

The Annenberg/CPB Channel
Professional Development Workshop Guide

principles *for* principals

An eight-part professional development workshop
series for K-12 principals

produced by Harvard University and Smithsonian Institution and the Annenberg Institute
for School Reform at Brown University



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Principles for Principals

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About the Workshops

Series Overview

Being a principal is often a lonely job. As the instructional leader of a school, the principal is by definition the only person in that building with that job description. With no nearby peers to offer support, the principal needs resources outside the building for help initiating and supporting change in curricula and instructional practice. All too often, professional development for principals who want to improve teaching and learning in mathematics and science is hard to find, even though it can ultimately make a big impact on student achievement. This workshop series is designed to fit this need: to help principals learn more about how to support positive change in math and science, and at the same time, to provide a forum for principals who wish to participate with peers in exchanging ideas and experiences.

The workshop consists of eight one-hour television programs, each followed by a one-hour discussion session. The television programs revolve around a central question and a learning principle, illustrated by short video case examples gathered in more than a dozen different schools in five states.

In each of these videos, teachers and principals struggle with issues affecting K–12 educators nationwide: reaching for state and national standards in an atmosphere of high stakes testing, putting into place new curriculum initiatives, overcoming institutional resistance, involving parents and students in the reform effort, trying out new forms of professional development, and many others. While these case examples are not models to be followed blindly, these teachers and principals have a lot to teach us, not only in their successes but in their struggles, which we hear in their own words and experience unrehearsed via the documentary camera.

We commend these educators for their willingness to “go public” with their stories. The series offers a view of the many dimensions of change, with the implicit acknowledgment that there are as many pathways into the science and math reform process as there are outcomes tailored for each and every site.

The series is a cooperative effort between the Harvard-Smithsonian Center for Astrophysics and the Annenberg Institute for School Reform at Brown University. As such, many of the participants are actively involved in ongoing professional development programs at the Annenberg Institute for School Reform; some are participants in past video programs.

As a series by, for, and about principals, it is the culmination of planning and effort stretching over more than a year, involving principals and professional developers with experience at all grade levels. The Harvard-Smithsonian Center for Astrophysics and the Annenberg Institute for School Reform at Brown University are pleased to offer this first workshop series for elementary through high school principals on the Annenberg/CPB Channel.

About the Workshops

Workshop Descriptions

Workshop 1: What's This All About?

The national picture for science and math education reform provides a backdrop for principals whose responsibility is forming and articulating a collective vision. Principals examine the implications of TIMSS, state testing, and standards, and look at authentic student work in classrooms.

Workshop 2: Creating Communities that Learn Together

With the goal of building learning communities that improve math and science outcomes, this workshop shows several ways that principals can work toward including all voices—teachers, students, parents—in a new dialogue about education reform.

Workshop 3: Math/Science Skills—What's Important?

In this workshop, principals examine what teachers, college and business leaders, and parents believe kids should know and be able to do to be successful in math and science.

Workshop 4: Reworking the Curriculum

Principals are looking at new ways to stress authentic knowledge. This workshop examines how new curriculum materials require both principals and teachers to show courage, patience, and endurance.

Workshop 5: Changing Pedagogy

Education reform in math and science implies changing teaching and learning strategies in the classroom. Principals discuss how they can foster effective pedagogy.

Workshop 6: Fostering Effective Professional Development for Teachers

Principals weigh proven professional development strategies to help teachers implement new reform ideas.

Workshop 7: Professional Development for Principals

Professional development for principals is an important tool for reform. Principals learn that taking time for their own professional development is not taking time from their schools.

Workshop 8: Building a Plan for Reform

Principals look at ways to overcome obstacles and work toward the goal of sustained and coherent change in math and science.

