

Developed in collaboration with Discovering Justice, Ann Gogol

Title: Facilitating Controversial Conversations in K-12 Classrooms
(Approximate length of time to complete – 10 hours = 10 PDP Points)

<p>About this Micro- credential</p>	<p>Key Outcomes for Participants:</p> <p>Successful completion of this micro credential means that educators provided evidence that they:</p> <p>Plan for gaining foundational knowledge about controversial topics and events.</p> <p>Utilize resources that present multiple topical perspectives, opposing topical viewpoints, and strategies for facilitating controversial classroom discussions.</p> <p>Plan for establishing a set of guidelines that determine open, settled, and off-limits topics.</p> <p>Plan for establishing classroom norms for discussion of controversial topics and events.</p> <p>Plan for engaging 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.</p> <p>Develop a classroom environment fostering civic engagement through student agency (empowerment & action), student voice, and skills.</p>
<p>Supporting Research</p>	<p>If It's Controversial, Why Teach It?</p> <p>The Controversy Over Controversial Issues</p> <p>Why We Need Controversy In Our Classrooms</p> <p>The Paradox of Partisanship</p>
<p>Resources</p>	<p>Instructional Strategies for Teaching Controversial Topics</p> <p>Facilitating Challenging Conversations in the Classroom</p> <p>Open, Settled, and Avoided Questions</p> <p>Structured Academic Controversy: What Should We Do?</p> <p>Handbook for Facilitating Difficult Conversations in the Classroom</p>

	<p>Sample Norms for Classroom Discussions</p> <p>Current Events in Your Classroom: Teaching Ideas, Activities, and Strategies for Middle and High School Students</p>
<p>Submission Requirements (assessments)</p>	<p>Part 1: Planning for laying the groundwork for productive controversial discussions including the process for establishing foundational knowledge, selection of topics, and establishing norms.</p> <p>Part 2: Designing Instructional Plans for Active Learning to address this statement from the Massachusetts History and Social Science Framework: 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.</p> <p>Part 3: Evidence of student engagement with teacher reflection</p>
<p>Submission Guidelines</p>	<p>Part 1:</p> <p>Evidence of your learning in action</p> <p>Narrative to “make the case” for why the evidence you provided supports your demonstration of the outcome targeted.</p> <p>Part 2:</p> <p>Instructional plan relevant to the learning in action</p> <p>Narrative to “make the case” using supportive citations about the instructional plan provides evidence of targeted outcomes</p> <p>Part 3:</p> <p>Artifacts and student work samples of their students' engagement with the learning</p> <p>Activities and assignments that students have completed with assessment results</p> <p>Teacher Reflection: 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?</p>

	<p>2. Narrative to “make the case” using supportive citations about the instructional plan provides evidence of targeted outcomes</p>	<p>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 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>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 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 plan, student assignments and activities, and observations.</p>

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