Facilitation Guide - Disciplinary Literacy: Framing Problems and Setting Purpose, Course 2

EduPaths Disciplinary Literacy courses are intended for secondary educators and instructional leaders in all content areas looking to learn about the Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom: Grades 6 to 12 in an effort to improve adolescent literacy. The learning activities are specifically designed to support interdisciplinary educator teams, although individual educators are invited to enroll and join as well. Free SCECHs are available. Click here for more details and to register!

This facilitation guide is designed to support teams, Professional Learning Communities, or other groups of educators as they engage with course content–either within the EduPaths course or through the use of the provided slide deck. The facilitation guide can also be easily adapted for virtual learning; see the Glossary of Facilitation Moves for adaptation suggestions.

Edupaths Login Information

- *Educators in Michigan and beyond, who don't currently have an EduPaths account or are not able to leverage the Single Sign-On (SSO) integration, can request a personal account. Please navigate to the Account Request page: https://www.edupaths.org/account-request.*

SCECH Information

- *You can earn one SCECH for your completion of this course within Edupaths. If you are completing the course as a group, it is recommended that all participants register and move through the course with their audio on mute, while one person projects their device to a shared screen.*
- *Bulk enrollment is available if you are facilitating learning for a group of teachers. Please reach out to edupaths@gomaisa.org for bulk enrollment options.*
- *Districts can also upload participation in this course (or the provided slide deck) to MDE to count towards District Provided Professional Development (DPPD).*
- *ISDs who lead professional learning with course content are able to offer participants additional SCECHs based on the total facilitation time (versus one SCECH offered through Edupaths).*

If you would like a conversation partner to support your thinking around facilitating this course or implementing Disciplinary Literacy Essentials in your setting fill out this form. Our team will connect with you soon.

Resources

- Slide Deck This View Only slide deck includes the content from Course 2 and should be used if participants are not completing the course within EduPaths. Facilitators may choose to make a copy of the slide deck and adjust for their context. The speaker notes provide a suggested script. Facilitators may choose to add prompts to the slide deck to support participants.
- Glossary of Facilitation Moves
- Disciplinary Literacy Essentials: Beyond the Core Guide

Learning Objectives - By the end of this course, you will be able to…

- Identify and develop authentic problems or questions to drive student learning and literacy development
- Help students learn to develop their own questions and use those questions to drive disciplinary learning
- Name approaches that build student engagement through student choice
- Consider opportunities to connect the school and broader community

This course is organized into four sections:	Approximate length of narrated video within EduPaths	Approximate total facilitation time (includes narrated video)
Introduction section	4 minutes	10 minutes
Section 1: How Can We Create Authentic Purposes for Learning?	20 minutes	45 minutes
Section 2: How Can We Support Students in Developing Questions to Guide Learning?	16 minutes	41 minutes
Section 3: How Can We Increase Engagement Through Student Choice?	10 minutes	29 minutes
Section 4: How Might We Connect the School and Our Community?	11 minutes	36 minutes
Course Reflection (required for SCECHs)		
Estimated total engagement time for Course 2 using the facilitation moves in this guide.	2 hours, 40 minutes	

Course Outline & Facilitation Recommendations

Topic / Segment	Content	Slides	Facilitation Recommendations
Introduction Section			
Welcome & Questions to be explored in this course	• How can we create authentic purposes for learning? • How can we support students in developing questions to guide learning? • How can we increase engagement through student choice? • How might we connect the school and our community? • How can Practices 1 and 9 in the Essential Practices for Disciplinary Literacy Instruction support us?		Copies of Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom You may want to have participants discuss which of these questions they are most interested in learning more about.
Explore the Purpose Statement	• Purpose Statement		Provide 2 minutes for participants to read the purpose statement. Consider using a Text-Rendering Protocol with the purpose statement to engage participants in a deeper

