



The Florida Joint
Center for Citizenship
A Partnership for Florida's Civic Health

CAROLINA 
www.CarolinaK12.org

Free PD &
Resources



T2T
Collab



Today:

- Project Overview.
- Content of PD this year: Academic Discussion strategies
- Working with your Teacher Leader and Cohort.
- Next steps.

A little background...

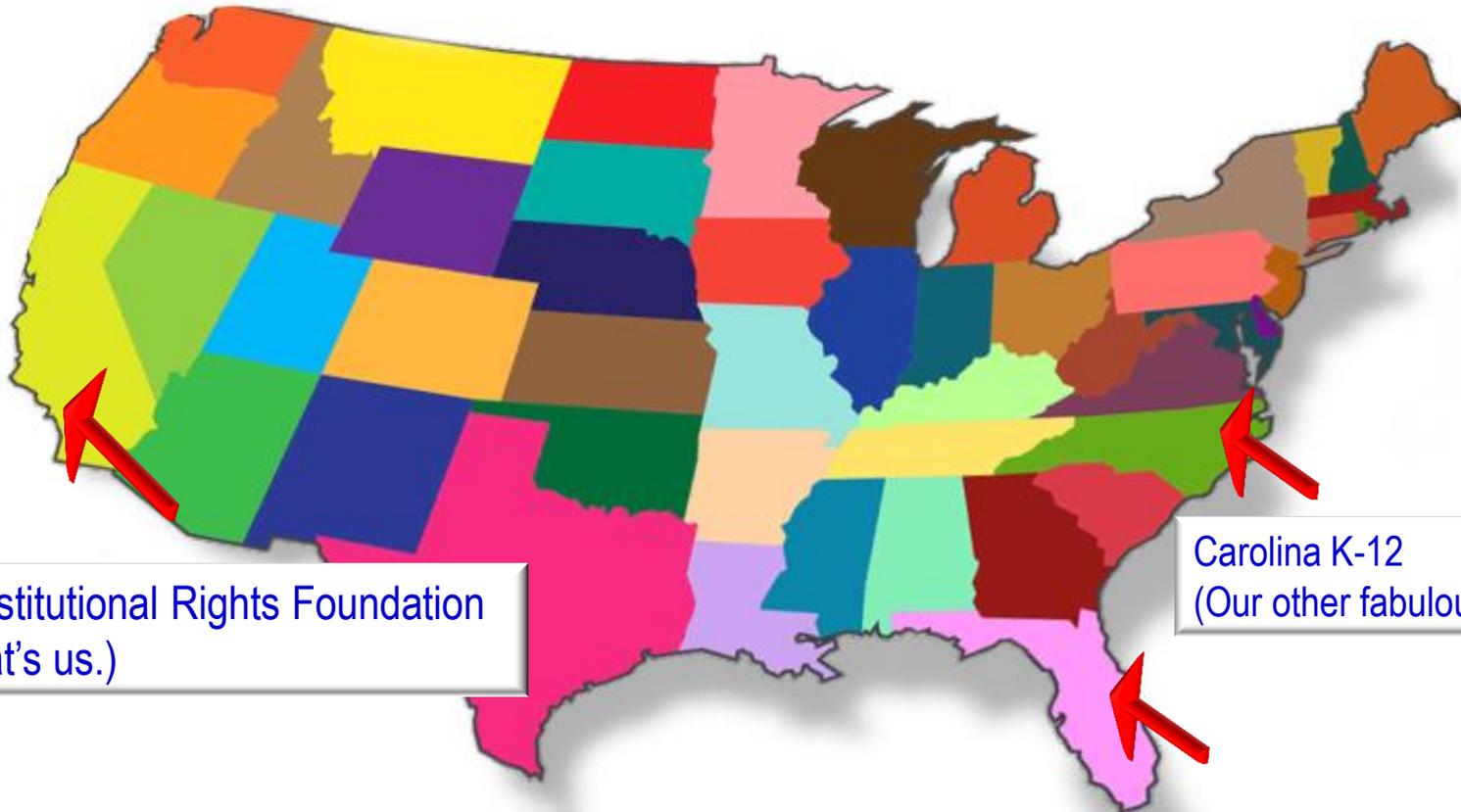
The Bill & Melinda Gates Foundation

Center for the Future of Teaching & Learning at WestEd

Sixteen national organizations invited to apply. Six were funded.

CRF • National Writing Project • Teach Plus • Readworks

National Board of Teaching Standards • Teaching Matters



Constitutional Rights Foundation
(That's us.)

Carolina K-12
(Our other fabulous partner.)

Florida Joint Center for Citizenship
(Our fabulous partner.)



Constitutional
Rights
Foundation
Educate. Participate.

Meet your TL's!

