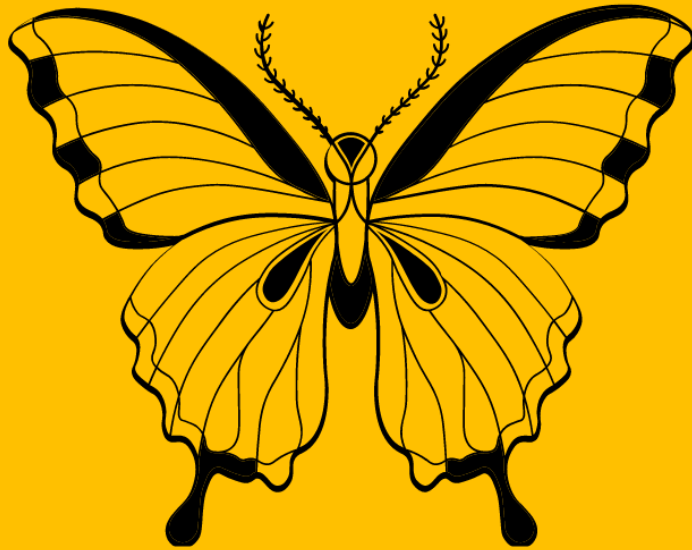


TEACHER EDUCATION ASSEMBLY
2022



BREAKING THROUGH
To

Transform

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PAC-TE welcomes
you and encourages
you to:

1. Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
2. Register for the Spring Conference, March 22 today and receive a \$10 discount.

WELCOME

Supporting Pennsylvania teachers in navigating difficult topics in K-12 curricula and school communities: A case study of inquiry-based professional learning

Danielle Butville and Logan Rutten



**Holocaust, Genocide
and Human Rights
Education Initiative**
AT PENN STATE

October 26, 2022

Overview



Today's Plan

- Background
- Our Approach
- Study Context
- Method
- Preliminary Insights and Evidence of Our Impacts
- Potential Implications



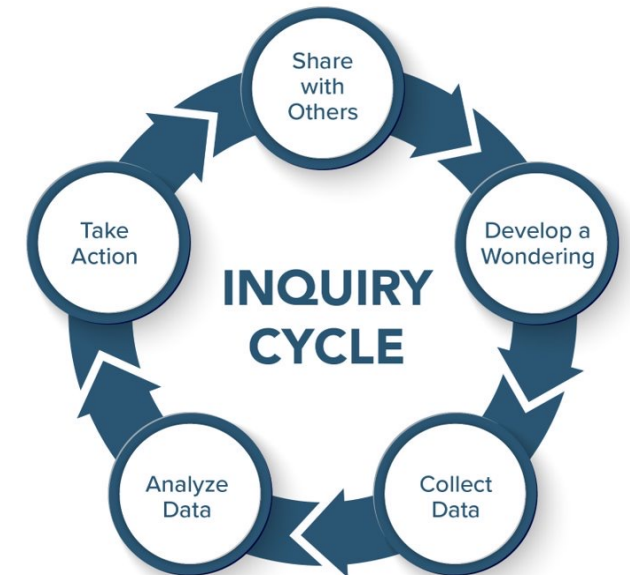
Background: Supporting Teachers in Turbulent Times

- Difficult topics/issues have long been part of curricula AND educational practice
- Teaching as political: ongoing "curriculum wars" over teaching of difficult, divisive, and controversial issues
- Policy moves that chill classroom discourse (local, state, national)
 - Book banning and scrutiny over school/classroom libraries
 - School board policies adopted/considered across PA
 - State policies adopted/considered in multiple states



Background: Holocaust, Genocide and Human Rights Initiative

- Founded in response to Act 70
- Evolved over time to become an Initiative focused on teacher professional learning
- We provide support to educators through practitioner inquiry communities as they navigate difficult contemporary and historical issues in their curriculum and contexts.



Inquiry cycle, adapted from Dana et al. (2011).



