



Collective Student Efficacy Book Study

October 27, 2021 11:30-1:00

Forager's @ 1005 6th St NW, Rochester, MN 55901

Food & Beverages are the responsibility of each individual

Attendance:

Dylan McLeod, RED Student Y

Maria Zavala Rocha, RED Student Y

Kate Bade, RED Student Y

Joe Peplinski, RED Student Y

Cole Rollins, RED Student Y

Bryan Matera, RED Faculty Y

David Wolff, RED Faculty Y

Discussion Prompts:

The 4 A's Protocol (p. 33):

1. What Assumptions does the author of the text hold?
2. What do you Agree with in the text?
3. What do you want to ARgue with in the text?
4. What parts of the text do you Aspire to?

Using the 4 A's Protocol, respond to the following quotes from Ch. 3 "Developing the 'I' Skills":

"Our aim is to create independent and interdependent learners, not dependent learners" (p. 32).

"Too often, not attending to the students' knowledge building before they venture into group work is the major barrier to the success of the collective" (p. 35).

We need to address the knowledge base of each individual first before the group can work as a collective.

How do individuals build their knowledge before a group? Read text, movies, etc.

Whose responsibility is it to build the background knowledge? How much responsibility is on the student?

“Success breeds confidence, help from others breeds confidence, and enjoyment in learning breeds confidence” (p. 36).

“They concluded by saying that ‘schools are structured to help most students feel like failures’” (p. 37).

Not a fan of the term, failure.

Like terms like Room for Improvement or Opportunities for Improvement

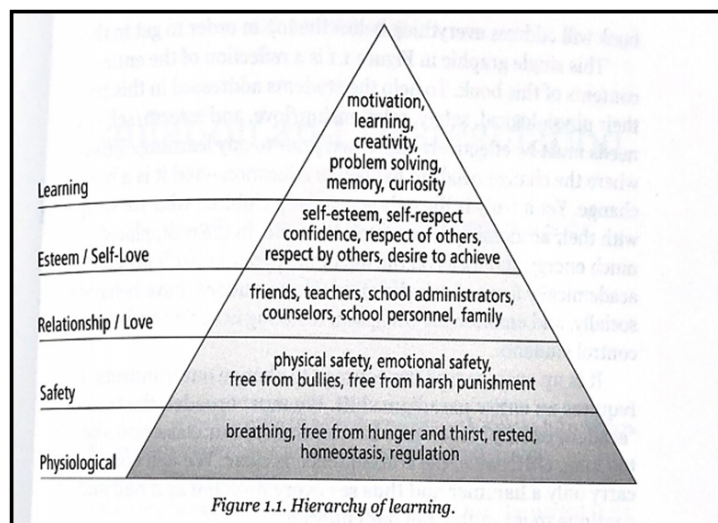
“I don’t lose, I either win or try again.”

How do we develop the SEL skills to overcome feelings of failure?

Our job is to prepare students for what's OUTSIDE the school.

Cone of Learning in Help for Billy book resonates →

During DL, students didn’t have parameters about socializing; they could socialize whenever they wanted and now back in school, how do we reteach these skills or change our schedule to accommodate these learned behaviors?



“...goals communicate to students that you believe that they can achieve at a high level” (p. 41).

Kids know teachers believe in them.

“...the bottom line for learning is the extent to which instruction requires students to think, not just report someone else’s thinking” (p. 61).

“I” skills needed to be successful as individuals as the collective are:

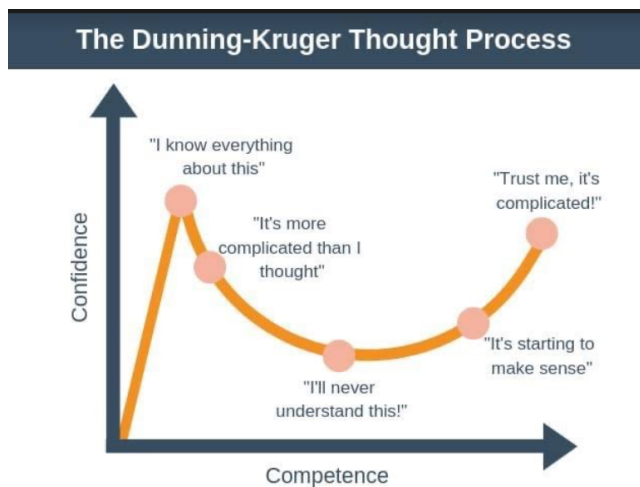
1. Knowledge building
2. Self-efficacy
3. Challenging Goals
4. Feedback
5. Agency
6. Resilience
7. Communication Skills

Where does vulnerability connect to these skills?

How have you observed these “I” skills during your clinicals?

What are the challenges in teaching these skills to elementary children?

Which skills are the most important to teach & model to elementary children?



How does this image connect with the research shared on p. 36, “an overconfident student is resistant to the ideas of others, believing instead that his or her path is the correct one. This contrasts with under-confident learners who doubt that they possess the internal resources necessary to accomplish the task...”

Often between the Junior and Senior year, we observe student teachers come into the First Six Weeks overconfident and have to adjust when a humbling moment lowers their confidence even though they are growing in their competence.

Time and humility changes Point 1 to Point 3 on the graph.

Students that don't participate because they think they don't have anything to contribute.

Social Sensitivity involves:

- Ability to acknowledge mistakes
- Accept others as they are
- Decode what other are thinking and feeling
- Problem solve about what is happening in the group to move forward
- Empathize with others and with the group's moods and feelings
- Listen and demonstrate they have listened to others in the group

All these skills are essential for employment - back to the Introduction of the book

Skills are not finite; they are continuously developing. The question is where do they begin?

What aspects of Social Sensitivity are modern learners' strengths?

Which aspect of Social Sensitivity do we need to explicitly teach/reteach/model for students?

Which aspects of Social Sensitivity do you believe are innate and which ones are learned?

Nature vs. Nurture or Both?

Parents model from birth

We need to be explicit e.g. Whole Body Listening

Teaching Strategies from *Collective Student Efficacy*:

The 4 A's Protocol p. 33

Start/Stop/Continue Microfeedback p. 44

Talking Chips p. 62

Talking Stick p. 62

Self Assessment of Group Participation template p. 63

Text Rendering p. 69

RAFT Writing p. 7

DUCK:

