



Collective Student Efficacy Book Study

November 3, 2021 11:30-1:00

**The Tap House West End located near Costco at:
2365 Commerce Drive NW, Rochester, MN, 55901**

Food & Beverages are the responsibility of each individual

Attendance:

Dylan McLeod, RED Student Y
Maria Zavala Rocha, RED Student N
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:

What resonates with you the most from the text?

- The Goldilocks effect - tasks that are not too hard, too easy...but just right.
- Is the task a 'right fit, right now' for the child's ability?
- If work is too easy - student get bored and the task is just busy work
- Skill and Knowledge Objectives

What aspects of collective efficacy are challenging your thinking?

Has anything changed your thinking about confidence?

How would you explain collective efficacy to your cooperating teacher?

- This is more than group work; beyond the task itself but a shared belief of the group
- The I and We skills help throughout the process
- Focus on the learning process more than the task to be completed

Suppose you use a variety of grouping strategies for group learning. A parent emails you complaining that their child spends too much time helping other kids get good grades. The parent demands that their child not participate in group work again and would like their child to complete the work independently. How would you respond?

- Group work - how do we balance the needs of our students that need more challenge and the students that need more support?
- How do we get kids to advocate for themselves when the workload isn't shared?

What is your belief regarding independent, dependent, and interdependent learning?

- A lot of critical thinking and discussion around group work
- Discussion on strategies

Reflect on our next steps:

- How would you implement collective efficacy strategies during your Student Teaching?
- What resources would you need to implement the collective efficacy strategies?
- Would you be interested in presenting at MEA about your experience implementing collective efficacy strategies in your teaching?

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. 74

DUCK Framework per David

Offering a Conflicting Idea p. 86

Jigsaw p. 99

Academic Learning Intentions p. 107

Social Learning Intentions p. 107

Success Criteria p. 109

Fan and Pick per Bryan

Quiz Quiz Trade per David

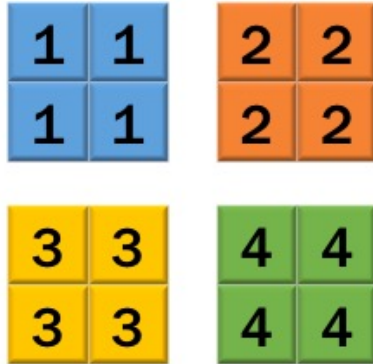
Stand Up, Hand Up, Pair Up per Bryan

Think Pair Share per discussion

JIGSAW

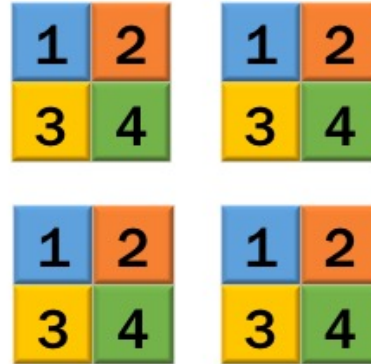
Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.



Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



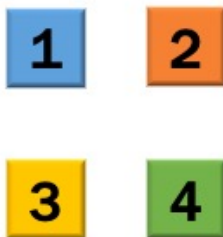
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Jigsaw developed by Aronson (1978)

THINK-PAIR-SHARE

Round 1 – Think

Have students think or write about a discussion question.



Round 2 – Pair

Allow students to turn to a partner and discuss their responses.



Round 3 – Share

Start a group discussion by having each pair share their responses with the class.



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Think-pair-share developed by Lyman (1981)

StandUp- HandUp- PairUp



1 Stand Up, Hand Up,
Pair Up

2 Teacher Asks Question

3 Think Time

4 Partners Share Using:
• RallyRobin or
• Timed Pair Share

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Quiz-Quiz-Trade



- 1 Stand Up, Hand Up, Pair Up**
- 2 Partner A Quizzes**
- 3 Partner B Answers**
- 4 Partner A Praises or Coaches**
- 5 Partners Switch Roles**
- 6 Partners Trade Cards**
- 7 Hand Up, Find New Partner**

Fan-N-Pick



1 First Student Fans Cards

2 Second Student Picks a Card

3 Third Student Answers

4 Fourth Student Responds: Tutor, Paraphrase, and Praise

5 Rotate Roles

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