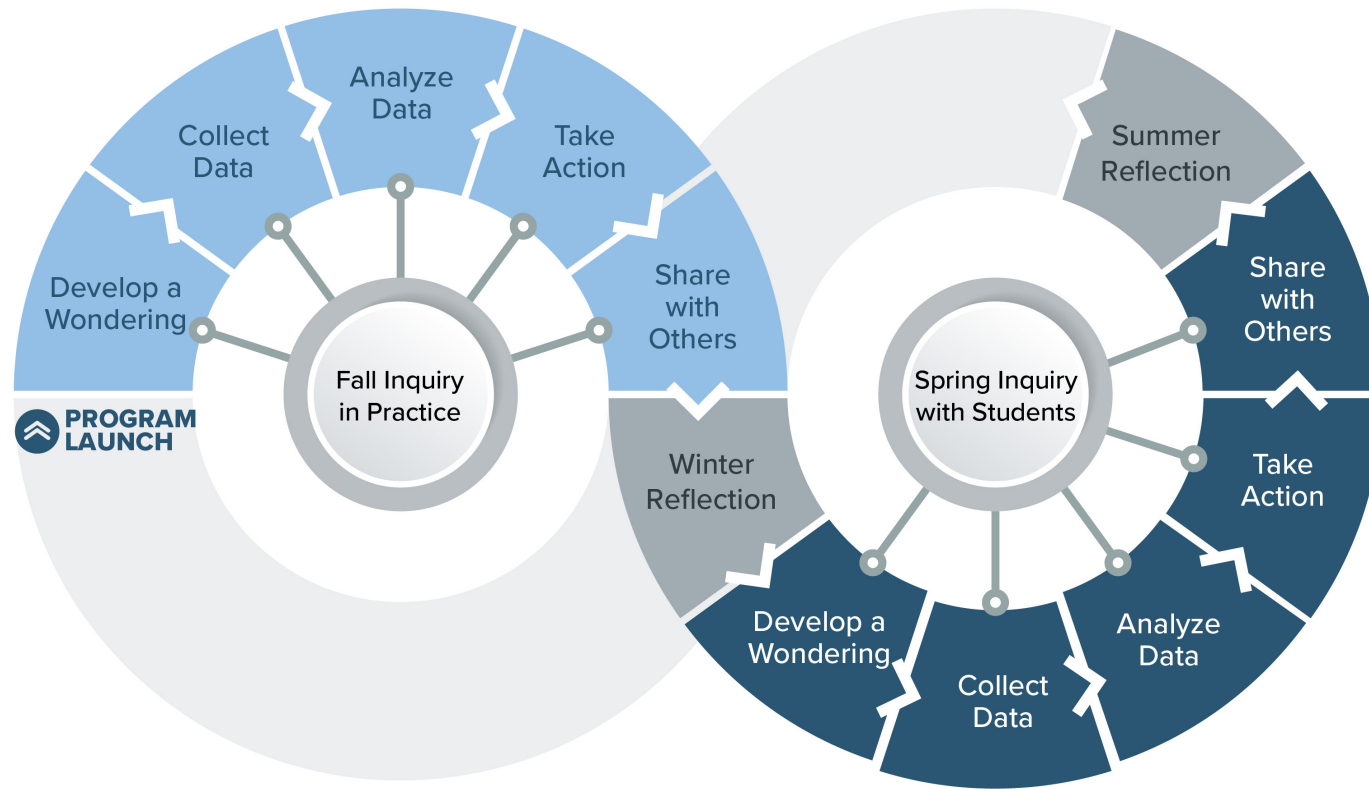
Our (Evolving) Research Question

How can we build inquiry communities that support K-12 educators as they learn to teach and engage with difficult topics in their classrooms and school communities?



Our Approach

YEAR AT A GLANCE



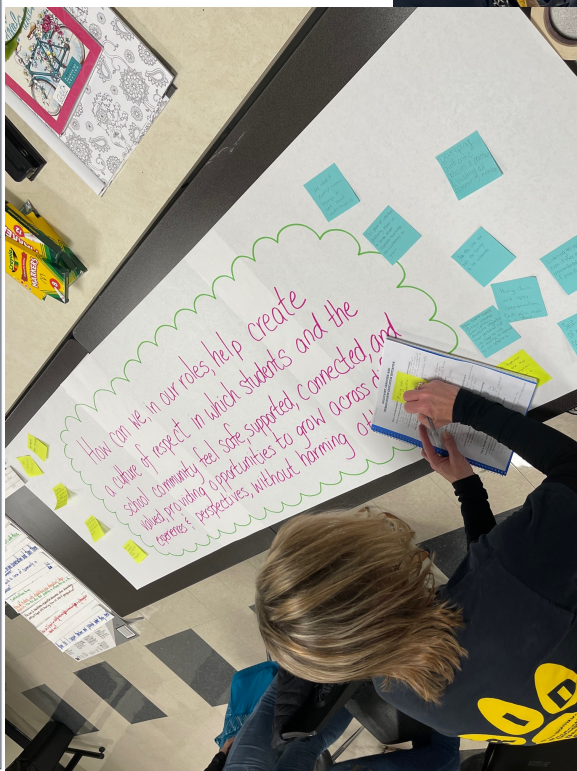
Study Context

- Southern York County, PA
 - 8 municipalities; 144 sq. mi.
 - 5,000 students
 - Semi-rural
- Personalized professional learning
 - Professional Growth Plans
 - In-house learning experiences
- Identified need for support with difficult topics in curriculum and community



