

Facilitator's Guide For Collaborative Civic Spaces

Module 7

Facilitator's Guide For Collaborative Civic Spaces Module 7

Module 7a: Introduction

Professional Learning Session Overview

Intended Audiences This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the [Kentucky Academic Standards \(KAS\) for Social Studies](#).

Brief Description In this module, participants will:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces.
- Examine data that highlights some of the challenges to creating collaborative civic spaces.
- Examine the role of teachers and students in building a collaborative civic space.
- Explore tools and resources to engage student voice in building a collaborative civic space.
- Examine the proven practice of current and controversial issue discussions.
- Analyze strategies that can be used to support current and controversial issue discussions in inquiry.

Schedule & Time Section 7a: Introduction provides a brief overview of the module and reflection questions. Therefore, Section 7a may be delivered in a 40 minute professional learning session. Time guidelines are included in the speaker's notes on the facilitator presentation.

PowerPoint This session will be guided for participants by this [PowerPoint](#). Provide an electronic or printed copy of the PowerPoint to all professional learning session attendees. Consider maintaining a Google document to house these reflections in this section for continued consideration and further application.

Delivery Format This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit within their local educational context. This may involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with - or relates to - an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you consider maintaining a Google document to house the reflections found in the introduction for continued consideration and further application.
3. **Plan for assessment.** You can facilitate reflections and pre- and post - assessments as needed for your participants. Reflections and/or pre- and post - assessments have been provided within the Facilitator Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including time for participants to introduce themselves to each other or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model, facilitators might seed a "starter" set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.

- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: Introduction

Compelling Question: What is your why?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-------------------------|-----------------------|---|------------------|
| Group Norms | 3 minutes | <p>Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.”</p> <p>After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.</p> <p>Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the module.</p> | Slide #3 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|----------------------------|-------------------|--|-----------------|
| | | If the question is pressing and doesn't appear to be addressed in the sections of Module 7, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov . | |
| Overview | 1 minute | Discuss the components of Module 7, and inform participants they will be engaging with the section 7a entitled "Introduction?" | Slide #4 |
| Objectives | 5 minutes | Discuss the goals of Module 7. | Slide #5 |
| Compelling Question | 5 minutes | Discuss the characteristics of a compelling question. This is foundational knowledge of the <i>KAS for Social Studies</i> . If participants need more information regarding compelling questions, have them engage with <i>Module One: Getting to know the KAS for Social Studies</i> . | Slide #6 |
| Warm-up | 10 minutes | <p>Discuss the definition of collaborative civic spaces.</p> <p>Ask participants, individually, with a partner or in a small grade-banded group, to discuss the question on the slide after engaging with this introduction. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support. Consider maintaining a Google document to house these reflections for continued consideration and further application.</p> | Slide #7 |
| Reflection | 10 minutes | <p>After reviewing the definition of collaborative civic spaces, ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this introduction. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support.</p> <p>Consider maintaining a Google document to house these reflections for continued consideration and further application.</p> | Slide #8 |
| Coming Up | 1 minute | Preview the following sections of Module 7. | Slide #9 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-------------------|----------------|---|-----------|
| Module Reflection | 5 minutes | <p>The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p> <p>Post-survey: Collaborative Civic Spaces Professional Learning Survey</p> | Slide #10 |

Facilitator’s Guide For Collaborative Civic Spaces Module 7

Module 7b: What Do We Do With Variation?

Professional Learning Session Overview

Intended Audiences This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the [Kentucky Academic Standards \(KAS\) for Social Studies](#).

Brief Description In this module, participants will:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces;
- Examine data that highlights some of the challenges to creating collaborative civic spaces;
- Explore research that points to the importance of discussing compelling questions that tap into “variations”; and
- Identify policies and practices to facilitate collaborative and civic spaces that help “barriers fall down”.

Schedule & Time This section within Module 7 is designed to be delivered in one 90 minute professional learning session. Time guidelines are included in the speaker’s notes on the facilitator presentation.

Notecatcher This session will be guided for participants by this [PowerPoint](#) and [notecatcher](#) worksheet. Provide an electronic or printed copy of the notecatcher to all professional learning session attendees.

Delivery Format This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit within their local educational context. This may involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with - or relates to - an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

4. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.

5. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
 - [Notecatcher Worksheet](#)
 - Berry, James. *What do we do with variation?* (2004) *Only One of Me*. <https://clpe.org.uk/poetryline/poems/what-do-we-do-variation>
 - All Together Now: Collaboration and Innovation for Youth Engagement: The Report of the Commission on Youth Voting and Civic Knowledge (2013). *Medford, MA: Center for Information & Research on Civic Learning and Engagement*. <https://www.issuelab.org/resources/18587/18587.pdf>
 - Junco, Rey and Kawashima-Ginsberg, Kei. (November/December 2018). *Teaching Controversial Issues in a Time of Polarization*". *Social Education* 82(6), pp. 323-329. National Council for the Social Studies: https://www.socialstudies.org/system/files/publications/articles/se_8206323.pdf
 - Project Zero. *Think Pair Share*. Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf

6. **Plan for assessment.** You can deliver pre- and post - assessments as needed for your participants. Pre- and post - assessments have been provided within the Facilitator Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including time for participants to introduce themselves to each other or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model, facilitators might seed a "starter" set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.

- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: What Do We Do With Variation?

