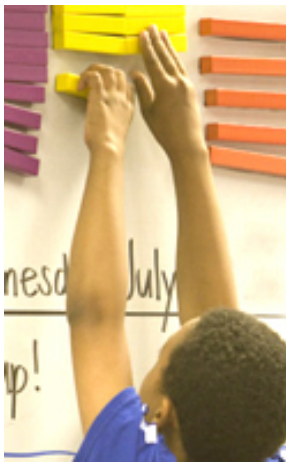




working papers



Moving Toward Coherence: The Danger of Dichotomies and Nurturing Nuance in Teacher Education.

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Moving toward coherence: The danger of dichotomies and nurturing nuance in teacher education.

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Abstract:

This working paper is an attempt to articulate and refine the concept of nurturing nuance as a process of coherence in teacher education. Often program coherence in teacher education has been approached as a process of regimentation. This paper argues for an approach to coherence that requires teachers and teacher educators to leverage the diversity inherent in children, families, and teaching and learning in order to meet the needs of all children. Historically, schools have not been spaces that support diversity in children. This paper argues that to correct that inequity, teachers must be supported in cohering their practices around the specific children in their classrooms – they must see the need for and then practice nurturing nuance in their planning and enactment of instruction. This paper shares examples from a cross-institutional collaboration and one teacher educator’s methods course to demonstrate the concept of nurturing nuance and its benefits.

INTRODUCTION

This working paper began from a talk given on 29 March 2016 at the University of Michigan as the final talk in the TeachingWorks 2015-2016 seminar series focused on coherence in teacher education. The seminar series focused on the questions: what should be common in teacher education, and what professional infrastructure are necessary to integrate this agreement coherently and consistently across the profession of teacher education? What would you argue must vary, and why? Will such variation improve equity or could it exacerbate inequality? My charge was to attempt to consider how teacher educators might move toward coherence.

In order to discuss how we might move toward coherence, I first consider prior conceptions of coherence in teacher education as consistency or sameness and the drawbacks of such an approach, particularly around issues of regimentation in teacher preparation and dichotomization in the field. Next, I present a conceptualization of coherence as a process of nurturing nuance, and what it would mean for the work of teacher education across and within programs to think of coherence in this way. I proffer this conceptualization of coherence in order to attend to the concerns of variance in teacher preparation and inequity in children's learning opportunities. In particular, this paper uses examples within and across my experiences as a teacher educator in collaboration with others to consider how teacher educators might leverage coherence as a process for the sake of K-12 school children.

I use the term children deliberately in this paper as my understanding of the need for coherence in teacher education is about children. Serving children. Educating children. Valuing children. Inspiring children. Nurturing children. I use the term children to invoke a need for care and support, yet not to say that children are without agency. There is a difference between caring for and supporting, and infantilizing children. Both care and support can come while asking for rigorous work on the part of the child. Care and support can enable children to accomplish complex intellectual work. Hence, I am not arguing for coddling, nor do I underestimate the sense-making capacity of children. That said, as teacher educators, I argue that our work is meant to make schools more equitable places for children to grow and develop – and that requires focusing our work with teachers centrally on the care and support of every child that enters a classroom.

PRIOR CONCEPTUALIZATIONS OF COHERENCE AND DRAWBACKS

In their 1992 piece on coherence in teacher education, Buchmann and Floden discuss the ways teacher education has often approached coherence. They argue, “when educators invoke coherence – especially ‘program coherence’ – they veer toward consistency as a proxy of worth and effectiveness...but implicit adherence to consistency brings in a lot more regimentation than we need to rise above randomness” (1992, 4). Such a regimented program often cannot account for the differentiation and flexibility needed to meet the educational needs of all children. Teachers trained in a regimented program will often not acknowledge and leverage variation within their students but focus teaching toward sameness. This sort of program coherence obscures the need to make connections between and across theories and perspectives, impeding teachers' learning and critical thinking. Too much consistency could facilitate passive acceptance of knowledge regarding teaching and learning rather than active engagement with the dilemmas inherent in teaching and learning. Such regimentation in teacher preparation can – and has – positioned some children as other, as not normal, as needing intervention. In essence, children then have to fit the teaching rather than the teaching fitting the needs of the children.