			discussion of the purpose. (6-10 min)
Check for Understanding	• What is the purpose of the Essential Practices Document?		Ask participants which response best answers the question about the purpose of the document.
Section 1: How Can We Create Authentic Purposes for Learning?			
Quick Review of Course 1	• Overview of three BIG ideas from course 1.		
Practice One: Problem-Based Instruction	• Problem or Question to provide purpose and context • Engaging in discipline-specific activities to pursue inquiry/investigation		
Unpacking "Practices"	• Our definition of "practices": What the teacher does to support student learning. • A model of Disciplinary Literacy Practices from Dr. Moje • Spires instructional model		Facilitator- print slides 12 & 13 as handouts to look at Spires & Moje's instructional models. In partners, compare the two models, using the See-Think-Wonder protocol. What do you notice about the two models? Reflect: How is this approach to teaching and learning similar to or different from your instructional practice? (5 minutes to discuss in pairs, 8 if you have trios)
What do these ideas look like when put into practice?	• Questions are in different grain-size: ○ Unit level, lesson level, activity/text level • Teacher-centered knowledge transmission, banking model vs. student-centered, problem-, or inquiry-driven model		
Question/ Problem Frame	• How to turn a topic into a problem • 8 Characteristics of a good question/ problem frame		Provide copies of this resource: 8 Characteristics of a good question/ problem frame in order to discuss: • To whom is a problem frame authentic and what purpose? • Who has the agency to ask questions? • How might you use these elements to support your planning?

Stop and Jot	• Select one question. • Re-write or create a new, related question that better meets the 8 criteria.		Provide about 5 minutes for participants to re-write or create a new, related question that better meets the 8 criteria. -Share aloud if time permits
8 Criteria Help to Find the Right Problem or Question to Drive a Unit	• Examples of problem frames for different content areas.		Depending on your audience, click on at least two different disciplinary examples and review the levels of questions at the course, unit, and activity/text level.

How to sustain inquiry and keep a problem present	• Review of how to sustain inquiry & keep a problem present
	• Resource Hubs - recommended resources to support practice 1
	  ○ Multidisciplinary (2 options)
	  ○ Content Specific
			Consider providing 10 minutes to allow participants to explore the resource hubs.
			
			Resource Hubs Google Drive Folder

Video: How do you identify and develop authentic problems or questions?	• Social Studies Examples with Amy Niklasch • ELA Example with Jeffrey Austin		Amy Niklasch SS Video Transcript Jeffrey Austin ELA Video Transcript After watching both videos, ask participants to discuss with a partner the similarities and differences between the ideas in the two videos.
Try Tomorrow			Turn and Talk about the options for "Try Tomorrow" (3 min)
Section 2: How Can We Support Students in Developing Questions to Guide Learning?			
Essential Practice #1: Problem-or Project-Based Instruction	• Bullet 1: The teacher engages in developing and asking questions, as well as planning inquiries.		Disciplinary Alignments (Essential #1, Bullet 1) Think, Pair, Share: (5 min)What similarities do you notice? What differences do you see? If group size allows, we suggest using a protocol that allows participants to move, such as random partner matches
Video: The Question Formulation Technique (QFT)	• While watching the video consider: What does QFT look like and sound like in action?		Video transcript Optional: Note-taking document

The QFT on one slide	1) Question Focus 2) Produce your Questions 3) Improve Your Questions 4) Strategize 5) Reflect Unpacking the QFT: three thinking abilities 1. Divergent thinking 2. Convergent thinking 3. Metacognitive thinking		QFT Outline Stop and Jot: How is QFT similar or different from the types of questioning in your classroom? (5 min)
Driving Question and Need-to-Know Questions	• Goal of a driving question is to frame the focus of the activity, project, or unit of study to invite student curiosity and engagement		Optional Resource: Step by step guide to driving question and need-to-know questions
Stop and Jot	• Why might it be important for students to develop good questions as part of teaching and learning in your classroom?		Provide time for participants to pair up with someone in their content area to discuss the stop and jot question. Whole group share out afterward. (10 min) If group size allows, we suggest using a protocol that allows participants to move, such as asking participants to form small groups by content area.
Try Tomorrow	1. Guide students through the Question Formulation Technique 2. Engage students in developing Need-to-Know questions aligned to the problem frame for current unit 3. As students to reflect on their progress with inquiry questions and set goals.		Consider asking participants to indicate which number they might want to try. (5 min) Optional: allow time for teams to talk to each other about their choice
Section 3: How Can We Increase Engagement Through Student Choice?			
Essential Practice #1: Problem- or Project-Based Instruction	The teacher provides regular opportunities for students to make choices in their reading, writing, and communication As you look at these examples, What would it look like for your secondary students to make choices in their reading, writing, and communication in		Disciplinary Alignments There is no audio within EduPathsfor these portions, so the facilitator can ask the participants to read the bullets for each discipline (3 minutes).