Compelling Question: What do we do with variation?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|---|----------------|--|---|
| Overview | 1 minute | Discuss the components of Module 7, and inform participants they will be engaging with the section 7b entitled “What do we do with variation?” | Slide #12 |
| Group Norms | 4 minutes | Ask participants to read and review the group norms, adjusting as necessary for group needs. | Slide #13 |
| Objectives | 1 minute | Read the slide to participants. | Slide #14 |
| Pre-Module Activity Sentence-Phrase-Word | 5 minutes | Click the link provided to access the poem. Scroll to the bottom of the screen and click the image of the author to hear him read the poem as the text is projected on the screen. https://clpe.org.uk/poetryline/poems/what-do-we-do-variation | Slide #15 Berry, James. <i>What do we do with variation?</i> (2004) <i>Only One of Me</i> . https://clpe.org.uk/poetryline/poems/what-do-we-do-variation |
| Inquiry Practices of the KAS for Social Studies | 1 minute | Student inquiry into open ended, compelling questions that investigates “variations” in our community anchors this process. The <i>Kentucky Academic Standards for Social Studies</i> is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students will consider or pose questions and then investigate those questions through the disciplinary lenses of | Slide #16 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|------------------|---|---|
| | | <p>civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions. Within the architecture, the standards place an equal importance on both the mastery of important social studies concepts and disciplinary practices. Throughout a child’s social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions. Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography and history. As indicated by the graphic, concept knowledge cannot be achieved effectively without the practice of inquiry.</p> | |
| KAS Instructional Shifts | 1 minute | <p>Review the instructional shifts in the <i>KAS for Social Studies</i>, and highlight that, in this module, we will discuss some of the variations that can pose challenges to discussing compelling questions in the inquiry process. We also will examine policies and practices that can, in the words of James Barry, “help barriers fall down.”</p> | Slide #17 |
| What is variation | 2 minutes | <p>Have participants read the definition of variation and reflect on it independently.</p> | Slide #18 |
| Evidence of Variation: Political Polarization | 2 minutes | <p>Click through slides 18-21 to highlight the increasing political polarization in the general public as evidenced by Pew Research Center.</p> | Slide #19-22 |
| What do we do with variation? | 1 minute | <p>As James Berry highlighted in his poem, we are taught not to talk politics in polite company, and when we do, it tends to be with like-minded individuals who echo our beliefs, or as Berry states, “<i>Do we pass it stealthily or change route away from it? Do we will it to become like ourselves?</i>”</p> | Slide #23 |
| Sputnik Moment | 1 minute | <p>No matter your opinion on the outcome of the 2016 election, many on both sides of the spectrum called the presidential election the “Sputnik” moment of civic education, highlighting the need to address our “variations” for barriers to fall down.</p> | Slide #24 |
| Polarization is not inevitable | 1 minutes | <p>Highlight these quotes from CIRCLE’s “All Together Now” report.</p> | <p>Slide #25</p> <p>All Together Now: Collaboration and Innovation for Youth Engagement: The Report of the Commission on</p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|-------------------|---|--|
| | | | Youth Voting and Civic Knowledge (2013). Medford, MA: Center for Information & Research on Civic Learning and Engagement. https://www.issuelab.org/resources/18587/18587.pdf |
| Teaching Controversial Issues in an Age of Polarization | 15 minutes | Pass out or have participants access the article, and read directions on the slide. | Slide #26 Junco, Rey and Kawashima-Ginsberg, Kei. (November/December 2018). <i>Teaching Controversial Issues in a Time of Polarization</i> ". Social Education 82(6), pp. 323-329. National Council for the Social Studies: https://www.socialstudies.org/system/files/publications/articles/se_8206323.pdf |
| 3-2-1 Pair Share | 8 minutes | Have participants complete the 3-2-1 in the notecatcher, and share results in pairs. | Slide #26 Notecatcher |
| Article Discussion | 10 minutes | Ask participants to engage in a Think Pair Share with a partner to discuss the reflection on the article. Facilitate discussion over the reflection questions in a whole group discussion about the Think Pair Share and address any comments that need further clarification or additional support. Consider maintaining a Google document to house these reflections for continued consideration and further application. | Slide #27 Project Zero. <i>Think Pair Share</i> . Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf |
| Post Discussion 3-2-1 Reflection | 5 minutes | Have participants complete the 3-2-1 in the notecatcher and share results in pairs. | Slide #28 Notecatcher |
| A final stanza... | 10 minutes | Read directions on slide, and return to poem text to help the crafting of the stanza. Have participants share their responses after 5-7 minutes. | Slide #29 Notecatcher Berry, James. <i>What do we do with variation?</i> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|----------------------------------|-------------------|--|---|
| | | | (2004) <i>Only One of Me</i> . https://clpe.org.uk/poetryline/poems/what-do-we-do-variation |
| Application of strategies | 5 minutes | Have participants brainstorm how they might/or currently use the strategies shared in this lesson in their own classrooms to support inquiry. | Slide #30 Notecatcher |
| Module Reflection | 10 minutes | The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning. | Slide #31 Insert links Post-survey: Collaborative Civic Spaces Professional Learning Survey |

Facilitator’s Guide For Collaborative Civic Spaces Module 7

7c: Engaging Student Voice in Community Building

Professional Learning Session Overview

Intended Audiences This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the [Kentucky Academic Standards \(KAS\) for Social Studies](#).

Brief Description In this module, participants will:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces.
- Examine the role of teachers and students in building a collaborative civic space.
- Explore tools and resources to engage student voice in building a collaborative civic space.

Schedule & Time This section of the module will take approximately one and a half hours to complete in a professional learning session. Therefore, participants may want to divide this module section into smaller parts if needed. Time guidelines are included in the speaker’s notes on the facilitator presentation.

Notecatcher This session will be guided for participants by this [PowerPoint](#) and [notecatcher](#) worksheet. Provide an electronic or printed copy of the notecatcher to all professional learning session attendees.

Delivery Format This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

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How to Prepare to Use this Resource

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1. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
 - [Notecatcher Worksheet](#)
 - The graphic organizer is based on an example from the following: Responsive Classroom. (n.d.) *LFS Chart*. <https://www.responsiveclassroom.org/wp-content/uploads/2018/03/LSF-Chart-Template.pdf>
 - Teaching Works Team. (2019, August) *Building Respectful Relationships*. TeachingWorks -University of Michigan. https://library.teachingworks.org/wp-content/uploads/10_BRR_decomp_092019.pdf
 - Teaching Works Team. (August 2019) *Establishing and maintaining community expectations and agreements about behavior decomposition*. TeachingWorks - University of Michigan. https://library.teachingworks.org/wp-content/uploads/Community-expectations-and-behavior_decomposition.pdf
 - Inclusive Teaching Forum (n.d.) *Handout 1: General Discussion Guidelines*. Columbia Center for Teaching and Learning. <https://learninginnovation.duke.edu/wp-content/uploads/2018/01/ITF-H1-discussionguide-17h5iob.pdf>
 - Burns, Mary. (2016, November 22). *5 Strategies to Deepen Student Collaboration*. Edutopia. <https://www.edutopia.org/article/5-strategies-deepen-student-collaboration-mary-burns>
 - Miller, Doc. (2015, August 5). *8 Components of a Reflective Classroom*. Facing History and Ourselves. <https://facingtoday.facinghistory.org/8-components-of-a-reflective-classroom>
 - Facing History Ourselves. (n.d.) *Teaching Strategy: Contracting*. <https://www.facinghistory.org/professional-development/ondemand/contracting>
 - Gonzalez, Jennifer. (2015, October 15). *The Big List of Discussion Strategies*. The Cult of Pedagogy. <https://www.cultofpedagogy.com/speaking-listening-techniques/>
3. **Plan for assessment.** You can deliver pre- and post-assessments as needed for your participants. Pre- and post-assessments have been provided within the Facilitator's Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including time for participants to introduce themselves to each other or can include more extensive discussion

and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model, facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: Creating Collaborative Civic Spaces

