## Facilitation Knowledge and Skills

### 1. OpenSciEd design and pedagogical approach

- **A. Coherence from the student perspective and how to support it**
  - Driven by gaps / uncertainty in our individual and shared understanding
  - Driven by investigation of students’ individual and shared questions
- **B. Supporting equitable and just science instruction for ALL students**
- **C. Developing and using DCIs, SEPs, and CCCs in meaningful ways to build understanding of phenomena**
- **D. Supporting student sensemaking:**
  - Role of discourse and how to support equitable discussions
  - Incrementally building ideas over time
  - Using tools to keep track of our sensemaking
  - Asset view of student thinking
- **E. Instructional routines (anchoring phenomena, navigation/connected investigations, putting the pieces together, problematizing) support coherent student learning**

### 2. OpenSciEd unit specific approach

- **A. Content understanding**
- **B. Storyline for the unit**
- **C. Goals for specific lessons, discussions, and activities**
- **D. Logistical and materials strategies for specific lessons, discussions, and activities**

### 3. Facilitating adult learners

- **A. Developing a safe culture that supports risk taking**
- **B. Co-constructing ideas together where facilitator is the guide.**
- **C. Understanding aspects of adult learning and change**
  - Hearing and honoring their previous experiences
  - Responding to resistance
  - Balancing between supporting and challenging participants
- **D. Supporting participants in understanding the student and teacher hat approach**
  - Considering the purpose of student hat and teacher hat
  - Navigating the challenges of engaging in student hat
  - Working in teacher hat, such as with classroom video
- **E. Facilitating equitable discussions**