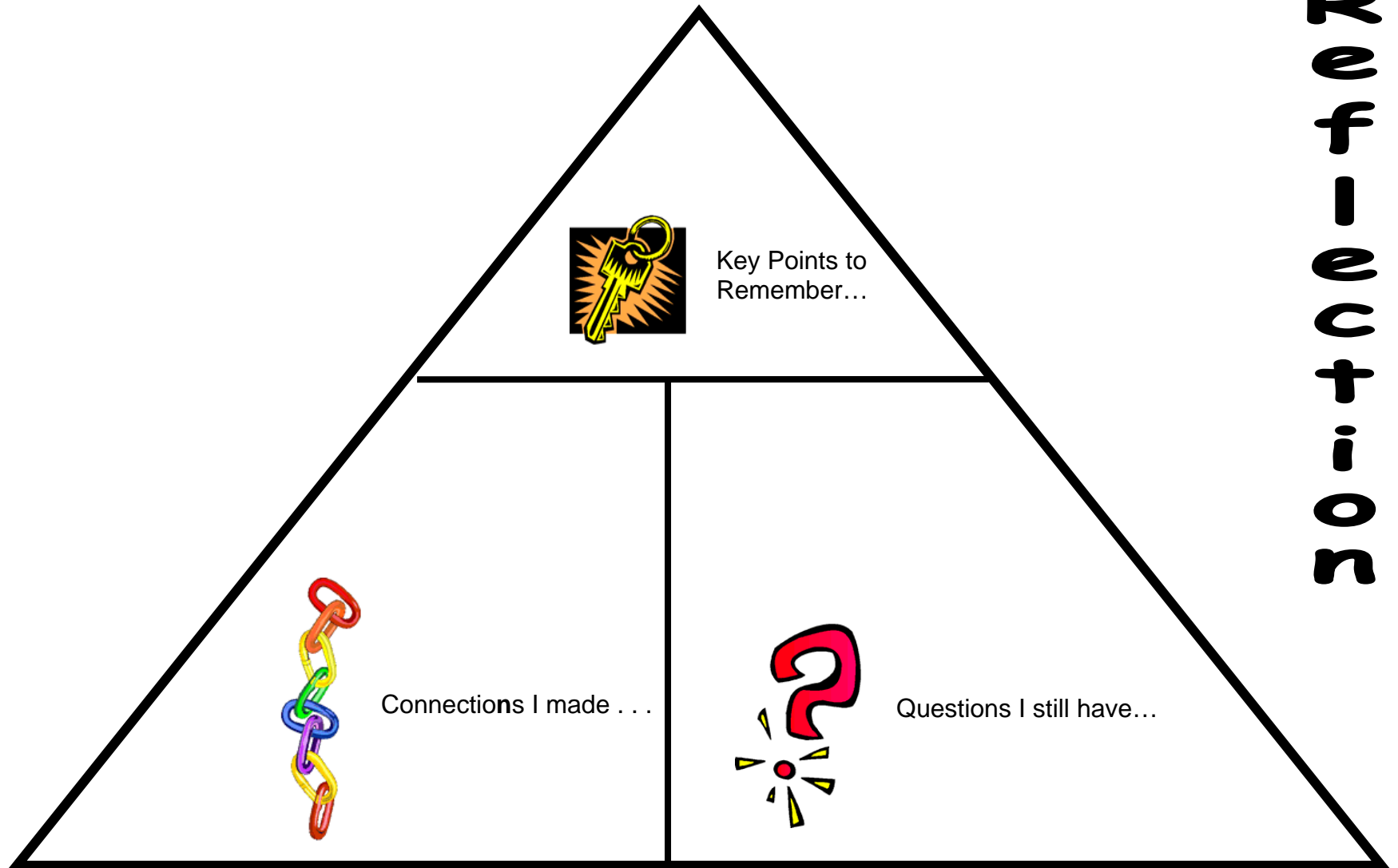
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Session One