Workshop Components

Day of each workshop

Workshop Video

60 minutes of video with host discussion, classroom segments, and panel reactions

Site Discussion

60 minutes of discussion with colleagues to follow up the video presentation

Between workshops

Preparatory Readings

workshop related readings included in the Appendix

Web site

a place to go for additional resources and discussion

www.learner.org/channel/workshops/principals

Channel-Talk

an opportunity to communicate with other workshop participants via email

To subscribe to Channel-Talk (the workshop email discussion list)

Send an email message to: channel-talk-request@learner.org

The message should read: `subscribe channel-talk <Your Name>`

For example: `subscribe channel-talk Amanda Cho`

Be sure to remove any signature files before sending your message.

About the Contributors

Key Personnel

ALEX GRISWOLD has been a producer/director for documentary film and television since 1976. A graduate of Harvard College with a concentration in visual and environmental studies, Griswold began his career producing anthropological documentaries focusing on issues of migration and assimilation in the Latino community. He is fully bilingual in Spanish. In addition, he has a strong technical background in production, having worked as sound recordist or cameraman on the crews of major PBS documentary series, including: *Nova*, *Frontline*, *Scientific American Frontiers*, *Ken Burns' The Civil War* series, *The Ring of Truth* with Philip and Phyllis Morrison, and many others. Griswold began his association with the Science Media Group (SMG) in 1987, during the production of *A Private Universe*. Since then he has been producer/director/videographer of a number of SMG productions, including: *Project STAR's Teacher-to-Teacher Series*, *Case Studies in Science Education*, *Minds of Our Own* (Technical Producer, Videographer) and *The Next Move* (Senior Producer, Videographer).

PAULA HOWARD has been an educator for more than 25 years, and was an elementary school principal for 14 years. She does consultant work in a number of cities throughout the United States. She is a facilitator for the Principals Institute for the New Beginnings Project at Bank Street College.

NANCY MOHR was the founding principal of University Heights High School—a school which was a member of the Coalition of Essential Schools since it opened ten years ago. An original Compact Partner school, UH graduates its students by portfolio demonstration and has no separate classes or grades. Teachers are rated by portfolio assessment, as well. Nancy earned her doctorate from Teachers College, focusing her work on shared decision making. She does ongoing consulting nationally with the Coalition of Essential Schools and the Annenberg Institute for School Reform. She consults at Bank Street College in New York City, mentoring principals, and she writes about issues in professional development.

LARRY MYATT is the founder and director of the Fenway High School in Boston, MA, which has received numerous national and regional awards for innovation and achievement. Dr. Myatt is an active writer and speaker on behalf of educational reform, works with principal networks in several states, and is a co-founder of the Center for Collaborative Education in Boston. He also served as an original member of the Massachusetts Commission for the Common Core of Learning.

MARY HIBERT NEUMAN directs the Math/Science Project at the Annenberg Institute for School Reform, Brown University. Her responsibilities include designing and overseeing the professional development activities for secondary mathematics and science teachers as they examine restructuring efforts, update their content knowledge, develop integrated math/science investigations, and implement new teaching practices. Dr. Neuman has extensive experience teaching chemistry, biology, physical science, mathematics, and environmental science at the elementary, secondary, and university levels. She co-authored the book *Teaching the Gifted and Talented in the Science Classroom*, wrote a monograph, *Investigations: Integrating Curriculum and Changing Teaching Practice in Math and Science* for the AISR's Writing Within School Reform Series, and helped to shape a documentary and write the facilitator's guide to accompany the video *Learning Science and Math Together*. Currently, Dr. Neuman is producing and directing television programs that focus on changing teaching practice and implementing the mathematics and science reform agenda.

About the Contributors

Panelists

PATRICIA AVERETTE is currently working with the Los Angeles Annenberg Metropolitan Project (LAAMP) and the Annenberg Institute for School Reform at Brown University. Her primary foci are the Critical Friends Groups (CFG) and Principal Institutes. Prior to coming to LAAMP, she was one of the original faculty members of the UCLA Advanced Management Program where she worked with teachers, principals and parents to develop and implement school reform plans. She has been an educator for more than 20 years. Patricia is a nationally trained CFG coach.

