



High School Professional Development Program

The Constructive Dialogue Institute's (CDI) high school professional development program provides strategies to foster and facilitate constructive dialogue – a form of conversation where people with different perspectives learn to understand and collaborate with each other, without giving up their own beliefs. The program consists of four interactive workshops that offer educators hands-on experience with practical skills designed to elevate students voices, promote productive and respectful conversations across difference, and prepare students for democratic citizenship.

[Click this link to register for professional development](#)

Dates:

- Session 1: March 22, 5-630 PM MT
- Session 2: April 26, 5-6 PM MT
- Session 3: May 24, 5-6 PM MT
- Session 4: June 21, 5-6 PM MT

Objectives

Educators who complete this professional development program will:

- Understand what constructive dialogue is and how it can benefit students
- Learn dialogue facilitation techniques and practices, including:
 - Co-creating classroom norms for discussion
 - Promoting and supporting a culture of dialogue in the classroom
 - Fostering students' inquiry skills
 - Practicing conflict resolution in moments of tension or controversy
- Integrate a research-backed e-learning tool in their classroom
 - CDI's online learning program, *Perspectives*, uses short interactive lessons rooted in behavioral science to teach students the mindset and skills needed to engage in dialogue.

Prepare – Support – Intervene

When we ask educators what is top of mind about teaching dialogue across student differences, they often share their fear or unease with intervening in moments of conflict. They bring up questions like:

- *What should I do if a student says something outrageous?*
- *What if one student confronts another student because they didn't like what their classmate said or did?*
- *What if a student refuses to engage with material because they think it is offensive?*

These concerns are reasonable and relatable; such moments are difficult to manage, hypervisible, and they can have real ramifications.

Yet, these high-pressure moments also occupy too much of our thinking about dialogue. It is helpful to think of this imbalance like an iceberg. High-pressure moments are above the surface. **But the vast majority of pedagogical work surrounding dialogue takes place below the surface.** It can go essentially unseen, but this is the work that will develop long-lasting skills in students so they can engage, communicate, and thrive in a diverse world.

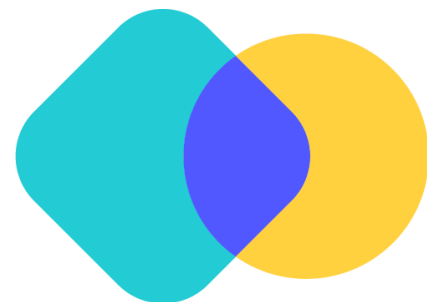
CDI recognizes the balance of teaching and learning about constructive dialogue through a developmental approach we call **prepare-support-intervene**, or **PSI** for short. Our approach helps educators focus on skills and knowledge they need to foster the conditions for constructive dialogue in their classrooms. Our professional development program emphasizes how educators can prepare themselves and their students for constructive dialogue, as well as how educators can support constructive dialogue through classroom practices and routines. While learning how to prepare for and support students to engage in constructive dialogue will not eliminate instances of conflict, these essential steps of the process provide resources for managing such moments so that **educators no longer need to feel uneasy about encouraging their students to talk to each other about important and timely issues.**

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Session Overviews

Session 1: Preparing for Constructive Dialogue

This 90-minute workshop will introduce educators to the PSI approach and how it relates to CDI's Perspectives online learning program, as well as the foundations of constructive dialogue. By learning what constructive dialogue is and the essential steps, or principles, for achieving it, educators can begin to prepare themselves and their classrooms for constructive dialogue.

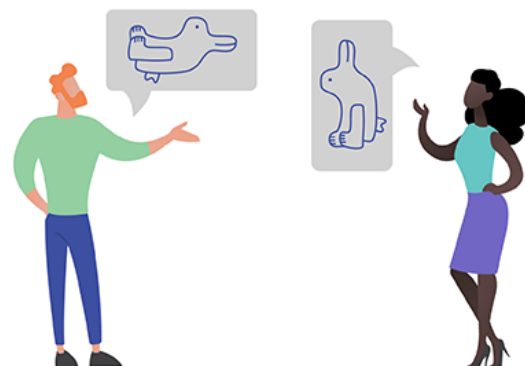


Session 2: Building a Constructive Dialogue Classroom

This 60-minute workshop will introduce educators to practices that can help create a classroom where students know how to interact with each other, can be curious, and can trust each other. Educators will learn to create and sustain living norms, as well as to implement feedback routines like whole-class debriefs and feedback.

Session 3: Supporting Students to Engage in Constructive Dialogue

This 60-minute workshop will help educators think about teaching constructive dialogue skills to their students. Educators will learn to teach students to understand key differences between understanding and winning mindsets; use stories as entry points to issues



and as points of connection; and to ask better questions of each other.

Session 4: Intervening in High-Pressure Moments

The final 60-minute workshop will provide educators resources for thinking about intervening in high-pressure moments during constructive dialogue. They will learn to understand the role of pressure in constructive dialogue and how to intervene and re-engage students in high-pressure moments. The program will conclude with time for educators to reflect on next steps and implementation plans.

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Meet CDI's Professional Development Team



Jake Fay, Ed.D.

Director of Education

Jake Fay is the Director of Education at The Constructive Dialogue Institute (CDI). He leads developing and delivering professional development sessions to support teachers in engaging their students across differences. An educator at heart, he has years of experience teaching and thinking about civic discourse.

Before working at The CDI, he was a fellow at the University of California's National Center for Free Speech and Civic Engagement and an Institutional Fellow at the Edmond J. Safra Center for Ethics at Harvard University. Jake holds an Ed.D and Ed.M from the Harvard Graduate School of Education and an MA in American History from Brandeis University. He is the co-editor of *Dilemmas of Educational Ethics: Cases and Commentaries* and *Democratic Discord in Schools: Cases and Commentaries in Educational Ethics*.



Eliza O'Neil, Ed.M.

Senior Curriculum Developer

Eliza is an educator, dialogue facilitator, and curriculum writer. Inherently, her work has centered around bringing communities who might never meet together to forge connections and learn from differences. Before joining CDI, Eliza was a program director for Seeds of Peace, where she ran dialogue and facilitation programs and trainings for young adults and educators across the US. She is also a trainer and facilitator for Essential Partners, where she works with communities of all ages who strive to bridge divides, connect more meaningfully, and understand others and themselves in new ways. Eliza previously taught at experiential semester schools in Maine and Colorado, led wilderness trips around the world for high schoolers, and developed leadership and social-emotional learning resources for educators. Eliza has a B.A. from Bates College and an Ed.M. from the Harvard Graduate School of Education.