Line Master 1E

Prisong

2014-2015



# Session Two

Line Master 2A

## T-Chart

What	Looks Like	Sounds Like



## Session Two

Line Master 2B

### Multiple Intelligences Inventory for Adults

- *Linguistic:*
  - Ability to use words effectively when speaking and writing
  - Being sensitive to the power, meaning and flow of words
  
- *Logical – Mathematical*
  - Ability to discern numerical patterns
  - To effectively think with numbers
  - Classify information and make inferences / reason
  
- *Bodily – Kinesthetic*
  - Ability to sense, interpret and create patterns involving the whole body
  
- *Interpersonal*
  - Ability to interpret and accurately respond to the moods/ behaviours of others
  
- *Intrapersonal*
  - Understanding one's own feelings
  - Aware of personal strengths and weaknesses
  - The ability to act on that understanding to guide behaviour
  
- *Musical*
  - Ability to appreciate and play with rhythm, pitch, and timbre
  - Appreciation of musical for / expressiveness
  
- *Spatial*
  - Strength in visual spatial reasoning
  - Sensing patterns and orienting oneself
  - Thinking based on those patterns
  
- *Naturalistic*
  - Ability to make sense of nature's complexities
  - To classify aspects of nature and sense relationships within and between those patterns

## Session Two

Line Master 2C

### Reflecting on Significance

1. What new insights do you have on the role of multiple intelligence in school?
2. What is the significance of those insights for your teaching practice?
3. What are the implications of these insights for student learning?

## Session Three

Line Master 3A

### Jigsaw

The jigsaw is an instructional strategy in which participants are organized like pieces in a jigsaw to form different kind of groups, where each participant (piece) must be part of the solution to the jigsaw puzzle. The basic idea is very simple: participants are divided into groups which all have their own research topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in.

#### How-to

- ❑ Define the group project on which the class will be working.
- ❑ Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group. These become the home base group.
- ❑ Assign each student/number a topic in which he/she will become an expert.
- ❑ The topics could be related facets of a general content theme.
- ❑ Rearrange the students into expert groups based on their assigned numbers and topics.
- ❑ Provide the experts with the materials and resources necessary to learn about their topics.
- ❑ The experts should be given the opportunity to obtain knowledge through reading, research and discussion.
- ❑ Reassemble the original home base groups.
- ❑ Experts then teach what they have learned to the rest of the group.
- ❑ Take turns until all experts have presented their new material.
- ❑ Groups present results to the entire class, or they may participate in some assessment activity.

## Session Three

Line Master 3B

### Think – Pair – Share

An instructional tactic where students are asked to think for a moment first, then pair up to compare their experiences / thoughts, then share them with a larger group.

#### Pre-skills:

- Can students listen effectively and actively to one another?
- Can they paraphrase what another person says?
- Can they suspend judgment?

#### Factors to consider beforehand:

- Do students perceive the classroom as a safe environment for sharing?
- How long should each part of the process take?
- Are there an odd or even number of students?
- Who will work with the ESL student or those who, for example are loners'?
- How will you pair up people? Number them off? Let them choose? Alpha?
- How accountable will you make each student? How will you do so and keep the environment an emotionally safe one?

#### Think

- What background information do students need to be able to think effectively about the question?
- How can you frame the question to indicate the level of thinking you expect: Recall, comprehension, application, analysis, evaluation or synthesis (Bloom's Taxonomy).

#### Pair

- How directed do you wish this to be? Discussion or "listen – repeat – record" or something in between?

#### Share

- Who will report? Randomly so all are equally accountable (the person with darker hair, for example) or a more directed process?
- What will you do with correct, incorrect, partially correct responses; a silly response; a convoluted response; a guess, a 'no' response – and still maintain an emotionally safe environment?

Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser

## Session Three

Line Master 3C

### Graffiti

Graffiti is a creative brainstorming process that involves collecting the wisdom of all or most of the students in the class.

