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