Method: Adapting Our Approach

PROGRAM SCHEDULE	
SUMMER 2022 (Launch)	<p>Thursday, July 21 Synchronous Program Launch Morning (9:00 am-12:00 pm): Introduction to Inquiry Afternoon (20 minutes per participant): Individual Meetings, in person or via Zoom</p> <p>Asynchronous Work (6 hours of Act 48 credit for completion) Trauma-Informed Practices Online Module</p>
FALL 2022 (Inquiry into Practice)	<p>Thursday, September 8 (4:00-6:00 pm) Developing Shared and Individual Wonderings for Fall Inquiries</p> <p>Thursday, September 22 (4:00-6:00 pm) Introducing Data Collection for Fall Inquiries</p> <p>Wednesday, October 5 (4:00-6:00 pm) Formative Data Analysis for Fall Inquiries</p> <p>Wednesday, October 19 (4:00-6:00 pm) Considering an Educational Equity Lens for Fall Inquiries</p> <p>Wednesday, November 2 (4:00-6:00 pm) Action Planning for Fall Inquiries</p> <p>November Individual Meetings (30 minutes scheduled with each participant)</p> <p>Wednesday, December 7 (4:00-6:00 pm) Summative Data Analysis for Fall Inquiries, Preparing to Share</p> <p>Wednesday, December 14 (4:00-6:00 pm) Sharing and Reflecting on Fall Inquiries</p>
SPRING 2023 (Inquiry with Students and continued Inquiry into Practice)	<p>Friday, January 13 (Half PD-Day, Time TBD) Launching Spring Inquiry Cycle, Content/Pedagogy Sessions</p> <p>Wednesday, January 25 (4:00-6:00 pm) Developing Inquiry Briefs for Spring Inquiry</p> <p>Wednesday, February 8 (4:00-6:00 pm) Workshopping Inquiry Briefs for Spring Inquiry</p> <p>February Individual/Small Group Meetings (30 minutes to be scheduled Feb. 13-24) Support from Content/Pedagogy Experts</p> <p>Wednesday, March 1 (4:00-6:00 pm) Data Collection with Students</p> <p>Wednesday, March 15 (4:00-6:00 pm) Critical Reflection with Students</p> <p>Wednesday, March 29 (4:00-6:00 pm) Data Analysis & Action Planning with Students</p> <p>Wednesday, April 19 (4:00-6:00 pm) Preparing to Share</p> <p>Wednesday, May 10 (4:00-6:00 pm) Sharing, Celebrating, Planning for Next Year</p>



Method: In-Progress Case Study

- Case study of an inquiry community of 20 educators
 - Multiple data sources: meeting notes, meeting artifacts, semi-structured interviews, ethnographic field notes, reflections/jottings from driving and walking in the community
 - Inductive thematic analysis (in process)
 - Shared reflections on analytic memos and initial reading of data --
-> preliminary insights shared with teachers



Method: Shared and Individual Wonderings

How can we, in our roles, help create a culture of respect in which students and the school community feel safe, supported, connected and valued across differing experiences and perspectives?

Educator Role Identity	Wondering for Practitioner Inquiry
7th Grade ELA Teacher	How can I engage my students in discussions of difficult topics with people who have different opinions?
4th Grade Teacher	How can we assess and own where we stand on issues of equity and inclusion without scaring stakeholders away?
6th Grade Writing & Science Teacher	How can I address difficult topics with a trauma-informed lens?
Kindergarten Teacher	How can I foster responsible independence while increasing accountability?
Secondary School Administrator	How can we reduce class cuts and office referrals in our building?



Preliminary Insights In Our RQ

- Process of planning for a supportive community
- Negotiating the framing and meaning of the community
- Teaching the inquiry process; assisting with "remodeling" that process across contexts
- Using structured professional talk with a constructivist facilitation stance to create space for meaning-making across diverse experiences and perspectives



Early Evidence of Impacts

- Teaching the Civil War: Shifting from "just the facts" to meaning-making and connections to contemporary issues
- Office referrals: Changing policy to reduce racially biased exclusionary discipline
- Supporting New Americans: shifting from "language police" to "How can we negotiate the impact of our language?"
- Rejuvenation of veteran teachers: feeling less "burned out"



Potential Implications

- Shared context with regular meetings
- Building a community of professionals at a time when teachers are feeling unsupported
- Intentionally creating space for "multiple perspectives" without allowing harm (facilitator stance) - "open grappling"
- Need for teacher educators who understand the professional contexts of teachers



Thank you!

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[Holocaust, Genocide and Human Rights Education Initiative Website](#)



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