Similarly, Feiman-Nemser (1990) points out that attempts to improve teacher education programs often focus on the structural dynamics of the program, shifting the structure of the program without revising the content of what is being taught. Structural changes often do not address the needs of teachers to be able to teach in ways that attend to the diversity within classrooms. Buchmann and Floden and Feiman-Nemser highlight the need to move beyond structures that lead to consistency as a proxy for coherence and to consider the conceptual work involved in developing teachers who can respond effectively to the contingencies and complexities that are inherent in teaching children. The argument against consistency or sameness is not an argument for allowing each program to do its own thing, however. Neither

Buchmann and Floden, Feiman-Nemser, nor I am arguing for a “Shopping Mall” approach to teacher preparation, where each program is idiosyncratic (Powell, Farrar, & Cohen, 1985). Allowing teacher preparation programs to be individualistic and idiosyncratic would, as Leslie Fenwick of Howard University argues in her TeachingWorks working paper, continue the inequitable educational opportunities that minoritized and marginalized children have historically received (Fenwick, January 2016).

Within the work of teaching and learning there are differences in students, families, neighborhoods, communities, etc., that must be taken into consideration. Coherence as sameness can lead to a “one size fits all” preparation which supports viewing some students from deficit perspectives and attempting to “fix” the student. Historically we’ve used schools to push towards sameness instead of acknowledging, affirming, and leveraging the diversity inherent in human beings (Ladson-Billings, 2000). A conception of coherence as sameness often pushes us toward dichotomies that are dangerous to children’s well-being. In addition, such a regimented narrow view of what it means to teach and what practices are “best,” can lead to thinking in dichotomous ways about both children and the work of teaching and learning. When we assume sameness instead of diversity, we can think in dichotomous ways, in terms of exclusion or contradiction. When we assume, for example, that the same instructional practices delivered in the same way will lead to all children learning to read, unless there is a deficit in the child, then we can begin to think in dichotomies. If we assume sameness in teaching, learning, children when we are confronted with difference, we can begin to see this difference as something to be excluded rather than leveraged. Dichotomies in this sense come from a place of approaching coherence as sameness, attempting to create sameness rather than embracing diversity in order to work toward unifying and leveraging diversity for the benefit of children.

There are some recurrent dichotomies in teacher education: theory versus practice; field vs. university; practice-based vs. habits of mind; a focus on pedagogical content knowledge or culturally relevant pedagogy. Each of these ways of conceptualizing what is needed to adequately prepare teachers has merit. However, we have often argued for one way as wholly better than another. Zeichner (2003) argues that those “vying for control of the education of teachers in the United States must look past their partisan interests and put together a plan for the future of our children, taking advantage of what each vision has to offer while minimizing the negative aspects of each perspective” (513). Again, this is not saying that anything goes. There is a base of research on skills, strategies, orientations, and practices that support students. What is needed is research on the ways these various strategies, orientations, and practices might cohere to support a range of learners. My argument is that seeking sameness in a regimented fashion misses the differences inherent in children and the complex nature of the work of teaching and learning in schools. We miss the opportunity for nuance and deep critical thinking that can help teachers and teacher educators consider the ways we can logically and effectively pull together the diverse elements that matter – elements that are needed to support children’s learning and development. Zeichner is arguing similarly that, for the future of children, we must acknowledge that there are different approaches, not treat these approaches as dichotomies but work to integrate the positives from various approaches in ways that are logical and effective and support teacher educators, teachers, and most importantly, children in making deep connections in their learning.

COHERENCE AS A PROCESS OF NURTURING NUANCE

I argue for conceptualizing coherence as a process of nurturing nuance, or making transparent and pulling together the diversity in children, families, and disciplines in such a way that it supports children’s learning and development. Each program can and should work toward supporting beginning teachers to understand the contingencies and complexity of caring for and supporting every child. As Schwab (1978) notes, such uniformity can be problematic in the sense that it does not take into account variations that must be considered in any teaching effort: the students, their needs, the content, and the context. In the following sections, I discuss my conceptualization of coherence as a process of nurturing nuance using my work collaborating with other teacher educators and in my own methods course as fodder to consider what teacher educators would need in order to nurture nuance.