DIANA DANKOWSKI is Principal of East Lake Academy of Fine Arts, a middle school in Chattanooga, TN. There she has been a leader in the development and implementation of middle school reform and of standards-based reform in the newly merged school system. Mrs. Dankowski devotes considerable time to the Edna McConnell Clark Foundation in New York, the Public Education Foundation in Chattanooga, and the Tennessee State Department of Education conducting professional development sessions concerning school improvement and leadership issues. She is also a member of the Urban Issues Committee for the National Middle School Association, and the Annenberg Institute's National Reform Faculty.

MARIO DEIF is a math teacher at Fenway High School. He has taught for four years and uses the Interactive Math Program. Before that he was in a civic volunteer corps where he served as a teacher assistant in a fifth grade classroom in Boston.

PAULA EVANS is director of professional development at the Annenberg Institute and also chairs the Facilitation Committee for the Annenberg Senior Fellows program. She taught at the secondary level primarily in the Newton Public Schools in MA, with some experience in Boston as well, and has taught education courses to Brown University undergraduate and graduate students. Since 1984, she has been at Brown in several capacities as founder and director of the Institute for Secondary Education, a collaboration between the University and local school districts; as director of Brown's teacher education programs; as director of professional development, first for the Coalition of Essential Schools and now for the Annenberg Institute. She is currently responsible for developing, leading, and supporting the National School Reform Faculty.

ROSE MERZON FEINBERG is principal of the Mary Lee Burbank Elementary School in Belmont, MA. She earned her Ed.D. from Boston University and considers herself as a lifelong learner. In addition to more than 25 years in public schools, she has been president of a small company, worked in industry, consulted for schools and businesses, and taught college courses. She is currently a facilitator of a study group at the Principal's Center at Harvard University and is past president of the Massachusetts Chapter of the Northeast Coalition of Educational Leaders.

GAYLE GRIFFIN has been principal of Fort Pitt Elementary School, the Model Child Development Center, in Pittsburgh, PA for ten years. She completed her undergraduate degree at Chatham College, graduate degrees at the University of Pittsburgh, PA, and has done post-doctoral studies

in educational administration and early childhood studies. She is now a member of the faculty of the Annenberg Institute for School Reform. Fort Pitt School has distinguished itself with a vision of high expectations for outstanding student achievement and is widely recognized for its academic progress, parent and community involvement, and unique school restructuring efforts.

TED HALL is principal at Souhegan High School, a public high school serving approximately one thousand students in Amherst, NH. Ted was a high school science teacher for fifteen years before becoming a school administrator. He has worked in high schools in suburban Boston, Arizona, and New Hampshire. He has worked with the National Coalition of Essential Schools and the Annenberg Institute in various professional development initiatives. Souhegan High School has been a member of the Coalition of Essential Schools since it opened in 1992.

DENISE JENKINS has been head of School at School One in Providence, RI, since 1991. She graduated from Barrington College with a degree in psychology/social work, studied non-profit management at Bryant College, and spent a number of years in social work and teaching before going to School One. She has been an Annenberg Principal for three years and a member of many boards and committees in education nationally and in Rhode Island.

JILL KAECHLE has been principal of Scarborough High School in Scarborough, ME, since 1995. She has had an eclectic 32 years in many different assignments in education. Currently she is focusing energy on teacher leadership development, building positive school cultures, strategies for enhancing school/community partnerships, safety and crisis program planning, student-staff recognition, and personalizing professional development for teachers. Her advice to those aspiring to the principalship: "Stay healthy, be comfortable and willing to take BIG risks, and be sure you can live comfortably with a bruised psyche."

DAVID LEHMAN is principal of the Alternative Community School, a public high school (and a member school of the Coalition of Essential Schools) in Ithaca, NY. His B.A. is from Ohio Wesleyan University, his M.Ed. from the University of Virginia, and his Ph.D. from the University of Texas. He has extensive experience with alternative schools, has published widely and served on many boards, and is currently a consultant to the Annenberg Institute for School Reform.

