

Title: Facilitating Controversial Conversations in K-12 Classrooms

About this Micro-credential	<p><u>Key Outcomes for Participants:</u></p> <p>Successful completion of this micro-credential means that educators have provided evidence that they will:</p> <ul style="list-style-type: none">● establish a set of guidelines that determine open, settled, and off-limits topics;● create classroom norms for discussion of controversial topics and events;● gain foundational knowledge about controversial topics and events prior to facilitating controversial conversations;● utilize resources that present multiple topical perspectives, opposing topical viewpoints, and strategies for facilitating controversial classroom discussions;● engage students in civics through: conducting research using several resources, discussing the facts linked to the controversy, determining points of view, supporting a point of view with evidence gathered from research, listening to opposing points of view and engaging in a debate, and proposing solutions;● develop a classroom environment fostering civic engagement through student agency (empowerment & action), student voice, and skills.
Supporting Research	<ul style="list-style-type: none">● If It's Controversial, Why Teach It?● The Controversy Over Controversial Issues● Why We Need Controversy In Our Classrooms● The Paradox of Partisanship
Resources	<ul style="list-style-type: none">● Instructional Strategies for Teaching Controversial Topics● Facilitating Challenging Conversations in the Classroom● Open, Settled, and Avoided Questions● Structured Academic Controversy: What Should We Do?● Handbook for Facilitating Difficult Conversations in the Classroom● Sample Norms for Classroom Discussions● Current Events in Your Classroom: Teaching Ideas, Activities, and Strategies for Middle and High School Students

<p>Submission Requirements (assessments)</p>	<p>Part 1: Plan for laying the groundwork for productive controversial discussions including the process for selection of topics, establishing norms, and gaining foundational knowledge.</p> <p>Part 2: Design Instructional Plans for Active Learning to address this statement from the Massachusetts History and Social Science Framework: <i>People who are prepared to continue the legacy of democracy in the United States are prepared to discuss complex and controversial issues and ideas with people of different views, learning to speak with clarity and respectfulness.</i></p> <p>Part 3: Evidence of student engagement with teacher reflection.</p>
<p>Submission Guidelines</p>	<p>After reading the supporting research and using the resources provided submit:</p> <p>Part 1:</p> <ol style="list-style-type: none"> 1. A plan that demonstrates evidence of your learning in action 2. A narrative to “make the case” about how the evidence you provided supports your demonstration of the targeted outcome <p>Part 2:</p> <ol style="list-style-type: none"> 1. Instructional Plans relevant to the learning in action 2. A narrative to “make the case” using supportive citations about how the Instructional Plans provide evidence of targeted outcomes including both the utilization of resources and the engagement of students through civics <p>Part 3:</p> <ol style="list-style-type: none"> 1. Artifacts and student work samples of your students' engagement with the learning 2. Activities and assignments that students have completed with assessment results 3. Teacher Reflection: <ul style="list-style-type: none"> ● How did this work support students in discussing complex and controversial ideas with people of different viewpoints respectfully and with clarity? Please use specific examples from student work or observations. ● What challenges did you face? ● How did you overcome them?

Evaluation Criteria	From Submission Guidelines	Met Criteria
	<p>Part 1:</p> <p>1. A plan that demonstrates evidence of your learning in action</p> <p>2. A narrative to “make the case” about how the evidence you provided supports your demonstration of the targeted outcome</p>	<p>1. Plan and narrative for laying the groundwork for productive controversial discussions are included.</p> <p>2. Plan includes and narrative supports, the criteria for selection of topics, plan for establishing classroom norms for discussion of controversial topics, and process for establishing foundational knowledge of controversial topics and events.</p>
<p>Part 2</p> <p>1. Instructional Plans relevant to the learning in action</p> <p>2. A narrative to “make the case” using supportive citations about how the Instructional Plans provide evidence of targeted outcomes including both the utilization of resources and the engagement of students through civics</p>	<p>Instructional Plans and narrative make the case for engaging students in civics includes all of the following elements: conducting research using several resources, discussing the facts linked to the controversy, determining points of view, supporting a point of view with evidence gathered from research, listening to opposing points of view and engaging in a debate, and proposing solutions.</p>	
<p>Part 3:</p> <p>1. Artifacts and student work samples of their students' engagement with the learning</p> <p>2. Activities and assignments that students have completed with assessment results</p> <p>3. Teacher Reflection: How did this work support students in</p>	<p>1. Artifacts and student work show students discussing controversial topics using detailed facts linked to the controversy, actively listening to opposing viewpoints respectfully, and working collaboratively to solve related problems.</p> <p>2. Activities and student assignments show students successfully conducting research using several resources, applying the facts linked to the controversy to determine and support their points of</p>	

	<p>discussing complex and controversial ideas with people of different viewpoints respectfully and with clarity? What challenges did you face? How did you overcome them? Please use specific examples from student work or observations.</p>	<p>view, re-stating opposing viewpoints after listening to the case made for them, and proposing solutions to related controversial problems.</p> <p>3. Reflection answers all questions and cites specific examples from Instructional Plans, student assignments and activities, and observations.</p>