#### Method:

- You may wish to begin by introducing the concept of graffiti; it helps make the process more meaningful for students.
- Place students into groups of three or four.
- Provide a large sheet of paper (station) for each group.
- Each piece of paper has a topic/question in the middle (can be same or different for each group).
- Students get a reasonable amount of wait time to think.
- Students get a specified amount of record time to write down their answers on the sheet.
- Then the group stands up and goes to another station and adds their information to the information already there.
- They should NOT read info already there. Duplication is irrelevant, and often can simply indicate that info is important.
- The process continues until all groups have visited all stations.
- When they return, they now have the collective wisdom of the class.

#### Considerations:

- Consider giving each group different coloured pens. When inappropriate comments happen, and they do, it is easier to trace.
- Know how you will deal with inappropriate comments before you begin.

## Session Three

Line Master 3D

# Learning Stem

1. What have I learned today?

2. What is it that I need to think more about?

3. How will I use my new knowledge?

4. What, if anything, will I do differently in the classroom as a result of this discussion? If not, why not?

## Session Four

Line Master 4A

### Round Robin

Round Robin is an instructional strategy that provides a useful way to hear from each and every participant. In Round Robin, group members are dispersed around the space and one person is appointed as the recorder. A question is posed by the facilitator with many possible answers and participants are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. The person next to (clockwise) the recorder gives their answer and the recorder writes it done then the each person in the group in order (clockwise) gives an answer until time is called.

