

Handout 1: Group Activity: Save the Last Word for Me

PRIOR TO CLASS

- Read: Deshler, D. D., & Cornett, J. (2012). Leading to improve teacher effectiveness: Implications for practice, reform, research, and policy. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership & administration for special education* (pp. 239-259). New York, NY: Taylor & Francis.
- Identify what you consider to be the most important idea (for you) addressed in the article.

PURPOSE

To clarify and deepen your thinking about the Deshler and Cornett reading.

ROLES

Timekeeper/facilitator, who both participate and keep the process moving. The process is designed to build on each other's thinking, not to enter into a dialogue. Timing is important; each round should last for about 7 minutes. Total Time: about 30 minutes.

DIRECTIONS

1. Create a group of four participants. Choose a timekeeper (who also participates) who has a watch.
2. When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it aloud to the group. This person (the presenter) says nothing about why s/he chose that passage.
3. The group should pause for a moment to consider the passage before moving to the next step.
4. The other three participants each have 1 minute to respond to the passage, sharing what it makes them think about, what questions it raises for them, etc.
5. The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to or build on what s/he heard from his/her colleagues.
6. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have "the last word."
7. Debrief the experience. How was this a useful way to explore the ideas in the text and explore your own thinking?
8. Identify one or two ideas to share with the larger group.

Activity modified from original developed by Patricia Averette.