This conceptualization of coherence implies difference – that there is a diversity of opinions, elements, etc., that must be united in order to create an effective whole. Coherence affirms difference; it does not force sameness and instead seeks logical connections within and across the inherent diversity. This conceptualization of coherence requires that we acknowledge, affirm, and leverage difference – that we nurture nuance. By nuance, I mean the sensitivity to, awareness of, and ability to express subtle difference and variation. For teaching this would mean being sensitive to and aware of the cultures present in the classroom and community and being able to leverage those differences in pedagogically useful and discipline-specific ways. For teacher educators it means helping beginning teachers develop ways of thinking, planning, and enacting instruction that keeps this practice of nurturing nuance always at the fore of their work. Nurturing nuance allows us to move in the direction of the kind of coherence that can support children and their teachers.

To better understand what I mean by nurturing nuance, imagine a mixing console – the massive boards in music studios with all those tiny knobs. A mixing console is used to support the pulling together of sounds into music. In order to have the outcome of harmonious sound, there must be careful, intentional, incremental revision for the purposes of integrating diverse sounds. Sounds that alone might be nice, but can be much nicer, much richer when they are woven together. But that weaving requires a sensibility to, awareness of, and ability to integrate diverse sounds together into a coherent whole. Nurturing nuance in this way requires a continued focus on the purpose. The purpose here is harmonious sound. The purpose for our work is the learning and development of children as critical thinkers. The question then is how to support beginning teachers so that they are aware of, sensitive to, and able to leverage the diversity in children and families. How do we help beginning teachers learn to nurture nuance in their planning and enactment of instruction? How do we help them consider which practices, which content are supportive of the specific children in their room? How do we help them learn about, appreciate, and leverage the diversity in their classrooms in ways that are both uplifting for children and pedagogically useful for learning disciplinary specific skills and content? I argue that teacher educators must first begin to nurture nuance themselves, to be explicit about the complexities and contingencies of teaching and learning and support teachers in enacting skills and strategies that meet the needs of the children in their classroom. This requires always nurturing nuance in our own practice.

NURTURING NUANCE ACROSS PROGRAMS

I want to offer illustrations from my work with teacher educators at other institutions and within my methods course as examples of my attempts to nurture nuance. These are not exemplars but examples to help consider the supports and infrastructure needed to nurture nuance and move toward coherence. Over the past few years I have been working within a cross-institutional collaboration with other teacher educators to attempt to reach some shared agreements and shared ways of working with our teacher candidates. This example is from work by a group of English Language Arts (ELA) teacher educators to specify a practice and leverage that specification with our teacher candidates in our methods courses. There were three ELA teacher educators (elementary and secondary) working in their methods courses in three differently structured programs at different institutions (Alston, Danielson, Dutro, & Cartun, April 2016).

The funny thing is that initially we couldn't even agree what to call the practice. We couldn't agree whether to call it discussion or discourse. We couldn't agree whether it had to be the whole class or if it "counted" if it happened in small groups. We couldn't agree on the length of time that had to transpire for it to be considered a discussion. Would we call the skills within this practice "talk moves" or "facilitation strategies"? We surfaced lots of differences. These are just a few. Had we stayed in this space, the space of attempting to create sameness, we could have reified dichotomies – elementary vs. secondary, in this case – and not made any progress for children.

However, we shifted our focus to considering the purpose of the practice – for whom we were working and why – and we began to gain some momentum. We could cohere around children. We agreed that the goal of the practice, regardless of what we called it, was to privilege children’s ideas and to support their thinking, speaking, and listening practices. With this focus on children as the goal of discourse-discussions, we began to articulate the ways teachers might do this work – either in whole or small group, around a central text or not, using talk or facilitation moves. We nurtured nuance with the goal of coherence around children. This meant that the specific language each teacher educator used in their respective programs varied. However, the underlying motives, the ways we wanted our teacher candidates to interact with and engage children – what the practice should do, how it should look, its purposes – were similar. A key requirement for our work was the time and commitment to work for coherence around children. This commitment to children’s well-being was implicit for each teacher educator. Our tension around naming the practice and our commitment to persist made explicit for the group each other’s commitment to children’s well-being. This commitment and orientation in our work was critical to our ability to nurture nuance.

Our orientations to the practice continued aligned over time as we engaged in deliberate collaboration, intently focused on nuanced understandings of what we meant by the language we were using, what our instruction around the practice looked like, and finding places of synergy and commonality. We collaboratively investigated our practice, analyzing video of ourselves teaching to find places of synergy and interrogate places of divergence. Through these investigations, we built trust. It is worth noting here that we three teacher educators had not worked together before. I mention this to indicate that there was not necessarily trust and agreement at the beginning of this process. We encountered tensions as we worked to specify the practice. We worked through those to build trust by engaging deliberately in investigating and understanding the differences we brought to the work and attending to how we might logically cohere around our goal of supporting children’s learning and development.