	secondary classrooms as they move class to class? Did you envision students engaging in text and communication in discipline-specific ways?		
Teacher Support/ Control vs. Student Choice	Continuum of teacher support & control vs. Student Choice		Reflect: How does the image relate to instruction in your context? During which activities does instruction align to the left side of the image? The center? The right? (1 min)
Differentiated Instruction, Student Choice, and Disciplinary Literacy	• Differentiated instruction is based on the modification of four elements: content, process, product, & affect/learning environment. • Examples of Differentiation • Benefits of Differentiated instruction, student choice, and disciplinary literacy		Key Elements of Differentiated Instruction Consider inviting participants to stand and group together by content to discuss (10 min): How might you differentiate the content for students in your discipline?
Try Tomorrow	Choice Boards		Article on Choice Boards Turn and Talk about the options for "Try Tomorrow" (5 min): What is a unit in your content area where you could use choice boards? What types of choices would be included on your board?
Section 4: How Might We Connect the School and Our Community?			
Essential Practice #9: Community Networking	• Teacher helps students connect and build on in and out of school literacy practices and identities • Invites community member into the classroom • Students share knowledge with authentic audiences • First step is getting to know your students' community		Participants read through essential practice #9 Disciplinary Alignments Turn and Talk: Choose one bullet that particularly resonates with you. (5 min)
Funds of Knowledge	• Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being • Resources from life experiences and in connection to community and social networks		Think, Pair, Share: What problems are being addressed in your community that teachers may be able to bring into the classroom? (5 min)

	• Helps teachers and students tap into valuable resources and extend knowledge • Examples of Community Issues		

Supporting and Expanding Student Identities - a brief review	• Support and Expand Students' Identities
	  ○ Affirm and strengthen current identities
	  ○ Value knowledge of families & communities
	  ○ Support students in assuming new identities within academic disciplines
	  ○ Help students navigate across new literacy and language practices.
	• Social and Emotional Learning
	  ○ Develop healthy identities
	  ○ Achieve personal and collective goals
	  ○ Authentic school-family-community partnerships
	  ○ Rigorous and meaningful curriculum and instruction
			Optional stop & jot question: How can you leverage a current or upcoming unit to support or expand on students' identities?

Recommended Resources to Support Practice 1 and 9	• Multidisciplinary
	  ○ Great Lakes Steward Initiative
	  ○ Earthforce Community Environmental Inventory
	• Content Specific Resources
			Resources to Support Practices 1 and 9
			
			Give participants time to read through discipline specific suggestions and share out as a group ways they are thinking of using content specific resources. (10 min)

Try Tomorrow	Consider the following ways you might bring a community lens to learning through content as inquiry: • Consider student interest and community connections for the inquiry/investigation • Review available resources in the community • Think about authentic ways students might share their learning with members of the community		Allow participants time to reflect and then survey which option they are thinking of trying first by a show of hands. (2 min)
Key Terms	Review of key ideas learned in the		

Addressed in this Course	course: • Inquiry-based learning • Problem frames • Choice • Engagement & motivation • Funds of knowledge		
Conclusion	• Student-centered, disciplinary literacy instruction & purpose setting • Problems, questions, or phenomena can frame use of literacy practices • Student engagement connected to ways problems/questions are presented • Tap into student's communities, experiences, and funds of knowledge • Connection between teacher control and student choice		Write a summary of the key ideas you want to remember. What was the most important point? (3 min) OR Look back at the questions we hoped to answer at the start of the webinar. Discuss your answers as a group.
Final Course Reflection	Within EduPaths: Now that you have completed this course, share your reflection in response to the questions that follow. • As you consider reframing a current unit of study (or building a new one), what level of support and control will you provide students as they investigate a compelling disciplinary issue and contribute their own critical thinking to potential approaches or solutions? When you complete your response, click Post Reply. Take time to respond to at least two colleagues as well. Slide 58 has similar content.		
We Appreciate Your Feedback	Edupaths Course Feedback Form - Please ensure that each participant completes their own feedback form to help the Task Force create future professional learning offerings and so that we have accurate statewide participation data. Facilitation Guide Feedback Form - Facilitators can use this form to provide feedback on the extent to which the facilitation guide supported them.		
Share the Love	Are you proud of your class, team, or district's work in disciplinary literacy? We'd love to hear about it! If you are willing to be interviewed on your current use of disciplinary literacy instructional practices, please email jenelle.williams@oakland.k12.mi.us with a brief letter of interest.		