



## How Do We Support Student Sensemaking With Equitable Discourse?

### Design of Module

- The Supporting Student Sensemaking With Equitable Discourse module, contains materials to be used in professional learning sessions at the district, school or department level. This module is intended to provide guidance in the successful implementation of equitable academic discourse, supporting the three-dimensional student learning called for in the *Kentucky Academic Standards (KAS) for Science*.
- This module utilizes an open educational resource to provide participants with a learning experience symmetrical to the classroom. Through that experience, the participants are immersed in equitable academic discourse to see what it looks, sounds, and feels like as a learner.
- This module is divided into five sessions. It is recommended that the sequence of the sessions be maintained since each session builds upon one another. Skipping parts may result in less effective learning about how the driving question board can support coherence and equity in the science classroom. Within each session, participants will be planning their next steps for implementing equitable academic discourse.
- This module is designed to be administered in one and a half to two-hour professional learning sessions; however, the timeline and work sessions can be adjusted to best fit the structures schools and districts already have in place.
- Module facilitators may include, but are not limited to, a department chair, teacher leader or curriculum specialist, district leadership, school administrators, higher ed faculty, etc. With that in mind, the facilitator notes include content information and potential talking points intended to provide support to a facilitator who does not have extensive science experience.

### Goals of Module:

- **Establish** a learning environment where all students have equitable access and opportunity to learn through discourse.
- **Develop** a collaborative understanding of equitable academic discourse that supports student sensemaking.
- **Explore** how both teachers and students contribute to equitable academic discourse.
- **Examine** why we should use equitable academic discourse in the science classroom.
- Intentionally **plan** for equitable academic discourse.

### Session Focus Questions:

**Session A:** How can we establish a learning environment to ensure all students have equitable access and opportunity to learn?

**Session B:** What is equitable academic discourse and how does it support student sensemaking in the science classroom?

**Session C:** How can both teachers and students contribute to equitable academic discourse?

**Session D:** Why should equitable academic discourse be used in the science classroom and how does it support the development of science ideas and skills contained in the *Kentucky Academic Standards for Science*?

**Session E:** How might we intentionally plan for equitable academic discourse to support student sensemaking in the classroom?