In this process of nurturing nuance, we afforded flexibility with accountability. By this I mean that we understood, *à la Schwab*, that there were different contingencies at play and that those differences would mean that the instantiation of the practice at each site would not look the same; however, we interrogated those differences to make sure they still aligned with our ultimate goal of privileging children’s sense-making, voices, and identities. We questioned whether the differences supported or obstructed equity, we asked whether the differences were necessary. These investigations allowed for us to understand each other’s perspective. Our deliberate collaboration allowed for alignment amid variation in our practice with our teacher candidates.

We enacted the things we designed, but flexibly and considered the ways in which they varied across institutions and why. We were never out to produce regimentation or sameness. We were going for coherence, a logical integration given our particular programs, grade levels, etc. What we gained in this work, and what I argue is needed to begin to nurture nuance is a coherence around children and a commitment to opening up our practice to investigation and refinement through collaboration.

NURTURING NUANCE WITHIN A METHODS COURSE

The last example I want to give is from my own methods course. My practice sharpened as a result of my collaboration across institutions; I was clearer and more transparent about the need to nurture nuance in respect to the practices I asked teacher candidates to learn and enact. I had always urged the teacher candidates to cohere their practice around middle and high school students. Now I attempted to offer more practice opportunities, more live feedback, and more nuance in my discussions of how nurturing nuance while cohering around children would necessitate shifts and tweaks in the practices I was teaching them.

To support the teacher candidates in cohering their practice around children and nurturing nuance, I provide scaffolds so that they can logically integrate different ideas about how to support children’s ability to read, write, and communicate for a variety of purposes. I will share here two main scaffolds I offer to support teacher candidates in nurturing nuance in planning and enacting the teaching reading and facilitating discussions – two primary tasks one generally expects of secondary ELA teachers.

To cohere around children and nurture nuance in planning and enacting reading instruction, I encourage the teacher candidates, English majors, to read in ways that are often different than the ways they have read heretofore. I use a concept, reading for teaching, and a companion graphic organizer (see Appendix A) to support teacher candidates in this kind of reading (Alston & Barker, 2014). I ask them to dissect the text for the necessary skills and strategies that children would need to make sense of the text. For example, I am not asking them to consider whether the narrator is omniscient or unreliable, but I am asking them to delineate what a reader needs to know and be able to do while reading to understand the narrator's function in the text. Then I ask teacher candidates to think about the skills, knowledge, and current abilities of the children in their classroom. What are the skills that reading this text would help the students in their classroom to develop and deepen? In essence, I am asking teacher candidates to realize that not every student will come to their classroom with the knowledge and skills to determine whether a narrator is reliable, yet all children come with some understanding of how to tell if someone is reliable. Their job, then, as English teachers is to: understand what their students know as readers about a particular concept; plan deliberate connections between what students already know about the concept and what can be learned through the reading of the text; and, enact instructional activities during the reading of the text to deepen the students' understanding of the concept.

I am asking teacher candidates to cohere around the children in their classrooms and what they need to continue to develop as readers. This approach to planning instruction around a novel is not about teachers reading their favorite novel. In fact, this work of reading for teaching is more akin to an autopsy of the text. In sum, the goal is to help the teacher candidates investigate fully all the possible skills one might teach in a text and then, based on what they have come to know of the children and families represented in their classroom, design instruction that extends and deepens what children already know and can do. Inherent in this way of planning instruction is that the instruction shifts based on the children in the room. One would not teach the same novel in the same way to different groups of students as the instruction is driven not by the novel, but by the needs of the children in the room.

We add onto our shifting understanding of reading, the work of facilitating discussions. We move through a cycle of investigating discussions, beginning with theory about discourse's function in secondary ELA, we then investigate models of the practice, followed by approximations of the practice in methods, and live enactments in their classrooms (Grossman et al., 2009). During this time focused on facilitating discussions, I also work to shift the teacher candidates' focus to the needs of the children in their classrooms. I ask the teacher candidates to consider discussions as not simply assessments of students' reading comprehension but as moments to teach and practice speaking and listening skills, and moments to support students in co-constructing deeper understandings of the text, themselves, and the world around them.