Compelling Question: How do we create a collaborative civic space for inquiry?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-------------------------|-----------------------|---|--|
| Overview | 1 minute | Discuss the components of Module 7 and inform participants they will be engaging with section 7c entitled “Engaging Student Voice in Community Building.” | Slide #33 |
| Group Norms | 4 minutes | Ask participants to read and review the group norms, adjusting as necessary for group needs. | Slide #34 |
| Pre-Module Task | 4 minutes | Ask participants to fill out the graphic organizer provided to reflect on what a collaborative civic space looks like, feels like and sounds like. | Notecatcher guide Slide #35 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|-------------------|--|---|
| | | | <p>The graphic organizer is based on an example from the following: Responsive Classroom. (n.d.) <i>LFS Chart</i>. https://www.responsiveclassroom.org/wp-content/uploads/2018/03/LSF-Chart-Template.pdf</p> |
| Objectives | 1 minute | Read the slide to participants. | Slide #36 |
| KAS Instructional Shifts | 1 minute | Review the instructional shifts in the <i>KAS for Social Studies</i> , and highlight that, in this module, we will discuss the characteristics of collaborative civic spaces and tools that can engage student voice in community building. | Slide #37 |
| Small Group Share | 4 minutes | Have participants share their graphic organizer with colleagues in small groups, adding attributes to their graphic organizer they learn from others. | Slide #38 Notecatcher Guide |
| Building a Respectful Classroom | 5 minutes | Read the information presented on the slide. | Slide #39 |
| Building a Respectful Classroom | 3 minutes | Read the information presented on the slide. | Slide #40 |
| Building a Respectful Classroom | 10 minutes | Have participants read the article entitled, <i>Building Respectful Relationships</i> . As participants read the article, have them add to their graphic organizer about how building respectful relationships contributes to a collaborative civic space. | Slide #41 Teaching Works Team. (2019, August) <i>Building Respectful Relationships</i> . TeachingWorks - University of Michigan. https://library.teachingworks.org/wp-content/uploads/10_BRR_decomp_092019.pdf |
| Building a Respectful Classroom | 10 minutes | Have participants read the article entitled, <i>Establishing and maintaining community expectations and agreements about behavior decomposition</i> . As participants read the article, | Slide #42 Notecatcher |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|---|--------------------------|---|---|
| | | <p>have participants add to their graphic organizer about how establishing and maintaining community expectations and agreements about behavior decomposition contributes to a collaborative civic space.</p> | <p>Teaching Works Team. (August 2019) <i>Establishing and maintaining community expectations and agreements about behavior decomposition.</i> TeachingWorks - University of Michigan. https://library.teachingworks.org/wp-content/uploads/Community-expectations-and-behavior-decomposition.pdf</p> |
| <p>Building a Respectful Classroom</p> | <p>10 minutes</p> | <p>Have participants share their responses to this question in a whole group discussion while citing evidence from the two articles they just read. It is important to note that participants should identify that respectful relationships and establishing and maintaining community expectations and agreements about behavior decomposition are essential to creating collaborative civic spaces. If a classroom is going to be a safe civic space, the classroom rules, procedures and routines should require respect among all members of the community.</p> | <p>Slide #43</p> <ul style="list-style-type: none"> ● Teaching Works Team. (2019, August) <i>Building Respectful Relationships.</i> TeachingWorks - University of Michigan. https://library.teachingworks.org/wp-content/uploads/10-BRR_decomp_092019.pdf ● Teaching Works Team. (August 2019) <i>Establishing and maintaining community expectations and agreements about behavior decomposition.</i> TeachingWorks - University of Michigan. https://library.teachingworks.org/wp-content/uploads/Com |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|---|-------------------|--|---|
| | | | munity-expectations-and-behavior_decomposition.pdf |
| Building a Respectful Classroom Example: General Discussion Strategies | 8 minutes | <p>In addition to establishing a classroom climate of respect, it is important to note that respect needs to be imbedded in classroom routines and procedures. This is especially true when students are asked to share their thoughts, ideas and perceptions on a topic. Have participants examine the general discussion strategies found on this slide (44) and the following (45, 46).</p> | <p>Slide #44-46 Notecatcher Guide</p> <p>Inclusive Teaching Forum (n.d.) <i>Handout 1: General Discussion Guidelines</i>. Columbia Center for Teaching and Learning. https://learninginnovation.duke.edu/wp-content/uploads/2018/01/TF-H1-discussionguide-17h5iob.pdf</p> |
| 5 Strategies to Deepen Student Collaboration | 10 minutes | <p>Have participants read the article entitled, “5 Strategies to Deepen Student Collaboration,” adding elements to their graphic organizer.</p> | <p>Slide #47</p> <p>Burns, Mary. (2016, November 22). <i>5 Strategies to Deepen Student Collaboration</i>. Edutopia. https://www.edutopia.org/article/5-strategies-deepen-student-collaboration-mary-burns</p> |
| 8 components blog | 12 minutes | <p>Have participants read the blog from Doc Miller on the 8 components of a reflective classroom, annotating their article with the following shapes: Triangle=A pointed and new idea that describes a collaborative civic space; Square=An idea already on their graphic organizer; and Circle=Something they wonder about. If participants are not able to annotate the article using symbols, have participants select different highlighter colors for the directions outlined here.</p> | <p>Slide #48 Notecatcher</p> <p>Miller, Doc. (2015, August 5). <i>8 Components of a Reflective Classroom</i>. Facing History and Ourselves. https://facingtoday.facinghistory.org/8-components-of-a-reflective-classroom</p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--------------------------------|-------------------|---|---|
| | | | |
| Small Group Share | 5 minutes | Have participants share in small groups what they annotated in the article. | Slide #49 Notecatcher |
| Revisit Pre-Module Task | 4 minutes | Have participants add ideas from the reading and small group discussions they had to their graphic organizer. | Slide #50 Notecatcher |
| Class Contracting | 3 minutes | Have participants read the slide and preview the questions to consider while watching the video on the following slide. As they watch the video on the following slide, they will answer these questions on their Notecatcher, below their graphic organizer. | Slide #51 |
| Class Contracting | 8 minutes | Have participants watch the video while answering the questions from the previous slide on their notecatcher, below their graphic organizer. | Slide #52 Facing History Ourselves. (n.d.) <i>Teaching Strategy: Contracting</i> . https://www.facinghistory.org/professional-development/ondemand/contracting |
| Class Contracting | 10 minutes | Have participants engage in Conver-Stations to discuss their responses to the questions on the slide based on what they observed in the video. | Slide #53 A brief discussion of CONVER-STATIONS may be found in the following article: Gonzalez, Jennifer. (2015, October 15). <i>The Big List of Discussion Strategies</i> . The Cult of Pedagogy. https://www.cultofpedagogy.com/speaking-listening-techniques/ |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|----------------------------------|-----------------------|--|--|
| Class Contracting | 15 minutes | Read instructions on slide, and then click through slide 54 to show examples of class contracts. | Slide #54-55 Notecatcher |
| Class Contracting | 10 minutes | Give participants 10 minutes to complete contracts, then have them share to larger group. | Slide #56 |
| More Resources | 1 minute | Share the resources participants might explore for further ideas. | Slide #57 |
| Application of strategies | 4 minutes | Have participants brainstorm how they might, or currently, use the strategies shared in this lesson in their own classrooms to support inquiry. | Slide #58 Notecatcher |
| Module Reflection | 10 minutes | The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning. | Slide #59 Post-survey: Collaborative Civic Spaces Professional Learning Survey |

