

Introduction to the Facilitator

Thank you for facilitating Course 1 of the integrated student supports curriculum: **Assessing School Needs and Creating a Strategic Plan for Urban Communities**.

The objective of this course is to build a foundation of knowledge around integrated student supports, as well as competencies that prepare our learners to assemble a school support team, conduct a needs assessment, generate goals, and develop an Integrated School Support Plan.

Before the Course

Please read through the facilitator guide and become familiar with it. Pay particular attention to the following sections of the guide, which are arranged from left to right along the page:

1. The **Slide** column shows the PowerPoint slide associated with the material.
2. The **Time** column shows how long you should plan to spend on that material.
3. The **Activity** column shows the activity type associated with the content.
4. The **Content** column shows the content you'll be teaching:
 - a. Any standard text should be read aloud or summarized.
 - b. *<Any italicized text in brackets, like this, is an action you should perform.>*
 - c. [CLICK ANIMATION] indicates the content trigger for an animation transition that brings up new information on the current slide.
5. The **Materials/Resources** column shows the workbook page and any additional items the class will need to complete the activity.

Slide 3 	3 min	Discussion Discuss	[CLICK ANIMATION] What other training norms do you want to implement for this course? We want to ensure maximum levels of respect throughout. <i><After agreeing on any additional training norms, have learners record the full list in their workbooks.></i>	Workbook Page 1
Slide 4 	1 min 30 sec	Motion Graphic View/ Reflect	[CLICK TO SLIDE 4] We're going to watch a quick video. While you watch, think about these questions: • What kind of a plan does your school have in place? • How much do these ideas reflect your own school and practice? • What are the challenges to creating an effective strategic plan in your school? Remember these questions—you'll be working with them throughout the course. <i><Click button in player to start motion graphic. When you are finished, be sure to click outside the player to move to the next slide. If you click on the video, it will play again.></i>	

Also, be sure to:

- Discuss with the point of contact an appropriate case study to use for Activity 22 and add to Slide 58 (see page 29 of this facilitator guide for case examples)
- Review the case studies and questions in the workbook so that you have an idea of what the learners will be working with.
- Complete the online pre-work piece and become familiar with the course action planner. During the course, you'll introduce the course action planner to the learners, and you'll need to show them how to use it. The pre-work and action planner are accessible within each course on the Learning

Management System (BlueSky Path).

- Please note that action planner download functionality is only available on desktop or laptop. Learners may work within the action planner on a mobile device or tablet, and their submissions will be auto-saved, however, they must use a desktop or laptop to download the Word version.

Setting Up

Finally, make any arrangements you need to be prepared with the correct materials and technology, which include:

- A projector
- A whiteboard or flipchart
- Markers
- Watch, timer app, or other timekeeping device
- Extra pens and/or pencils
- WiFi access codes
- Enough copies of the workbook for the expected number of learners
- Enough copies of the supplementary materials
- Sticky notepads (enough for two per group)
- Have course landing page loaded before beginning instruction

Supplementary Materials Appendix

All originals of the supplementary materials that follow are included in course delivery. Please print all materials in color. Preparation Action Items:

- Print enough copies of the “List of Needs,” “School Resources Cards,” and “School Support Team Key Functions Cards” for the number of groups in your class. Cut up the cards.
- Print enough copies of the “Weiland Elementary data” document for the number of pairs in your class.
- Print enough copies of the “Course Agenda” and “Decision Tree Graphic” for the number of learners in the class.
- Use the “Demographic Data Reports” document to find and print a few different data reports that contain information applicable to your area.

Material	Slide	Directions
Course Agenda	5	Pass out course agenda for learners to review during discussion of objectives in course introduction
School Resources cards	10	Give cards to groups so they can match faculty/staff resources to the school support team functions they would best serve
School Support Team Key Functions cards	10	Give cards to groups so they can match faculty/staff resources to the school support team functions they would best serve.
Pads of sticky notes	11	Give each group a pad of sticky notes to generate a list of individuals that should contribute to a school needs assessment
	57	Give each group a pad of sticky notes to generate a list of existing school staff and community resources and assign them to Tiers of Support