As part of the cross-institution collaboration, each teacher educator included some form of rehearsal or approximation of discussion in their methods course. The ways we all did this varied, but giving room for teacher candidates to rehearse and receive in the moment feedback was a primary goal for each teacher educator. I struggled, unlike my elementary counterparts, with figuring out how to include some sort of approximation of practice into the methods course. My elementary colleagues had previously engaged their teacher candidates in rehearsals and were also having them rehearse smaller segments of instruction. (Remember how we couldn't agree on how long a discussion had to be to be considered a discussion?). I included co-facilitated coached discussions in my methods course as an approximation of practice to support the teacher candidates' work on facilitation before they facilitated discussions in their classrooms. What this meant was that two teacher candidates collaboratively planned and facilitated a discussion of that day's course readings with their peers while I side-coached. This approximation task does not look like the rehearsals that my colleagues assigned. The elementary rehearsals were generally shorter, focused on a text the teacher candidates would actually use in their classrooms, and the teacher educator would stop the rehearsal to interject. The approximations in my course were generally thirty minutes, focused on a text for the teacher candidates' understanding of teaching and learning, and I attempted to whisper to the facilitating teacher candidates what they might do differently moving forward or offer suggestions when they were

stuck or unsure of what facilitation move they might utilize in order to support them in facilitating a fluid discussion. Even with these variations, our goals of focusing the teacher candidates on specific moves that would privilege children's voices and support their speaking and listening were central to the approximations in each methods course.

In my course, I offered the teacher candidates a discussion organizer (see Appendix B) along with a lesson plan template to support them in planning and facilitating discussions. The discussion organizer engages the teacher candidate with the idea that a discussion is a moment for teaching. The organizer focuses the teacher candidates on the fact that children in discussions should be co-constructing deeper understandings, practicing disciplinary skills of reading, speaking and listening. This focus on children's sense-making moves beyond regurgitating what was read the night before. In addition, and perhaps most importantly, the organizer asks teacher candidates to consider student responses and the ways that they might take up and coordinate student responses in order to support co-construction. This attention to possible student responses requires an understanding of the children in the room, their backgrounds, their skills and knowledge as readers, thinkers, and communicators. In sum, the organizer supports teacher candidates in pulling together their knowledge of children and the content in ways that benefit children's development as readers, thinkers, and communicators. The discussion organizer and the reading for teaching organizer are both scaffolds to help teacher candidates begin to weave together their understandings of the domains of ELA – reading, speaking and listening – together around the children in their classrooms.

Of course I can say all these things and present these scaffolds, but I think the voices of the teacher candidates are needed to see what this work of nurturing nuance can afford. You will have to bear with me as I am going to give space to several of my students for you to hear what they have to say about the work we did together. Each quote is from a different student to give a range.

This first student is reflecting on her co-facilitated discussion in the methods class. If you recall, this was a new task I attempted as a function of working collaboratively across institutions. In her reflection she states, "we began planning for our discussion unsure of how to anticipate student answers. We knew we had to make a lesson plan, but discussion is based off of student responses, and initially we couldn't figure out how we could plan for the unplanned. It occurred to us that we needed to think about our classmates and how well we knew them as people and as students." This teacher candidate is beginning to understand that any work in classrooms is contingent on the students in the room and what you know about them. It is telling that she writes, "as people and as students" as this signifies understanding that she is teaching whole individuals who are more than, in her case, her English students.

Another teacher candidate writes, after facilitating a whole class discussion in her placement,

I should've given the students more of that platform...the students could have gotten more out of the discussion if it were more student centered and response-driven. I don't think I was *unhelpful*, but I certainly could have been more of a facilitator and less of a contributor.

Here the teacher candidate, who is facilitating a discussion with children for the first time, is coming to understand how power should be distributed in the classroom. She is recognizing that she is to facilitate their learning and that to do so requires shifting who and what drives the discussion. She is realizing the need to be "more of a facilitator and less of a contributor," signifying an understanding that the children bring a wealth of knowledge and ideas and her job is to support co-construction of deeper understandings versus contributing her own to the conversation.

These two reflections from teacher candidates were early in the semester. Reflections from the end of the semester continue to demonstrate teacher candidates' growing awareness that their work must revolve around the specific children in their classrooms. I will share here a few other reflections from the end of the semester; each of these reflections points to the work of cohering around children.