Facilitator's Guide For Collaborative Civic Spaces Module 7

7d: The Proven Practice of Deliberation of Current and Controversial Issues

Professional Development Session Overview

Intended Audiences This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the *Kentucky Academic Standards (KAS) for Social Studies*.

Brief Description

In this module, participants will:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces for inquiry into compelling questions.
- Examine the proven practice of current and controversial issue discussions.
- Identify the qualities of effective current and controversial issue discussions.
- Reflect on the use of current and controversial issue discussions in their own practice.

Schedule & Time

This section is designed to be delivered in one 70 minute professional development session. Time guidelines are included in the speaker's notes on the facilitator presentation.

Notecatcher This session will be guided for participants by this [PowerPoint](#) and [notecatcher](#) worksheet. Provide an electronic or printed copy of the notecatcher to all professional learning session attendees.

Delivery Format This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit within their local educational context. This can involve: (a) using local examples that will be quickly understood

by the audience, (b) highlighting how a particular strategy fits with - or relates to - an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
 - [Notecatcher Worksheet](#)
 - Jonathan, Kathleen Hall Jamieson, Peter Levine, Ted McConnell, and David B. Smith, eds. *Guardian of Democracy: The Civic Mission of Schools*. (2011) Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center of the University of Pennsylvania. https://media.carnegie.org/filer_public/ab/dd/abdda62e-6e84-47a4-a043-348d2f2085ae/ccny_grantee_2011_guardian.pdf
 - Project Zero. *Question Starts thinking routine*. Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Question%20Starts_0.pdf
 - Hess, Diana. *Ed-Talk: Political Education in Polarized Times*. (2016, September 13). American Educational Research Association. <https://www.youtube.com/watch?v=C8zgvTN1WQo>
 - Illinoiscivics.org. *Civic Learning Practice Indicators*. (n.d.) Civics Education Resource Site. <https://www.illinoiscivics.org/resources/civic-learning-practices-indicators>
 - Teaching Works Team. (August 2019) *Setting up and managing small group work*. TeachingWorks -University of Michigan. <https://library.teachingworks.org/curriculum-resources/teaching-practices/setting-up-and-managing-small-group-work/>.
 - Teaching Works Team. (August 2019) *Social Studies Leading a Discussion*. TeachingWorks -University of Michigan <https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/>
 - "I used to think...but, know I think..." from Visible Thinking. Available at http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm
3. **Plan for assessment.** You can deliver pre- and post - assessments as needed for your participants. Pre- and post - assessments have been provided within the Facilitator Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including

time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model, facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: The Proven Practice of Deliberation of Current and Controversial Issues

