



PD by Design

Facilitators Guide

Belonging Together

On-Demand, Digital PD for Teachers



“For you created my inmost being; you knit me together in my mother’s womb.
I will praise you because I am fearfully and wonderfully made; your works are
wonderful, I know that full well.” Psalm 139:13–14

INTRODUCTION TO USING THE FACILITATOR'S GUIDE

This guide is designed to coordinate with videos and handouts provided as part of the professional development packet. The following components of the guide will help you facilitate the program effectively:

1. The Pacing Chart page shows how to pace the instruction of each topic. (The recommended stopping points for breaks throughout the training are indicated within the guide with the STOP icon.)
2. It is recommended to designate a minimum of 6 hours of training for this program, not including time for a devotional, worship, announcements, or lunch.
3. The following instructional markers will help you navigate the guide:

For Your Help: provides information for your own knowledge, such as for tips for facilitating discussion and best practices for adult learning.

TO DO: explains something that you are to do, such as lead activities, facilitate group work, or assign a task.



indicates when to play one of the provided videos to watch together as a group.



indicates when to pause the video. (Several videos are divided into segments to provide time for activities, interaction, processing, and answering questions. Interaction is key to learning.)



indicates a good place to stop for a break in training.

4. Resist the temptation to just “tell” everything in the guide. You are modeling interactive teaching in your instruction. Set the tone for an engaging learning environment. Encourage participants to be vulnerable and share with one another and the whole group during this active training.

PREPARATION AND MATERIALS NEEDED

- Each participant will need 1 printed or digital copy of the [Participant Notebook](#).
- Before the training, each participant will need to complete the [Pre-Assessment](#).
- For Session 1, print a [Puzzle Piece](#) for each participant. Provide a completed puzzle piece, ideally an example from the facilitating administrator. (See page 5 in this document for directions.) Obtain scissors and thin markers or pens. Gather green and pink colored pencils.
- For Session 2, have available a large whiteboard or flip chart.
- For Session 2, write the following eight frameworks on separate sentence strips or sheets of paper in large print: *Attention, Social cognition, Language, Spatial ordering, Neuromotor, Higher-order thinking, Temporal-sequential ordering, and Memory*.

PACING CHART

Session One: Biblical Belonging	Session Two: Teaching the Whole Child	Session Three: Putting Knowledge into Practice
<ul style="list-style-type: none"> • All Belong • Our Response 	<ul style="list-style-type: none"> • Knowing Students Excellently • Neurodevelopmental Framework • Social Emotional Framework 	<ul style="list-style-type: none"> • Planning for Doing • Application

POTENTIAL PLANS FOR TRAINING

One day of in-service	Two days of in-service	Three days of in-service
Morning <ul style="list-style-type: none"> ◦ Session 1 ◦ Session 2 Part 1 Afternoon <ul style="list-style-type: none"> ◦ Session 2 Part 2 ◦ Session 3 	Day One <ul style="list-style-type: none"> ◦ Session 1 ◦ Session 2 Part 1 Day Two <ul style="list-style-type: none"> ◦ Session 2 Part 2 ◦ Session 3 	Day One <ul style="list-style-type: none"> ◦ Session 1 Day Two <ul style="list-style-type: none"> ◦ Session 2 Day Three <ul style="list-style-type: none"> ◦ Session 3

Six after-school trainings (about 1 hour each)	
Day One <ul style="list-style-type: none"> ◦ Session 1 Part 1 "All Belong" Day Two <ul style="list-style-type: none"> ◦ Session 1 Part 2 "Our Response" Day Three <ul style="list-style-type: none"> ◦ Session 2 Part 1 "Knowing Students Excellently" and start of "Neurodevelopmental Framework" 	Day Four <ul style="list-style-type: none"> ◦ Session 2 Part 2 ending of "Neurodevelopmental Framework" and "Social Emotional Framework" Day Five <ul style="list-style-type: none"> ◦ Session 3 Part 1 "Planning for Doing" Day Six <ul style="list-style-type: none"> ◦ Session 3 Part 2 "Application"

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SESSION ONE BIBLICAL BELONGING

Objective:

The participants will analyze learning strengths and challenges so that they can be committed to inclusively reaching and teaching every student in their classrooms.