- “In planning a unit, I discovered how absolutely necessary it is to know your students. You may be able to just “wing” a lesson or two, but you can’t “wing” a unit. Every decision you make revolves around the students: what do they need from you, what do they already have, where can they go from here?”
- “[The methods course’s] ability to support my self-efficacy, my self-esteem, and my personal expectations was so meaningful that it produced, within me, a salient paradigm shift. This paradigm shift... reestablish[ed] a complete focus on the entire purpose of my education—the lives, happiness, care, and education of children.”
- “Through this process, I have come to understand that it is, first and foremost, about the students. Our job as educators is to prepare students for the demands of our content matter, but it is more about getting student[s] to access information and leverage it in ways that are important to them, and allow them to access the pressing matters that they deal with in the world today. Analyzing diction in a piece of writing is a content based skill that is important to have and understand, however it is vital in the real world in thinking about how you present and speak to others depending on the audience and context.”
- “Teaching students the skills necessary to be a productive and functioning member in society is so vital and critical especially when thinking about what is going on in the world and what students are being asked to do in college and beyond. We want to help students analyze and question things, work through text-reader interactions, respond respectfully and thoughtfully to writing and dissenting opinions, etc. We want students to work through these tricky and uncomfortable issues through literature in the safe confines of the classroom first, so then they are able to make an impact on anything and everything students hold near and dear to their hearts. That was my goal in the unit and that is where I am at today in my journey as an educator.”

What I hope is evident in these reflections and this working paper is that coherence as a process of nurturing nuance both among teacher educators and with teacher candidates supports children. The teacher candidates quoted above came to understand and appreciate that the work of teaching and learning must always center on the children in the room and their needs as people and students. My goal in my collaborations with other teacher educators and my work with beginning teachers is to nurture nuance. I argue that by assuming difference, not forcing sameness, but cohering around children, we can begin to move toward coherence.

IN SUMMARY

In the past, the field has approached coherence as sameness and the resultant dichotomies have not served all children. We need every teacher prepared to meet the needs of all children regardless of race, ethnicity, social class, culture, language, sexual orientation and gender identity; however, this does not necessitate regimentation in teacher preparation. In fact, regimentation can hinder teachers’ learning to teach in ways that support the range of children in classrooms. Moving toward coherence in teacher preparation should focus on developing teachers’ understanding of the children in their classrooms and considering their needs as they plan and enact particular strategies. Helping new teachers to acknowledge, affirm, and leverage difference can develop their ability to nurture the nuance inherent in children, families, and the disciplines, in ways that can support a wider range of student identities. In order to help beginning teachers work in this way, teacher educators must first make the time, build the trust, and nurture nuance in our own work. Once teacher educators begin to move toward coherence through nurturing nuance, they can make the process of doing so explicit and transparent for beginning teachers so that they can begin to engage in the same process with the children in their classrooms. Although simply stated, nurturing nuance is complex, collaborative work. It is perhaps more difficult than attempting regimentation, yet critical if teacher education is to meet the needs of the range of children coming into classrooms.

READING FOR TEACHING

Overview of Core Text Title: _____ Author: _____ Synopsis (2-3 sentences, including year, genre, and basic info):		
Takeaways		
Reading Strategies		
Craft (Literary & Rhetorical Devices)		
Key Ideas & Details	Genre & Structure	Figurative Language
Conventions (Grammar & Style)		
Supplementary Texts (literary, informational, and visual/artistic texts that “speak” to the core text in terms of...)		
Context & Perspective	Big Ideas, Themes, Concepts	Strategies, Craft, & Conventions

Discussion Organizer

Learning Goals			
Learning For Discussion		Referring to evidence from texts and other research on the topic or issue (CCSS 11-12, SL 1.a.) Work with peers to promote civil, democratic discussions (CCSS11-12, SL 1.b) <i>This will take the form of waiting for a person to finish before beginning to speak, and stating clearly why you agree/disagree with a person's IDEA citing evidence for that agreement/disagreement.</i>	
Learning With Discussion		Analyze the impact of specific word choices on meaning and tone (CCSS 11-12, RL 4) Analyze the development of freedom and relationship in Story of An Hour (CCSS 11-12, RL 2)	
Question Type	Initial Questions that you will pose to begin and move along the discussion?	What kinds of responses do you anticipate that students will give?	What questions will you use to press on students responses?
What questions will support students in demonstrating knowledge ?			
What questions will support students in synthesizing the knowledge of the text, context, etc?			
What questions will support students in grappling with big ideas ? [Think of these as questions that go beyond the text]			

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