Florida: Osceola County

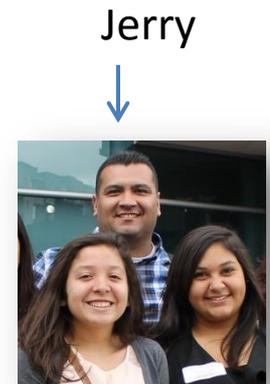


North Carolina: Guilford County:



North Carolina: Iredell Statesville County Coming soon!

California: Los Angeles County





Project Activities

With your TL's

- Two F2F Sessions
- Two Webinars
- Asynchronous Online Discussions

What you get:

- Opportunities to collaborate with other teachers
- A certificate of completion.
- Letter of commendation to your administrators.
- Free curriculum materials.
- Meals and snacks at face-to-face sessions.
- A stipend!

Teacher-to-Teacher Collaboration T2T Collab

Middle & High School Social Studies & ELA Teachers



Interactive academic discussion strategies.

Florida CPALMS

SS.8.A.1.1

Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

SS.912.S.7.4

Discuss the implications of social problems for society.

SS.912.S.8.9

Identify a community social problem and discuss appropriate actions to address the problem.

LAFS.K12.R.1.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

SP.PK12.US.4.4

Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.

SS.4.C.2.1

Discuss public issues in Florida that impact the daily lives of its citizens.

NORTH CAROLINA

The Governor's School Social Science curriculum combines several key themes that are reflected in our courses. First, we want students to see themselves simultaneously as individuals and as participants in society. Secondly, while our material is firmly rooted in history, we use history to ground discussions of contemporary social problems. Finally, we want students to combine both classroom discussion and personal experience in meaningful, analytical ways. Social science must, after all, be "social" as well as "scientific."

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulates historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

Literate students comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

All curriculum areas provide students with opportunities to interact with relevant and engaging text, including opportunities for reading, writing, speaking, listening and language use.

California

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Engaged, focused.



Evidence-based arguments.



Diving in to sources.



Discussions using complex text.

What we have discovered:

- Every student needs to participate.
- Old cooperative learning model vs academic model.
- Structured.
- Text/content based leads to “evidence based” (not “how do you feel about...”).
- Discussion “guide” for students.
- Assessment.

Civil Conversation

Ingredients of Civil Conversation

- Text-based: An article that presents at least two perspectives, or more than one text that presents different views on the same issue/topic.
- Presents a question for students to explore.
- Pairs/small group.
- Structured with a discussion guide.



Two “learning cycles” this semester:

1. Civil Conversation model.
2. Using simulation/role play lessons as academic discussion.

1. Face-to-face: CC Instructional Strategy



2. Try it out with your students.



3. Collaborate/Analyze/Reflect

Teach. Reflect. Reteach



4. Teach it again!

Timeline

Cohort Activities

JAN	FEB	MAR	APR	MAY	JUNE
Attend Webinar and F2F	Participate online discussion Teach a lesson using strategy	Reflect Attend Webinar Reteach	Attend F2F Teach a lesson using strategy	Reflect Attend Webinar Reteach	Online Discussion Eval Activities

Impact on Cohort Teachers



Is this project helping me implement standards? How so?
What is the benefit of engaging in PD lead by Teacher Leaders?

Evaluation Activities

- “Flash Survey” – May or June
- Before/After reflection rubric
- Examples of how strategies were used in the classroom
- A select few Los Angeles teachers will participate in one more evaluation activity. We will let you know if you are one of the “lucky” ones!

Additional PD Opportunities:

- Webinars
 - ✓ Civil Conversation
 - ✓ Why discussion?
 - ✓ Using simulation/role play as discussion
 - ✓ Library of Congress lessons...and?
- Twitter Chats
- Share Facebook posts
- T2T website (free lessons, archived webinars, etc.)



How you will collaborate with your Cohort? The Teacher Cohort website...

Teacher-to-Teacher Collaboration (T2T Collab)

Home Dashboard My Group This course Forum Turn editing on

San Fernando Valley Cohort

Welcome to T2T Collab San Fernando Valley-Scott and Martha



Welcome to the SF Valley Cohort! Scott and Martha are your outstanding Teacher Leaders. If you have any questions this school year, please contact Scott at Scottsmp0968@lausd.net or Martha at mmi5890@lausd.net.

Scott Petri is a Social Studies Teacher at John F. Kennedy Medical Magnet in Granada Hills. Scott is a

Search forums

Advanced search ?

Latest news

Add a new topic...

1) Introduce yourself 2) What do you teach? 3) List two things you hope to get out of your participation in the T2T Collab.
12:17 PM, Dec 8 Laura Lead-Teacher

Welcome
8:46 PM, Dec 1 Admin User

Older topics ...

Next Steps



- Support
- Stipends
- What else?



Precise, intentional, joyful teaching
= purposeful, joyful learning.