JOHN LYNN received his degree and teacher education at University of California Irvine. He has been teaching integrated science, biology, and chemistry for the past 6 years at Pasadena High School in California. He underwent training in integrating curriculum and investigative inquiry as a Math Science Fellow. He has also been a member of a Critical Friends Group for the last 3 years, the last year as a coach.

ELIZABETH OPHALS is the principal of the Louis Armstrong Middle School in Queens, New York, a county-wide magnet school operated in collaboration with Queens College of City University of New York. She has been with the New York City Board of Education for 20 years as a paraprofessional, teacher, dean, debate coach, assistant principal, and now principal. A graduate of Queens College and the Principals Institute at Bank Street College, Ms. Ophals has taken an active leadership role in a variety of reform initiatives through the ASCD, the Carnegie Corporation's Middle Grade School State Policy Initiative, and the Annenberg Institute's National School Reform Faculty. She is a frequent presenter at local and national conferences offering workshops highlighting leadership, school reform and successful middle school practices.

NEIL SCHMIDT, Ph.D., is superintendent of the Santa Monica-Malibu Unified School District. Dr. Schmidt is dedicated to working with a diverse population and actively seeks to restructure the education system to address a broad spectrum of needs. A political science major, Neil Schmidt received his B.A. from University of California Berkeley in 1964, his M.A. in secondary education from San Jose State University in 1968 and his Ph.D. from UCLA in 1975 in educational administration and curriculum.

SCOTT SCHNEIDER is in his sixth year of science teaching at Fairdale High school in Fairdale, KY. His B.A. is from the University of Louisville and his M.A.T. reflects a specialization in physical science. He has served as facilitator for two summers of the Integrated Curriculum Institute sponsored by Coalition of Essential Schools and AISR. He is involved in two Critical Friends groups and participates locally in chemistry and technology alliance meetings which focus on classroom practice.

DAVID B. SMITH is the Director of Central Park East Secondary School and Acting Principal of the Jackie Robinson Educational Complex. He has worked as a consultant in educational reform for the Panasonic Foundation, the American Social History Project and the Lang College at the New School. He was a board member of Educators for Social Responsibility Metro and has been a staff developer in teaching conflict mediation and resolution. He is also a member of the Rockefeller Brothers Fund for minority students. Mr. Smith is the 1998 recipient of Delta Sigma Theta Sorority Award for academic service to the Harlem community.

MICHELLE SMITH-DANIELS is a graduate of Northern University in DeKalb, IL where she received a B.S. in mathematics education. She received her masters of education from National Louis University in Chicago, IL, in educational leadership. Ms. Smith has founded two schools: ComETS small school located inside a larger high school and the ACT Charter School, both in Chicago. She has served both as a consultant and speaker on the issues of small schools and charter schools.

About the Site Discussions

Choosing the Structure to Fit the Purpose

A list of **Site Discussion** questions is included in the material for each workshop. You and your colleagues are encouraged to spend 60 minutes discussing these questions after viewing the workshop video. The questions could simply be used in a traditional group discussion format, but better yet, they can (and we hope will) be used with the Structures described below. Fitting the appropriate Structure to the purpose and specific needs of your group is a step that will make the entire process more valuable and meaningful. One of the most important aspects of the Structures is that they allow you to make the most of the time you have. They also encourage a democratic process, as each is designed to maximize all voices and points of view (not always possible in a discussion left to chance). Furthermore, the Structures are good models for you to practice and bring back to your schools.

The **Structures** described below can be used with any of the sets of Site Discussions questions—but that does not mean they are “mix and match.” The facilitator should give some thought to the purpose of the discussion session and choose the Structure that will best lead to the desired outcome(s), given the size and composition of the group. Attention should also be paid to having some variety so that the participants are not always doing the same kind of activity. It is also useful, as part of the debriefing process in each case, to ask, “Would you use this activity in your school?” This will encourage the expansion of the principals’ professional development repertoires.