Compelling Question: What are the opportunities and challenges of creating collaborative civic spaces for current and controversial issue discussions?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-------------------------|-----------------------|---|------------------|
| Overview | 1 minute | Discuss the components of Module 7, and inform participants they will be engaging with section 7d entitled “The Proven Practice of Deliberation of Current and Controversial Issues.” | Slide #61 |
| Group Norms | 4 minutes | Ask participants to read and review the group norms, adjusting as necessary for group needs. | Slide #62 |
| Pre-Module Task | 6 minutes | Pass out notecatcher, and have participants respond to the prompt. Then, ask participants to share some of their placements and why. Note | Slide #63 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|------------------|--|--|
| | | how participants who picked the same number might have interpreted the image differently. | |
| Objectives | 1 minute | Read the slide to participants. | Slide #64 |
| KAS for Social Studies Instructional Shifts | 1 minute | Review the instructional shifts in the <i>KAS for Social Studies</i> , and highlight that, in this module, we will discuss how collaborative and civic spaces facilitate the proven practice of current and controversial issue discussions that often result from inquiry into compelling questions with differing claims. | Slide #65 |
| Compelling Questions | 2 minutes | Remind participants how the best compelling questions provide for multiple perspectives, are not easily answered, lead to other questions, further discussion and collaboration. | Slide #66 |
| Creating and nurturing collaborative civic spaces aligns with the proven practice of current and controversial issue discussions | 2 minutes | <p>The use of compelling questions in inquiry aligns with the proven practice of current and controversial issue discussions outlined on pages 27-29 in <i>Guardian of Democracy: The Civic Mission of Schools</i>.</p> <p>Individually, read the section entitled “Proven Practice #2: Discussion of Current Events and Controversial Issues” on pages 27-29. As you read, annotate the text to identify why the authors state that the discussion of current and controversial issues is a proven practice. For more information on text annotation, visit Annotating Texts.</p> | <p>Slide #67</p> <p>Jonathan, Kathleen Hall Jamieson, Peter Levine, Ted McConnell, and David B. Smith, eds. <i>Guardian of Democracy: The Civic Mission of Schools</i>. (2011) Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center of the University of Pennsylvania. https://media.carnegie.org/filer_public/ab/dd/abdda62e-6e84-47a4-a043-348d2f2085ae/ccny_grantee_2011_guardian.pdf</p> |
| What questions do you have about the proven practice of deliberation of current and | 5 minutes | Have participants use the Visible Thinking Strategy of Question Starts to brainstorm a list of at least 12 questions they have on the proven practice of current and controversial issue discussions in the classroom. Pass out or have participants access the worksheet of the protocol as you introduce this strategy. | <p>Slide #68</p> <p>Notecatcher Guide</p> <p>Visible Thinking Question Starts Protocol</p> <p>Project Zero. <i>Question Starts thinking routine</i>. Harvard Graduate School</p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|---|-------------------|--|--|
| controversial issues? | | | of Education. https://pz.harvard.edu/site/default/files/Question%20Starts_0.pdf |
| Political Education in Polarized Times | 15 minutes | Inform participants that they are going to watch a video of Dr. Diana Hess on political education in polarized times. Have participants note any information Dr. Hess shares that addresses the questions generated. | Slide #69 Notecatcher Hess, Diana. <i>Ed-Talk: Political Education in Polarized Times</i> . (2016, September 13). American Educational Research Association. https://www.youtube.com/watch?v=C8zgvTN1WQo |
| Small Group Share | 10 minutes | Have participants review the brainstormed list of questions, and star the questions that seem most interesting. Then, have them select one or more of the starred questions to discuss for a few moments in small groups. If time allows, have groups share the contents of their conversations. After conversations, have respondents revisit their question brainstorm to see if they can add any insights they gained from their colleagues. | Slide #70 Notecatcher |
| Communicating Conclusions | | As a group, review the first bullet on the slide. Then, have participants discuss the question found in bullet two in pairs. Once participants have discussed the question in bullet two in pairs, have participants transition to small groups to continue discussing this question. Once participants have discussed this question in small groups, facilitate a whole group discussion where participants share their responses to the question in bullet two. It is important to note that bullet one on this slide contains the culminating expectation of a students' interaction with the Communicating Conclusion standards found in the <i>KAS for Social Studies</i> . While this language can be found in the high school communicating conclusion standards, students build the knowledge and skills needed to engage with these standards throughout their kindergarten through high school education. Thus, it is imperative that participants understand | Slide #71 For guidance on how to set up small group work, visit TeachingWorks Resource Library on Setting Up and Managing Small Group Work . Teaching Works Team. (August 2019) <i>Setting up and managing small group work</i> . TeachingWorks - University of Michigan. https://library.teachingworks.org/curriculum-resources/teaching-practices/setting-up-and- |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|-------------------------|--|---|
| | | <p>their role in providing students with the skills and knowledge to engage with these standards. During the whole group facilitation, it will be beneficial for participants to review APPENDIX A: KINDERGARTEN THROUGH HIGH SCHOOL PROGRESSIONS in the KAS for Social Studies to emphasize how these skills develop over time.</p> | <p>managing-small-group-work/.</p> <p>For guidance on how to conduct a large group discussion, visit TeachingWorks Resource Library on Leading a Discussion.</p> <p>Teaching Works Team. (August 2019) <i>Social Studies Leading a Discussion</i>. TeachingWorks - University of Michigan https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/</p> |
| <p>Impact of Senate Bill 1 (2022)</p> | <p>5 minutes</p> | <p>Read the slide to understand how Senate Bill 1 (2022) impacts the teaching of controversial and current issues.</p> <p>It is important to note that this legislation does not prevent the discussion of controversial aspects of history, nor does it prevent the discussion of current events.</p> | |
| <p>Impact of Senate Bill 1 (2022)</p> | <p>5 minutes</p> | <p>Read the slide to understand how Senate Bill 1 (2022) impacts the teaching of controversial and current issues.</p> <p>It is important to note that this legislation aligns with the requirements of the <i>KAS for Social Studies</i>. As discussed earlier, the Communicating Conclusions standards are built on progressions where students build more sophisticated and mature ways of thinking or understandings. When students conclude their K-12 social studies program, they are required to be able to engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant</p> | |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-----------------------------|------------------|---|---|
| | | <p>to compelling and/or supporting questions in the four disciplines of social studies (civics, economics, geography and history). Furthermore, students are required to analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent. Additionally, students are required to analyze evidence from multiple perspectives and sources to support claims and refute opposing claims. Investigating multiple perspectives through the use of logical evidence provides the foundation for students to apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> <p>A student's ability to effectively communicate their own conclusions and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices.</p> | |
| Reflection | 8 minutes | <p>Give participants a few minutes to complete the prompts about deliberating current and controversial issues. Then, facilitate a whole group discussion for participants to share their responses.</p> | <p>Slide #74 Notecatcher Visible Thinking I used to think... Now I think...protocol</p> <p>Project Zero. <i>I used to think... Now I think thinking routine.</i> Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/I%20Used%20to%20Think%20-%20Now%20I%20Think_1.pdf</p> |
| Resources to explore | 1 minute | <p>Share with participants resources for further reading.</p> | <p>Slide #75</p> <p>Cohen, C., Kahne, J., & Marshall, J. With Anderson, V., Brower, M., and Knight, D. <i>Let's go there: Making a Case for Race, Ethnicity and a</i></p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|------------------|----------------|--------------------------|---|
| | | | <p><i>Lived Civics Approach to Civic Education.</i> (2018) GenForward at the University of Chicago. https://static1.squarespace.com/static/5e20c70a7802d9509b9aef2/t/5e66cd4feddd0f57bb759f21/1583795568756/LetsGoTherePaper_V17.pdf</p> <p>Hess, Diana. <i>Discussions That Drive Democracy.</i> (2011, September). Educational Leadership: Volume 68, Issue 1. http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Discussions-That-Drive-Democracy.aspx</p> <p>McAvoy, Paula & Hess, Diana. <i>Classroom Deliberation in an Era of Political Polarization.</i> (2013, January 16). Curriculum Inquiry: Volume 43, Issue 1. https://doi.org/10.1111/curi.12000</p> <p>McAvoy, Paula & Hess, Diana. <i>Debates and Conversations: From the Ground Up.</i> (2014, November). Educational Leadership: Volume 72, Number 3. http://www.ascd.org/publications/educational-leadership/nov14/vol72/num03/Debates-and-</p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--------------------------|-------------------|--|--|
| | | | Conversations@-From-the-Ground-Up.aspx |
| Application | 4 minutes | Have participants brainstorm how they might, or currently, use the strategies shared in this lesson in their own classrooms to support inquiry. | Slide #76 Notecatcher |
| Module Reflection | 10 minutes | The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning. | Slide #77 Post-survey: Collaborative Civic Spaces Professional Learning Survey |

