Facilitation Continuum

Directions: Using the image below, reflect on your implementation of the three levels of facilitation. What are your strengths? What are your weaknesses? What strategies do you use to support each level of implementation? To explore more about the three levels, read the descriptions on page two.



Manager (Level 1): Consider how you support the students in navigating your student-driven classroom.

Process (Level 2): Identify possible tools you can provide to students to support them in their learning process.

Content (Level 3): Adjust facilitation to provide more purposeful instruction to meet students' individual needs.



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The Three Levels of Facilitation:

- *Management*: Management is the most basic level of facilitation that occurs in most classrooms and is a necessary starting point. Teachers use this aspect to make sure students feel supported in a learner-active environment. Students may need to be guided toward when to use the help board and where to find an activity on the resource table.

- *Process*: Next, you will focus some of your facilitation on the process of students taking ownership of their learning. Students will need to build their executive function skills in order to take charge of themselves. In building this awareness, ask logistical questions to guide their efforts. Use the analytic rubric to ask them to reflect on what they've accomplished so far and what goals they've set for moving forward. Guide them in learning how to identify which resources would support them in meeting these goals. Work with them to think through how they should create their schedules. As you facilitate, assess and track students' executive function skills and work to build them through the structures that involve the process of students taking charge. Facilitating students' learning process will pay off as they become empowered to take charge of their own learning. They will learn to use you as a resource in their learning journey.

- *Content*: As you move into the third aspect of facilitation, you are now focusing on content mastery. As you are no longer presenting skill instruction from the front of the room, you must provide students with opportunities to learn content through differentiated learning activities. As the facilitator, you must ensure that all of your students are engaging in meaningful learning opportunities that are helping them build content mastery. The teacher uses facilitation as an opportunity to provide further, targeted differentiated instruction to meet students' specific needs. Does the student need to be challenged? Can you connect the student with a peer? The time that was spent on whole-class instruction at the front of the room gives way to a more intentional and purposeful instruction with individual and small groups of students.

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