All Structures and discussions should include debriefing. If you consider this an analytic process, it will seem less “touchy-feely” and more like critical thinking. If an activity is carried out but not reflected upon, a lot is lost. The meta-cognitive thinking that you want to take place cannot be taken for granted.

DEBRIEFING/ANALYSIS (to be done after each of the Structures described below)

Purpose: To reflect on the “why” of having done the activity, and on the learning, both individual and collective, that took place. In addition, this will reinforce the idea that these activities are meant as models and are hoped to inspire their use in schools and other local settings.

Questions: What? What new learning, if any, came up—either individually, or as a group?

So What? What meaning did it have for you?

Now What? How did this activity work for you and your group? Would you use it in your school/other setting? How would you modify it?

About the Site Discussions

Structures

CONSENSUS-BUILDING

Purpose: To build consensus among members of the group.

Structure: Begin with pairs—agree upon an answer; then two pairs join and agree upon an answer. Depending upon numbers, the two pairs can also have fours join to form a group of eight. Discuss how answers changed with the added input—was it an improvement or did it lose something?

WRITING

Purpose: To encourage individual thinking before discussion.

Structure: Ask members of the group to write individually for 5-8 minutes. Writing can then be shared in pairs who then report the issues/common themes which have emerged.

PAIR/SHARE

Purpose: To maximize opportunity for sharing thinking before a large group discussion.

Structure: Have pairs talk before opening up the discussion to the group. It is sometimes useful to ask members of the group to pair up with those they don't usually get to talk to.

Other Pair/Share Structures:

Appointments: Schedule appointments with three other people. Share ideas with the first appointment for 5 minutes, move on to the next appointment, etc. (We see an example of this Structure in the Whittier High School Math Department professional development meeting in Workshop 6.) Follow with a large group discussion.

Inside/outside: Form two large circles, one on the inside of the other. Ask the group on the inside to face the outside group. Converse with the person opposite you. After 5 minutes the outside group rotates clockwise. Talk with a second person, etc.

CONSTRUCTIVIST GROUPS

Purpose: To build answers for difficult questions.

Structure: Form groups of five; each member has a number from 1 to 5. Each group answers the question, the facilitator calls a number and that number in each group gives the group's answer (which means each member of the group has to be prepared to answer). A different number is called on each time.

GO-ROUND

Purpose: To elicit everyone's input and ensure that all voices are heard. A simple, but powerful tool.

Structure: Simply say, "Let's go around—we can start anywhere, but then we'll go in turn." Model the idea that there will be no interruptions and no responses until the round is over. This can be called in the middle of a discussion when there are some dominant voices and/or some pithy arguments ensuing.

TRIADS

Purpose: To respond to many questions when time is short. To provide an opening on a subject. To get closure on a conversation.

Structure: Form three's—either by counting off, or just forming them where people are sitting. Ask the triads to sit "knee-to-knee" and tell them they will have three minutes to answer a question, which means one minute each. When it is someone's minute, the other two are not to talk but actively listen, and nod encouragingly. You can either tell them each time a minute is up or ask them to try to mind their own time. It is optional whether or not you want the triads to share with the whole group at the end.

MARVIN'S MODEL

Purpose: To develop a shared context when time is short.

Structure: In groups of 8–10, in turn respond to questions posed by the facilitator. One question is posed—each person speaks for 30 seconds. Then the next question is posed. There is no dialog, just each person speaking in turn. This is especially useful in introducing a topic and getting participants to share their points of view. There may or may not be open discussion around these questions in the large group—it depends on time.

STRUCTURED CONTROVERSY

Purpose: To look at and appreciate the different positions on a controversial subject.

Structure: One half of the group is assigned one "side" of the question and the other half, the other. They give their arguments. Then the groups reverse their positions and give new arguments. After this, all participants are asked to formulate a response to the question that incorporates the best thinking they've heard.

CONTINUUM (see a variation of this Structure in Workshop 8)

Purpose: To get a quick read of the group on values-related questions.

