



Facilitation Guide

Authentic Project Design: Integrating Student and Community Assets

Pre-Planning Guide

Experienced Staff

Points of Resistance: Veterans might feel they are already doing this work. The resistance may sound like, 'We already include student voice.' Frame the session around deepening this practice from 'voice' to 'partnership and co-design.'

Language Shifts: Shift from 'getting student feedback' to 'co-designing with students as partners.' Move from 'addressing student challenges' to 'dismantling systemic barriers.'

Pacing: Move more quickly through the initial deficit vs. asset-based mindset activity. Spend more time on the nuances of co-design and dismantling long-standing systemic barriers.

Newer Staff

Points of Resistance: Beginners may feel overwhelmed by the idea of co-designing with students or feel that systemic barriers are outside their control. Focus on small, actionable changes within their classroom.

Language Shifts: Introduce the foundational shift from 'student deficits' to 'student assets.' Focus on moving from 'managing behavior' to 'understanding and removing barriers.'

Pacing: Allocate more time for the activity shifting from deficit to asset-based thinking. Provide more concrete examples and sentence stems for reframing student challenges as systemic barriers.

Coach Prep Notes

- Review the 'Cultivating Equitable Learning Environments' framework ahead of the session.

- Prepare chart paper or a digital space for brainstorming systemic barriers.
- Set up materials for the 'I Used to Think... Now I Think...' reflection protocol.
- Ensure the connection prompt for the opening is ready to display.
- Have a plan for grouping teachers for peer feedback on their Co-Generative Dialogue plans.

	Opening Moves <i>Practice Card 12: Co-Create Community Agreements</i>	20 min
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PURPOSE	To establish a welcoming and safe environment, orient participants to the day's learning, and collectively agree on norms for collaboration.
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FACILITATOR MOVES	1. (5 min) Welcome participants and introduce the connection prompt for individual reflection and pair-sharing. 2. (10 min) Review the agenda and learning targets for the day. 3. (5 min) Introduce and gain consensus on the community agreements for the session.
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LANGUAGE	<i>*Think of a project where students' unique cultural assets truly shined. What made that possible?*</i>
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TRANSITION	<i>Now that we've grounded ourselves in our purpose and agreements, let's begin by examining the mindsets we bring to our work with students.</i>
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Identifying Systemic Barriers

Practice Card 20: Re-Frame Attributes Protocol

90 min

PURPOSE

To shift participants from a deficit-based view of student challenges to an asset-based understanding of systemic barriers they can influence.

FACILITATOR MOVES

1. (20 min) Lead an activity to introduce and practice shifting from deficit-based to asset-based statements about students.
2. (30 min) In small groups, have teachers brainstorm common challenges students face.
3. (30 min) Guide groups to reframe those challenges as systemic barriers within the school or classroom.
4. (10 min) Ask each teacher to identify one or two barriers they can directly influence.

LANGUAGE

When we see students struggle, our first instinct is often to focus on what the student is lacking. Today, we're going to practice shifting our lens to see the systems and structures that might be creating those struggles.

TRANSITION

With a clearer understanding of the barriers we can influence, we'll now apply this asset-based lens to audit one of our own projects.

COACH NOTES

Keep the group focused on systems and structures within their control. If the conversation drifts to blaming students or families, gently redirect back to the classroom and school environment.

Experienced Staff

Challenge veterans to consider the historical

Newer Staff

Beginners may need more scaffolding to move

context of these barriers and how they might be dismantled, not just worked around.	from student behaviors to systemic barriers. Use concrete examples and sentence stems to support the reframing activity.
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	Asset-Based Project Audit	60 min
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PURPOSE	To provide a structured process for teachers to apply an asset-based lens to their existing curriculum and identify concrete opportunities for revision.
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FACILITATOR MOVES	1. (15 min) Introduce the core principles of the Cultivating Equitable Learning Environments framework: creating learning that is authentic, active, relational, responsive, and complex. 2. (30 min) Participants select a current or upcoming project and use the principles as a lens to audit it, noting opportunities to better reflect student assets. 3. (15 min) In pairs, teachers share one key revision they plan to make based on their audit.
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LANGUAGE	<i>*An asset-based mindset is most powerful when it translates into tangible changes in our practice. We'll use the core principles of equitable learning environments to guide that revision process.*</i>
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TRANSITION	<i>These ideas for revision are a great start. After lunch, we'll explore a specific protocol for bringing students into this design process as authentic partners.</i>
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	Lunch	60 min
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	Planning for Student Partnership with Co-Generative Dialogues <i>Practice Card 17: Co-Design Learning Environments</i>	100 min
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PURPOSE	To equip teachers with a specific protocol and a concrete plan to co-design projects with students, shifting from designing for students to designing with them.
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FACILITATOR MOVES	1. (20 min) Introduce the 'Co-Design Learning Environments' practice card, focusing on the steps of the Co-Generative Dialogue protocol. 2. (45 min) Provide individual work time for teachers to draft a plan to use the protocol for an upcoming project, including who to invite and what questions to ask. 3. (30 min) In pairs, teachers share their draft plans and provide peer feedback. 4. (5 min) Whole group synthesis of key takeaways.
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LANGUAGE	<i>*True authenticity requires partnership. The Co-Generative Dialogue protocol gives us a structure for inviting students into the design process as experts on their own learning and culture.*</i>
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TRANSITION	<i>These plans represent a powerful commitment to student partnership. As we close, let's take some time to reflect on how our own thinking has shifted today.</i>
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COACH NOTES	The key outcome is a viable plan. Circulate and support teachers in drafting specific, open-ended questions for students, as this is often the hardest part.
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	Closing Moves <i>Practice Card 10: I Used to Think...Now I Think...</i>	30 min
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PURPOSE	To help participants synthesize their learning from the day and articulate a specific shift in their thinking or practice.
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FACILITATOR MOVES	1. (10 min) Introduce and provide time for individual completion of the 'I Used to Think... Now I Think...' reflection protocol. 2. (15 min) Ask for volunteers to share one key shift in their thinking with the whole group. 3. (5 min) Distribute and provide time to complete the session feedback survey.
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LANGUAGE	<i>*To close our time together, let's use a structured reflection to capture how our thinking has evolved today.*</i>
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