

Introduction

This facilitator's guide is a companion for *Leading Every Day, Second Edition: 124 Actions for Effective Leadership* (2006). It is designed to accompany the study of the book and provide assistance to administrators, professional developers, team leaders, teacher leaders, coaches, and others who have leadership roles in education. There are discussion questions and engagement activities for 16 different themes focused on leadership, organizational change, professional development, and facilitating work groups.

Corwin Press also offers a free 16-page resource titled *Tips for Facilitators*, which includes practical strategies and tips for guiding a successful meeting. The information in this resource describes different professional development opportunities, the principles of effective professional development, some characteristics of an effective facilitator, the responsibilities of the facilitator, and practical tips and strategies to make meetings more successful. *Tips for Facilitators* is available for free download at the Corwin Press Web site (www.corwinpress.com, under "Extras").

Organization of the Facilitator's Guide

The guide is organized to follow the four major chapters or "books" in *Leading Every Day*: Leadership Every Day, Leading Change, Leading Learning, and Leading Effective Groups. For each of these chapters, the guide includes (1) four themes for study and a chart of the contemplations that relate to each theme; (2) an overview to each theme, discussion questions, and an engagement activity; and (3) suggested resources to extend learning of the content addressed in the chapter.

Tables provide an "at a glance" overview of the engagement activities and the time required for each. At the end of the guide are sample agendas that provide guidelines for half-day, one-day, and two-day workshops, each of which addresses all four leadership "chapters." Readers can choose to use the sample agendas or design their own by selecting discussion questions and engagement activities to focus on one or a few themes, a few chapters, or the whole book.

Contexts for Using *Leading Every Day* and the Facilitator's Guide

The activities in the facilitator's guide are primarily for use with groups; however, individuals can also use the discussion questions to guide independent study. Here are some of the contexts in which groups of people use *Leading Every Day* to enhance their understanding of leadership themes:

Staff Work Group Meetings. Teams that meet on a regular basis often use the book as a way to kick off sessions and meetings. If you wish to use the book in this way, you can choose one of the themes, pick one or several of the contemplations on that theme, and spend a few minutes before your meeting discussing how the contemplation(s) relate to the work you are doing. For example, one group we know uses *Leading Every Day* in their monthly staff meetings. They start off with a reading and personal reflection on the questions provided and then have a short group discussion about the application of the content to their work. Another example is a group of lead mathematics teachers who use *Leading Every Day* each time they meet. They select a reading based on the focus of the meeting and, as teachers arrive, they read the contemplation, do the personal reflection, and write something on chart paper on the wall to share with the large group. (They call this their “graffiti wall.”)

Professional Development Sessions. Leaders of professional development can use both the discussion questions and the interactive activities in this facilitator’s guide as content in their sessions and workshops. For example, a regional mentoring program that develops mentor teachers’ skills and ability to support beginning teachers, gives the book to all its participants. They read the contemplations throughout their professional development sessions to explore and reflect on content related to the role of leadership, focusing on different themes at each meeting.

Courses in Leadership. Faculty who teach educational leadership courses use *Leading Every Day* as a supplemental text. In one example, graduate students assess their understanding and abilities in the many areas of leadership covered in the book and develop a leadership growth plan as part of their coursework. In another example, graduate students pursuing their administrator’s license read about the norms of collaboration, select one or two to introduce to and practice with a team they lead, and write a reflective essay on the experience, noting their own and others’ reactions to using the norms. In addition, one of the authors facilitates a distance-learning course with teacher leaders, and those participants engage in various on-line discussions of the different leadership themes.

Structures for Engaging With Text

In whatever settings or contexts you use the material in *Leading Every Day* and/or the discussion questions in the facilitator’s guide, you will find that the reflections are a catalyst for discussion. We have learned that the discussions can be richer and more engaging when facilitators create opportunities for immediate interaction around the content by using strategies that help people think about and process the text they are reading. Here are a few simple strategies we learned from Bruce Wellman that are very effective and can guide your facilitation of the discussion questions in this guide:

Key Concepts/Key Words. Ask participants to read the selected text and circle or underline key concepts or key words that are important to them. After the reading,

have them talk with a partner for a few minutes to compare their key concepts/key words and discuss the points they noted.

Say Something. In pairs, ask participants to read a section of the text (usually three to four paragraphs) and then stop, look up at their partner, and say something that is occurring to them about what they just read. Each partner should have an opportunity to say something. Then, have them continue to read another three to four paragraphs, stop again, and say something. Continue until the reading is completed.

Jigsaw. This strategy works well when you are using several contemplations together. Arrange participants in groups, with the number of people in each group the same as the number of contemplations they will read. For example, if you will be using four contemplations, create small groups of four people. Have the participants, in the small groups, count off (1, 2, 3, and so on). Ask the participants to organize themselves into small “expert” groups with all the 1’s together, all the 2’s together, all the 3’s together, and so on. (If you have a large group, you can establish more than one expert group for each reading.) Assign one contemplation to be read by the 1’s, another by the 2’s, a third by the 3’s, and so on. Provide quiet reading time, and then ask each expert group to discuss the main points from their contemplation. Once the groups have each reviewed the content of their particular reading, ask the participants to return to their home group so there is a participant in each home group who has read a different contemplation. Allow time for each person to teach the content that he or she read to the rest of the participants in the group. Throughout this facilitator’s guide you will find directions for engaging participants in this structured jigsaw format, as well as modifications of it.

Outside Reading

If possible, assign readings prior to meetings so that you can use the time you have during the meeting for discussion. If the reading was assigned outside of the group time, give participants time to reactivate their thoughts about what they read by starting with one of the following activities:

- **Think, Pair, Share.** Ask participants to think about an idea from the reading that was important to them. Have them jot down what it was and why it was important. Allow about 3–5 minutes. Then, ask participants to stand up, find a partner, and introduce themselves to each other. Partners then share with one another the idea they found important and why.
- **Bumper Stickers.** Pass out sentence strips or chart paper cut into fourths horizontally and markers so there is at least one for every three participants. Ask participants to arrange themselves in work groups of three and share the key ideas from the reading. Then, have them come up with a short statement or “bumper sticker” about their reading. Create a visual display of all the statements on the wall.

We invite you to use the themes, discussion questions, and activities in the following sections to support the development of reflective, proactive, and effective leaders.