Facilitator’s Guide For Collaborative Civic Spaces Module 7

7e: Strategies to Support Collaborative Civic Spaces

Professional Development Session Overview

Intended Audiences This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the *Kentucky Academic Standards (KAS) for Social Studies*.

Brief Description

In this module, participants will:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces for inquiry into compelling questions.
- Analyze strategies that can be used to support current and controversial issue discussions in inquiry.
- Explore resources that can be used to support current and controversial issue discussions in inquiry.

Schedule & Time

This section is designed to be delivered in one approximately 70 minute professional development session. Time guidelines are included in the speaker's notes on the facilitator presentation.

Notecatcher This session will be guided for participants by this [PowerPoint](#) and [notecatcher](#) worksheet. Provide an electronic or printed copy of the notecatcher to all professional learning session attendees.

Delivery Format This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit within their local educational context. This can involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with - or relates to - an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

1. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.
2. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
 - [Notecatcher Worksheet](#)

- Project Zero. (n.d.) *Compass Points thinking routine*. Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Compass%20Points_0.pdf
- Facing History and Ourselves. (n.d.) *Give One, Get One*. Teaching Strategy. <https://www.facinghistory.org/resource-library/teaching-strategies/give-one-get-one>
- Illinoiscivics.org. *Civic Learning Practice Indicators*. (n.d.) Civics Education Resource Site. <https://www.illinoiscivics.org/resources/civic-learning-practices-indicators>
- Civic Engagement Research Group- University of California- Riverside. (n.d.) *Structured Academic Controversy (SAC)*. Series CPS/CERG Civic Discussion Videos. <https://vimeo.com/302181080>
- Daneels, Mary Ellen. (2020, August) *Structured Academic Controversy Strategies for Remote Learning*. Illinoiscivics.org. <https://drive.google.com/file/d/1U2yJCzMN2YEIZ2xmBJARleQivei1oylK/view>
- Facing History and Ourselves. (n.d.) *Socratic Seminar: Social Justice*. <https://www.facinghistory.org/professional-development/ondemand/socratic-seminar-social-justice>
- Daneels, Mary Ellen. (2020, August). *Socratic Seminar Strategies for Remote Learning*. Illinoiscivics.org. <https://drive.google.com/file/d/1CET093fqthYQaadFgygTQifMSVFzKRWa/view>
- Madland, Jennifer. (2012, June 5). *Walker Middle School AVID Philosophical Chairs*. <https://www.youtube.com/watch?v=U0XTkCSb6a8>
- Daneels, Mary Ellen. (2020, August). *Philosophical Chairs Strategies for Remote Learning*. <https://drive.google.com/file/d/1CtSFyJlJ5WAjEyNhNVZtJ0pl93-yt5gS/view>
- Project Zero. (n.d.) *Connect/Extend/Challenge thinking routine*. Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_0.pdf

3. **Plan for assessment.** You can deliver pre- and post-assessments as needed for your participants. Pre- and post-assessments have been provided within the Facilitator's Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences, and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including time for participants to introduce themselves to each other, or can include more extensive discussion and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model,

facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: Strategies to Support Collaborative and Civic Spaces