Structure: Give the group a values-related question and ask them to line up from one side of the room to the other with one wall representing "strongly agree" and the other "strongly disagree." Once in place, ask a sampling of the group to explain why they chose their positions. This can be done with a series of questions.

GROUP INTERVIEW

Purpose: To share information and determine the true attitudes and feelings of the larger group.

Structure: Set up several groups, each with 6, 8 or 10 people, arranged in two equal rows facing one another. There is a set of questions. The first row has the questions in order, the second has the same set of questions in reverse order. To begin, the participants interview each other in pairs. They ask each other their questions and gather as much information as possible. Each answer should take 3 minutes.

Following this, one row moves over one chair and the process continues until every person has answered all the questions.

The large group is then regrouped so that those who were asking the same questions share their data and analyze it.

Each group should prepare a list of Truths, Trends, and Unique ideas. The information is shared with the larger group.

TEXT-BASED SEMINAR

Purpose: To enlarge understanding of a specific text, not achieve some particular understanding.

Structure: Determine a facilitator and a well-thought through question about the text. In a group of 12–20 discuss the text. The conversation should focus on the text using references and not related opinions or experience. Participants should be actively listening and building on what's just been said. There should be an emphasis on clarification, amplification, and implication. There is no need to go through the facilitator, no hand raising, but lots of direct conversation.

FISHBOWL

Purpose: To gain a better understanding of other ideas and develop observational and listening skills.

Structure: Four to six participants gather together and have a conversation about a particular topic. The other participants circle around the group of four to six. When one or more participants in the center feel they have exhausted their ideas, they leave the group by tapping a person in the outside group. The person tapped joins the conversation. When the discussion is completed, debrief what was said and what was heard.

STATEMENT STRIPS

Purpose: To become acquainted with each other's ideas before a discussion.

Structure: Write a beginning statement, such as "Peer observation is . . ." and post it on chart paper. As participants enter the room, ask them to complete the sentence on a strip of paper or a Post-It and place it under the sentences. As the session begins, ask participants if they wish to explain the meaning of their sentences. Follow with a full discussion on the topic.

About the Site Discussions

Helpful Hints for Successful Discussions

The following hints are intended to help you and your colleagues get the most out of the post-video Site Discussions.

ALWAYS DESIGNATE A FACILITATOR.

One person should be responsible for facilitating the Site Discussion after each workshop video. The facilitator does not need to be the Site Leader, nor does it need to be the same person each time. In fact, we recommend that participants rotate the role of facilitator. However, the facilitator must do more than simply call on people—responsibility must be taken for moving the activity forward, adhering to agreed-upon norms, and keeping the timing tight.

ALWAYS SET NORMS.

This may seem unnecessary, but a few minutes taken to agree to follow a Structure, feel safe enough to take some risks, give each other enough respect to feel safe, share “air-time,” and be open to new thinking will set the stage for productive conversations. Certainly add to this list, and remind participants that the list can be modified at any time. The point is, however, that agreeing beforehand to certain expectations is much easier than having to intervene once there is a problem (e.g., one person talking too much).

BRING THE NECESSARY MATERIALS.

A few of the Site Discussion Structures require group brainstorming or list-making. In these instances, it will be useful to have markers, chart paper, Post-Its™, and newsprint. The facilitator should be responsible for bringing these materials.

KEEP AN EYE ON THE TIME.

One hour goes by very quickly, and it is easy to lose track of the time. A designated time-keeper should keep an eye on the clock so that you are able to get through everything within the hour.

RECORD YOUR DISCUSSIONS.

We recommend that someone take notes during each Site Discussion, or, even better, that you make an audiotape recording of the discussions each week. These notes and/or audiotape can serve as “make-up” materials in case anyone misses a workshop.

SHARE YOUR DISCUSSIONS ON THE INTERNET.

The Site Discussions are merely a starting point. We encourage you to continue your discussions with participants from other sites on the discussion area of the Web site and on Channel Talk, the workshop email discussion list.