DESCRIPTION OF TRAINING

To Do:

Before the start of the course, please ensure all participants have taken the [Pre-Assessment](#) to earn their CEUs.

To adequately prepare for discussion, arrange participants into small table groups of 4–6 people at each table.

For Your Help:

Begin the day by welcoming the participants and thanking them for investing in themselves so that they can truly make a difference in their students' lives. Please take care of all school-related announcements before the start of training. You may also facilitate a time of worship, a devotional, and prayer time. Note that these items are not included in the planned six hours of training.

A devotional related to day's topic:

We know from Psalm 139:13–14 that we are fearfully and wonderfully made, each one of us a masterpiece crafted by the divine hand. Our uniqueness is no accident; it's part of God's intricate design.

Just as our bodies have many parts but form one complete body, so it is within the family of believers (1 Corinthians 12:12). We are distinct individuals, but we are not complete without one another. Each person contributes their unique strengths, gifts, and talents, essential for the body's full functionality.

God, in His wisdom, placed every member just as He desired (1 Corinthians 12:18). He intentionally created diversity among us, for in our differences, we find unity. Let us celebrate our individuality and recognize that together, we become the complete body of Christ, reflecting His love and grace to the world.

To Do:

Share that in this session, we will learn what inclusive education looks like and how it provides a sense of ownership and of friendship. As we teach inclusively, we glorify God through the purposeful and innovative teaching of students with all abilities. Through the process of inclusion, we move toward belonging—where all students are welcomed, loved, and cared for.

Focus: All Belong

To Do:

Before playing the first video, ensure teachers are prepared to listen, take notes, and ask questions. Verify that they can see and hear the video. Share that participants may follow along and add notes in their Participant Notebooks.

For Your Help:

Throughout the training, please motivate teachers to stay attentive by sharing the focus and duration of each video.

To Do:



[Video 1: Segment 1 \(15 min\)](#)

Play Video 1: Segment 1 "All Belong" (0:00–15:17). In this video, Elizabeth Dombrowski, Executive Director of All Belong, explains the history of inclusion in the United States and what it means to be an inclusive school for students of all abilities. (The graphics shown in the video are included in the Participant Notebook.)



To Do:

Share that a puzzle with green and pink puzzle pieces is a great visual of inclusiveness. Each person is a puzzle piece made of green and pink parts. Green parts are our strengths—things we are good at and things we enjoy doing; and pink parts are our hot spots—things that are difficult and areas of challenge. We all have hot spots, some more visible than others.

Distribute a [Puzzle Piece](#) and pink and green colored pencils to each participant.

Begin as an example by sharing your puzzle piece completed with green (strength) and pink (challenge) areas. Have participants lightly shade one half of their puzzle piece green and the other half pink. Then, direct them to use a marker or pen to write or draw their strengths on the green side and their areas of challenge on the pink side. Distribute scissors for participants to cut out their puzzle pieces for display.

After 15 min, ask a few volunteers to share their puzzle pieces with the group. Finish by selecting volunteers to read from a Bible **Psalms 139:13–14** and **1 Corinthians 12:18**.

Ensure that all participants' names are written on their puzzle pieces. Collect and retain the puzzle pieces for Session 2, in which participants will add more strengths and challenges according to the framework provided in the lesson.



Focus: All Our Response

To Do:



[Video 1: Segment 2 \(8 min\)](#)

Play Video 1: Segment 2 “Our Response” (15:24–end). In this video, Elizabeth Dombrowski unpacks five responses to inclusive education: language, providing hope, tours and interviews, parent-teacher conferences, and planning for green time.

To Do:

Direct participants' attention to the questions on [page 7](#) in their Participant Notebooks. Allow 5 min for them to complete the Personal Application Questions:

- What resonated with you the most about the history and importance of inclusiveness in the classroom?
- How did the puzzle piece impact your view of inclusiveness?

Then, facilitate 3–5 min of small-group time for the Group Discussion Question:

- How would you describe your school's commitment and ability to be inclusive of every student?

Finally, provide 3 min for small groups to share with the whole group.

End the session with prayer.