



Facilitator Guidelines

for

Inquiry Team Simulation

Purpose

Although the Inquiry Team Simulation has a "game-like" quality, its primary purpose is to stimulate rich conversations about the link between information and effective decision-making to accelerate progress for struggling learners.

The Facilitator Guidelines are based upon our experience in trying to maximizing this opportunity. We welcome your insights and suggestions. Please feel free to contact us at:

info@acceleratelearning.net



Format

Although there are many ways to use the Inquiry Team Simulation, we have found that the following format works well for us.

Arrange participants in groups of 3 or 4. If possible, try to construct the groups so that participants who will be working together in the future are in the same group.

Each group should have:

- a laptop loaded with the Inquiry Team Simulation
- easel, flip chart and markers

Each participant should have:

- the Training Packet of information about the school to refer to during the Simulation.

Each room should have:

- a screen, projector and laptop loaded with the Inquiry Team Simulation
- easel, flip chart and markers for facilitator use

Process

We have found that the following process works for us.

- **Frame** the session so that participants understand:
 - Why they are engaging in the Simulation
 - What they can expect during it
 - And How they will be expected to use lessons learned
- **Model** each component on the large screen as you ask participants to move through the Simulation.
- After each component a screen will prompt participants to **Discuss** their decision-making considerations.
- Ask each group to chart what they considered in making their decisions.
- Then ask them to prioritize what they have charted from most important to least important.
- Develop a master list by aggregating the most important considerations from each group and eliminating the redundancies.
- Facilitate a general discussion of the implications of the priority considerations for the work they will be doing.



Inquiry Team Simulation • Facilitator Guidelines

- Chart the implications.
- Circulate both the master list of considerations and the implications for their work after the Simulation, so that participants can build on what they have learned.

Keep in Mind that there are **no right answers**. The Simulation is designed to demonstrate that the only way you can know if an action has had the desired result is to look at the evidence. AND sometimes there is a lag time between the action taken and the evidence of impact!

Also Keep in Mind that the Simulation like any model has built in biases that structure the responses participants receive to any particular decision they make. While these biases have resonated with both the creators of the Simulation and those who have engaged with it, **they DO NOT reflect a body of validated research**.

Participants are encouraged to take from the Simulation an understanding of the Inquiry Team Process, rather than any particular strategy for accelerating learning in their school.

That said, participants have found it fun to compare their final scores and to share with each other what they are taking from the simulated experience.

Timing

We have found that it works best if the Simulation is kept to no more than 3 hours.

The time is distributed between:

- The Introduction or Frame
- Instructions of each task participants are expected to perform
- Group decision-making around the task
- Entry of each decision on the laptop
- And discussion of the decision-making considerations and implications

To provoke a sense of urgency and to simulate the pressures of a real school environment, we suggest that you limit the amount of time participants have to make decisions and enter them on the laptop.

In addition, you may wish to schedule 1 short break during the Simulation. If so, we suggest that you do so between *Goal Setting* and *Change Strategy Identification*.

You may also want to allot more discussion time for some components of the Simulation than for others.

The table below is a draft of the pacing structure we have been using:



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Time	Activity
8:30 - 9:00am	Breakfast
9:00 - 9:10	Introduce the Inquiry Team Simulation
9:10 - 9:15	Select Team Name
9:15 - 9:35	Select Team Members Discuss Team Composition Considerations
9:35 - 9:55	Select Target Population Discuss Target Population Considerations
9:55 - 10:25	Note Skill Hunches Select Skill to Teach Target Population Students Discuss Skill Considerations
10:25 - 10:30	Make Changes to: Inquiry Team Composition Target Population Skill
10:30 - 10:50	Set 1-year Goal for each of your Target Population Students in their respective Skill Discuss Goal Setting Considerations
10:50 - 11:00	BREAK
11:00 - 11:20	Review Learning Opportunities and Classroom Transcripts Select first Change Strategy Discuss first Change Strategy Considerations
11:20 - 11:35	Select Change Strategies 2 - 5 based upon Feedback
11:35 - Noon	Post Scores Discuss Change Strategy Considerations Over Time Discuss Implications for the work moving forward