



Goal Setting with Civil Discourse Walk-Through Tool: Single-Point Rubric Notetaker

BY SARAH LANE

Ideas and Feedback	Civil Discourse Categories and Implementation See reverse for examples	Strengths
	Student Actions: AWARE Assert Wonder Accept Respect Establish	
	Teacher Actions Developing the Classroom Environment and Culture	
	Teacher Actions Discussion Management	

Student Actions: AWARE

Assert	- Clearly state viewpoints with credible facts - Acknowledge areas of agreement and connection with others
Wonder	- Consider other perspectives and ask questions about their viewpoints - Reflect on responses - Connect to how identity and experiences influence views
Accept	- Openness to the fact that others may not change their viewpoint or may be open to changing one's own viewpoint - Openness to disagreements - Listens and responds to others without pressuring other students to take on their viewpoint - Students stay engaged and do not quit a conversation due to frustration
Respect	- Active listening - Respectful language and avoidance of stereotypes or name-calling - Positive body language, voice, and tone during disagreements

Teacher Actions: Classroom Environment and Facilitation

Developing Classroom Environment and Culture	- Civil discourse norms posted or digitally available; teacher may redirect to norms as needed - Seating arrangements may be flexible or adaptable for student discussions and collaboration - Reflective practices and community building to make the classroom a safe space for sharing differing viewpoints - Variety of resources provided for student research
Discussion Management	- Teacher modeling and implementation of AWARE - Civil discourse strategies or formats implemented (examples) - Goals for discussion shared and understood by students - Questions to support discourse and viewpoint diversity - Models respectful listening, uses neutral language, and acknowledges multiple perspectives - Encourages quieter students to participate and helps manage students who may monopolize the conversation - De-escalates as necessary with redirection to students with supporting norms