Compelling Question: What strategies might connect, support and extend collaborative and civic spaces in the classroom?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-------------------------|-----------------------|--|---|
| Overview | 1 minute | Discuss the components of Module 7, and inform participants they will be engaging with section 7d entitled “Strategies to Support Collaborative Civic Spaces.” | Slide #79 |
| Group Norms | 4 minutes | Ask participants to read and review the group norms, adjusting as necessary for group needs. | Slide #80 |
| Warm Up Task | 8 minutes | Pass out the notecatcher guide. Ask participants, when you think about engaging students in inquiry around compelling questions with competing and often controversial perspectives, what excites you, worries you, what do you need to know and what are suggestions for moving forward with this idea? Complete the pre-module activity independently in the column marked “Compass Points”. | Notecatcher guide Slide #81 Project Zero. (n.d.) <i>Compass Points thinking routine</i> . Harvard Graduate School of Education. https://pz.harvard.edu/si |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|---|------------------|---|---|
| | | | tes/default/files/Compass%20Points_0.pdf |
| Give One, Get One | 5 minutes | Read instructions for “give one, get one” to participants, and have them circulate for 5 minutes in the room, discussing their compass point results to fill in the far right column of the notecatcher. | Slide #82 Notecatcher Facing History and Ourselves. (n.d.) <i>Give One, Get One</i> . Teaching Strategy. https://www.facinghistory.org/resource-library/teaching-strategies/give-one-get-one |
| Objectives | 1 minute | Read the slide to participants. | Slide #83 |
| KAS for Social Studies Instructional Shifts | 1 minute | Review the instructional shifts in the <i>KAS for Social Studies</i> , and highlight that, in this module, we will explore and experience strategies that support the cultivation and nurturing of collaborative and civic spaces to support inquiry into compelling questions with differing claims. | Slide #84 |
| Attributes of Dialogue in Collaborative and Civic Spaces | 2 minutes | Use the information on the next two slides to summarize the attributes of dialogue in collaborative and civic spaces outlined in Civic Learning Practices Indicators: Current and Controversial Issues from illinoiscivics.org . | Slide #85-86 Use the information on the next two slides to summarize the attributes of dialogue in collaborative and civic spaces outlined in Civic Learning Practices Indicators: Current and Controversial Issues from illinoiscivics.org . Illinoiscivics.org . <i>Civic Learning Practice Indicators</i> . (n.d.) Civics Education Resource Site. https://www.illinoiscivics.org/resources/civic-learning-practices-indicators |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--|-------------------|---|--|
| Structured Academic Controversy | 10 minutes | <p>Instruct participants that they are going to analyze three strategies on their notecatcher based on the top ten list of dialogue in collaborative and civic spaces. They will begin with Structured Academic Controversy.</p> <p>For guidance on how to conduct structured academic controversy in a remote setting, visit https://drive.google.com/file/d/1U2yJCzMN2YEIZ2xmBJARleQivei1oylK/view. Note: this guidance discusses using break out rooms and students recording responses to be shared. Consult your local school policies regarding remote learning to determine if this guidance aligns with the policies of your local school.</p> | <p>Slide #87 Notecatcher</p> <p>Civic Engagement Research Group- University of California- Riverside. (n.d.) <i>Structured Academic Controversy (SAC)</i>. Series CPS/CERG Civic Discussion Videos. https://vimeo.com/302181080</p> <p>Daneels, Mary Ellen. (2020, August) <i>Structured Academic Controversy Strategies for Remote Learning</i>. Illinoiscivics.org. https://drive.google.com/file/d/1U2yJCzMN2YEIZ2xmBJARleQivei1oylK/view</p> |
| Socratic Seminar | 10 minutes | <p>Instruct participants that they are going to analyze Socratic Seminar on their notecatcher based on the top ten list of dialogue in collaborative and civic spaces.</p> <p>For guidance on how to conduct Socratic Seminars in a remote setting, visit https://drive.google.com/file/d/1CET093fqthYQaadFgygTQjfMSVFzKRWa/view. Note: this guidance discusses using break out rooms and students recording responses to be shared. Consult your local school policies regarding remote learning to determine if this guidance aligns with the policies of your local school.</p> | <p>Slide #88 Notecatcher Guide</p> <p>Facing History and Ourselves. (n.d.) <i>Socratic Seminar: Social Justice</i>. https://www.facinghistory.org/professional-development/ondemand/socratic-seminar-social-justice</p> <p>Daneels, Mary Ellen. (2020, August). <i>Socratic Seminar Strategies for Remote Learning</i>. Illinoiscivics.org. https://drive.google.com/file/d/1CET093fqthYQaadFgygTQjfMSVFzKRWa/view</p> |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|-----------------------------|-------------------|--|---|
| | | | W |
| Philosophical Chairs | 6 minutes | <p>Instruct participants that they are going to analyze Philosophical Chairs on their notecatcher based on the top ten list of dialogue in collaborative and civic spaces.</p> <p>For guidance on how to conduct Philosophical Chairs in a remote setting, visit https://drive.google.com/file/d/1CtSFyJlj5WAjEyNhNVZtJ0pl93-yt5gS/view. Note: this guidance discusses using break out rooms and students recording responses to be shared. Consult your local school policies regarding remote learning to determine if this guidance aligns with the policies of your local school.</p> | <p>Slide #89 Notecatcher</p> <p>Madland, Jennifer. (2012, June 5). <i>Walker Middle School AVID Philosophical Chairs</i>. https://www.youtube.com/watch?v=U0XTkCSb6a8</p> <p>Daneels, Mary Ellen. (2020, August). <i>Philosophical Chairs Strategies for Remote Learning</i>. https://drive.google.com/file/d/1CtSFyJlj5WAjEyNhNVZtJ0pl93-yt5gS/view</p> |
| Deeper Learning | 1 minute | Share these links for resources to extend learning. | Slide #90 |
| Reflection | 10 minutes | Have participants reflect on their learning in this module using the Thinking Strategy from Project Zero: Connect/ Extend/ Challenge . | <p>Slide #91 Notecatcher Connect-Support-Extend handout</p> <p>Project Zero. (n.d.) <i>Connect/Extend/Challenge thinking routine</i>. Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_0.pdf</p> |
| Application | 4 minutes | Have participants brainstorm how they might, or currently, use the strategies shared in this lesson in their own classrooms to support inquiry. | Slide #92 Notecatcher |
| Module Reflection | 10 minutes | The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as | Slide #93 |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|------------------|----------------|--|---|
| | | <p>you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p> | <p>Post-survey: Collaborative Civic Spaces Professional Learning Survey</p> |

Facilitator's Guide For Collaborative Civic Spaces Module 7

Module 7f: Reflection

Professional Learning Session Overview

- Intended Audiences** This resource was developed to be broadly used with K-12 teachers and administrators in preparation for the implementation of the [Kentucky Academic Standards \(KAS\) for Social Studies](#).
- Brief Description** In this module, participants will:
- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces.
 - Examine data that highlights some of the challenges to creating collaborative civic spaces.
 - Examine the role of teachers and students in building a collaborative civic space.
 - Explore tools and resources to engage student voice in building a collaborative civic space.
 - Examine the proven practice of current and controversial issue discussions.
 - Analyze strategies that can be used to support current and controversial issue discussions in inquiry.
- Schedule & Time** This section may be delivered in an approximately 90 minute professional learning session. Note: The time devoted to this particular section of the module may vary depending on participant access of resources. See information provided in the facilitator's guide below for more information. Time guidelines are included in the speaker's notes on the facilitator presentation.
- Notecatcher** This session will be guided for participants by this [PowerPoint](#) and [notecatcher](#) worksheet. Provide an electronic or printed copy of the notecatcher to all professional learning session attendees.
- Delivery Format** This module could be facilitated within a Professional Learning Community meeting, used in conjunction with other modules for a Professional Learning Day, or completed as self-directed learning.

Customizing this Resource to your Local Context & Using Different Delivery Platforms

We strongly encourage facilitators using this resource to customize it to deeply fit within their local educational context. This may involve: (a) using local examples that will be quickly understood by the audience, (b) highlighting how a particular strategy fits with - or relates to - an existing local approach or system, or (c) connecting the work to local communities or populations that are served.

