

IF Facilitation—Faculty's Coaching Guide

Pre-Facilitation Meeting

- Hear Overview of Her Plan
 - is it coherent and well thought out?
 - does it allow for her to deviate from plan/flow with discussion (not dictatorial)?
 - does the plan have multiple paths, several possibilities? does it value engagement?
 - is it connected (to topic, to texts, to wisdom theme)?
 - is she being creative, thinking outside the box with her plan/prompts (activities, questions, & follow-ups)?
- Does she have concerns about facilitating?
 - managing the flow of discussion?
 - has she reviewed discussion strategies in IF Student Guide Wiki (e.g., think-pair-share, round robin)
 - comfortable handling discussion challenges (e.g., dominant & quiet voices)?
 - handling tools/materials (post-its, note-taking, time-management)? does she need a scribe?
 - has she reviewed facilitation strategies in IF Student Guide Wiki:
<http://studentguide.interactivityfoundationwiki.wikispaces.net/>
- If the Second Facilitation—Refer to Previous Evaluations:
 - what were your strengths that you will be utilizing again?
 - what areas have you identified to improve? what changes are you making?
 - how does this facilitation differ? did you need to try a different approach for this plan? use new IF techniques?
- Is There Any Guidance You Can Give her?
 - will the teacher's notes or tool box be helpful?
 - has she/should she work with the peer-mentor as an additional resource?
- If multiple facilitators in pre-meeting, be sure they know it is ok to share & use each others' ideas.

IF Fridays (50 minutes: rough guide of time frame)

- Set Up Group Spaces (5 minutes)
- Group Facilitation (35 minutes)
 - day's topic (30 minutes)
 - connect to wisdom theme (5 minutes)
- Class Debrief & Announcements (10 minutes)
- When grading two-three IF discussions simultaneously, you will need to consider positioning yourself in the room in a manner that allows you to hear well yet remain unobtrusive. Many faculty find one position in the room & remain there the entire class period; others may quietly move from position to position to gain new vantage points.
- Working with a Peer-Mentor can have many advantages; one is that another perspective of the groups is gained. But not only will you have more "eyes and ears" to learn what the groups are doing, you will also have another valuable insight into how things are happening. Asking your Peer-Mentor to fill out an evaluation on the facilitators & group members & reviewing her ideas can be a great help. But be sure to protect her anonymity when reporting her observations with yours to facilitators in the post-meeting. Also, know that if a group is missing too many members or is having a challenging situation, many faculty have asked a Peer-Mentor to join the group for a class period; this can be very helpful for a facilitator or a group in difficult times.

Post-Facilitation Meeting

- Deconstruction of Facilitation (prep-work & discussion)
 - how did it go?
 - how would you approach it differently if you did this plan/topic again?
 - what have you learned about being a facilitator that will help you next time (how will you apply what you've learned in this experience (to prepare for or facilitate the next discussion))?
- Discuss the Facilitator's Self-Evaluation
- Discuss the Faculty's Evaluation
- Review the Typed IF Notes of the Discussion
- If First Facilitation:
 - what have you learned that will influence you to do things differently next time?
 - how will you apply those lessons for next time: to your preparation, to the creation of your plan, to managing the facilitation differently?
- What Suggestions Would You Give to Another Facilitator?
 - about this discussion/topic
 - about facilitating