## Session Four

Line Master 4B

### Chart

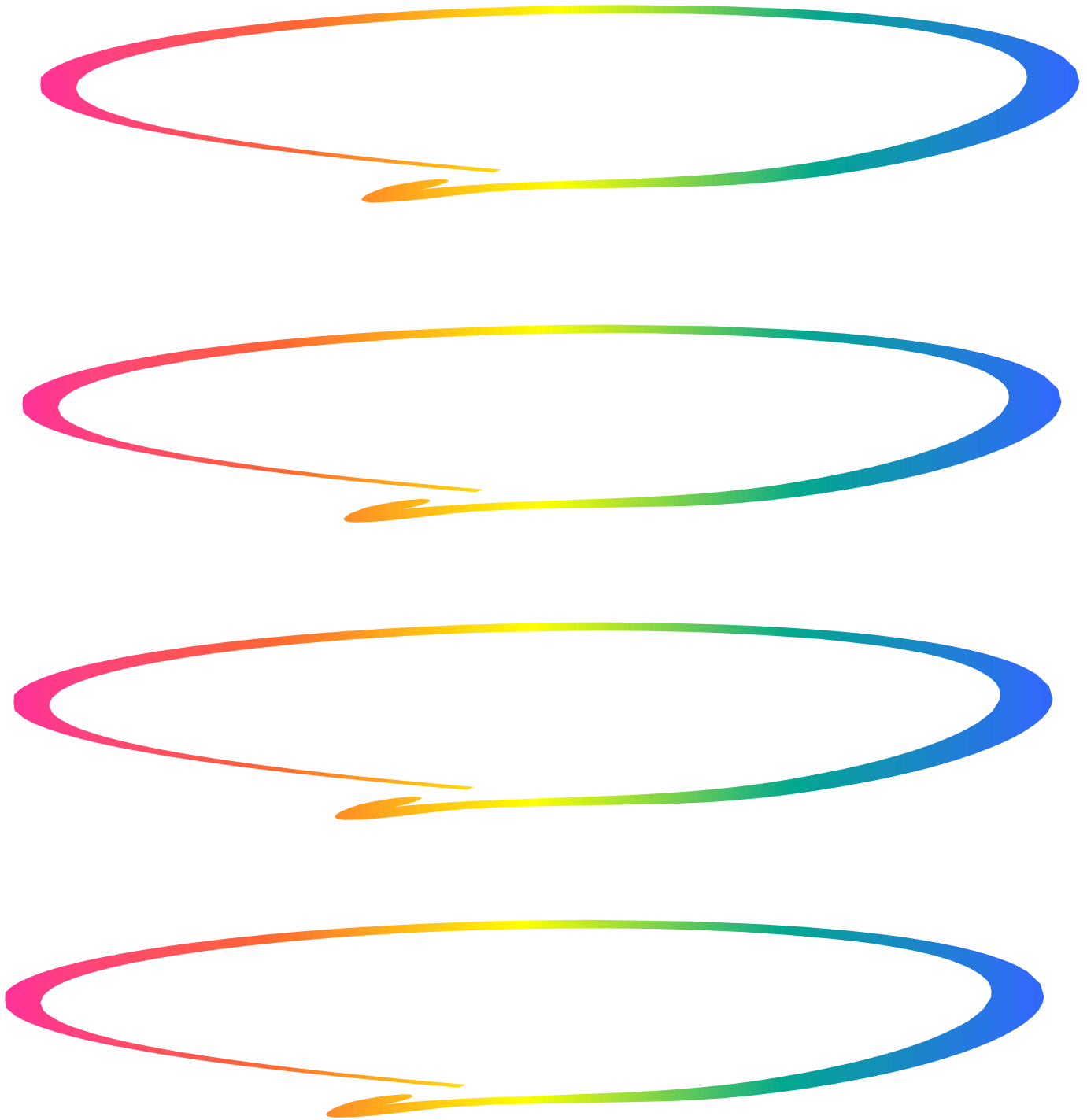
<input type="checkbox"/> Anecdotal record keeping	<input type="checkbox"/> Posing problem
<input type="checkbox"/> Application	<input type="checkbox"/> Portfolios
<input type="checkbox"/> Audio recording	<input type="checkbox"/> Presentations
<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Pretest
<input type="checkbox"/> Checklist	<input type="checkbox"/> Projects
<input type="checkbox"/> Conference	<input type="checkbox"/> Observation
<input type="checkbox"/> Concentric tracking	<input type="checkbox"/> Questioning
<input type="checkbox"/> Concept mapping	<input type="checkbox"/> Questionnaire
<input type="checkbox"/> Computers	<input type="checkbox"/> Quiz
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Role playing
<input type="checkbox"/> Discussion	<input type="checkbox"/> Scrapbooks
<input type="checkbox"/> Essay	<input type="checkbox"/> Self-assessment
<input type="checkbox"/> Group assessment	<input type="checkbox"/> Self-evaluation
<input type="checkbox"/> Independent study	<input type="checkbox"/> Student work folders
<input type="checkbox"/> Interview	<input type="checkbox"/> Retelling
<input type="checkbox"/> Journal entries	<input type="checkbox"/> Rubrics
<input type="checkbox"/> Learning logs	<input type="checkbox"/> Tests
<input type="checkbox"/> Metacognition	<input type="checkbox"/> Webbing
<input type="checkbox"/> Norm-referenced test	<input type="checkbox"/> Writing folder
<input type="checkbox"/> Participation	<input type="checkbox"/> Video recording
<input type="checkbox"/> Peer evaluation	

\*D, F, S explained in text.

# Session Four

Line Master 4C

Give a Quote...Get a Quote



# Session Four

Line Master 4D

## Chart

	What I see	What I hear
Multiple Intelligences		
Cooperative Learning		

Reflection Sheet

Teachers complete the following sentence stems:

1. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain
2. Express the changes you would make to the organization of the Book Club format. Justify your choices.
3. Why would you or wouldn't you recommend this book to a colleague?

# ETFO Book Club Evaluation Form

## Transformer sa pédagogie

Line Master 4F

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

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2. Outline the most useful feature(s) of the program and why?

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3. What three things from the ETFO Book Club had the most impact on you?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

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5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

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6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

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7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

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8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

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Overall comments:

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