How to Prepare to Use this Resource

These are the recommended steps for preparing to use this resource with a group:

7. **Read all of the materials** related to the resource - including this Facilitator's Guide, the slides, notecatcher, the speaker notes provided for each slide and the referenced resources.

8. **Make copies or provide an electronic copy of resources referenced in the session.** We recommend that you make a copy of the following resources for all participants as a good starting point in the work:
 - Consider maintaining a Google document to house the reflections found in Section 7f: Reflection for continued consideration and further application.
 - Project Zero. (n.d.) *What makes you say that? thinking routine*. Harvard Graduate School of Education.
https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf
 - Civic Engagement Research Group- University of California- Riverside. (n.d.) *Part I: Student-Centered Civic Discussion and Deliberation*. Series CPS/CERG Civic Discussion Videos. <https://vimeo.com/292405879>
 - Project Zero. (n.d.). *The 3 Y's thinking routine*. Harvard Graduate School of Education.
https://pz.harvard.edu/sites/default/files/The%203%20Ys_1.pdf
 - Illinoiscivics.org. *Remote Learning Toolkit*. (2020) Civics Education Resource Site.
<https://www.illinoiscivics.org/resources/remote-learning>

9. **Plan for assessment.** You can facilitate reflections and pre- and post - assessments as needed for your participants. Reflections and/or pre- and post - assessments have been provided within the Facilitator Guide.

Building a Community and Developing Group Norms

Working to build community and establishing group norms is important for any group that will work together, especially if the participants have not worked together regularly before. Including time in each session for community-building shows participants that their time, experiences and ideas are valuable and engages them as active contributors to the session. It can also help participants to create a network of support for each other's work. Community-building can be as simple as including time for participants to introduce themselves to each other or can include more extensive discussion

and shared development of group norms. Extensive resources exist to support such work. Here are just a few ideas to get started:

Developing Group Norms

Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. Group norms can be developed in several ways: They may be generated and negotiated by the participants, facilitators might generate and post them, or, in a hybrid model, facilitators might seed a “starter” set of norms to be edited by the participants. Some norms may include:

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

Discussion Prompts

Facilitators may include discussion prompts that allow for participants to share their experiences and interests with each other in a way that prepares the group to engage with the session topic.

Discussion questions may include:

- What is your prior experience with today’s topic?
- What do you hope to gain from today’s session?
- What successes or challenges have you experienced in relation to this topic?

Presentation Outline with Speaker Notes

Title: Introduction

Compelling Question: What is your why?

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|----------------------------|-----------------------|---|---|
| Group Norms | 3 minutes | Ask participants to read and review the group norms, adjusting as necessary for group needs. | Slide #95 |
| Overview | 1 minute | Discuss the components of Module 7, and inform participants they will be engaging with the section 7a entitled “Introduction?” | Slide #96 |
| Module Objectives | 5 minutes | Discuss the goals of Module 7. | Slide #97 |
| Compelling Question | 5 minutes | Ask participants, Individually, with a partner, a small grade-banded group or Professional Learning Community, to answer the compelling questions found throughout the module using the What Makes You Say That? thinking strategy. | Slide #98 Project Zero. (n.d.) <i>What Makes You Say That? thinking routine</i> . Harvard |

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|------------------------------|--|--|--|
| | | | Graduate School of Education. https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf |
| Why try it? | 10 minutes | As participants watch the clip, have them reflect on why they should engage in this work. Participants merely need to think about this question as they watch this clip; there is no need to write anything down at this point as they will have structured time to reflect on the video after viewing. | Slide #99 Civic Engagement Research Group- University of California- Riverside. (n.d.) <i>Part I: Student-Centered Civic Discussion and Deliberation</i> . Series CPS/CERG Civic Discussion Videos. https://vimeo.com/292405879 |
| Why Try It Reflection | 10 minutes | Have participants individually, with a partner, a small grade-banded group or their Professional Learning Community, reflect on the question, “Why Try it?” using the 3 Y’s thinking strategy. Use this strategy to answer the questions below regarding why they should engage in student-centered civic discussion and deliberation. As participants engage in this work, consider keeping a record of the participants responses that others can see. Participants may record their responses using a Google doc or post-it-notes. | Slide #100 Project Zero. (n.d.). <i>The 3 Y’s thinking routine</i> . Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/The%203%20Ys_1.pdf |
| Brave New World | 30 - 60 minutes (depending on participant access of resources) | Ask participants, individually, with a partner, a small grade-banded group or Professional Learning Community, engage with the section entitled, “Creating a Safe and Reflective Online Community.” As participants review the components of this section, have them create a Mind Map to visually organize the information presented. Mind mapping is a non-linear, graphic way of organizing information that allows individuals to focus on the relationships between ideas. For more information on Mind Mapping, watch Mind Mapping or visit Mind Mapping . For the purposes of this activity, students would identify safe and reflective online communities as their main topic of study. | Slide #101 Illinoiscivics.org. <i>Remote Learning Toolkit</i> . (2020) Civics Education Resource Site. https://www.illinoiscivics.org/resources/remote-learning |

| Title of Section | Estimated Time | Steps and Talking Points | Resources |
|--------------------------|-------------------|---|-------------------|
| Reflection | 10 minutes | <p>Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this module. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support.</p> <p>Consider maintaining a Google document to house these reflections for continued consideration and further application.</p> | Slide #102 |
| Application | 5 minutes | How might the strategies in this module be used to support the cultivation and nurturing of collaborative civic spaces? | Slide #103 |
| Module Reflection | 5 minutes | <p>The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.</p> <p>Post-survey: Collaborative Civic Spaces Professional Learning Survey</p> | Slide #104 |

Module Attribution

Collaborative Civic Spaces was originally created by Mary Ellen Daneels for the Hawaii Department of Education, Office of Curriculum and Instructional Design, as seen at <https://sites.google.com/view/hawaiicorestandardsforsocialst/online-professional-development-modules> and has been modified here with permission.

All content was based on Colorado Department of Education – Standards and Instructional Support Modules <https://sitesed.cde.state.co.us/course/index.php?categoryid=24>.