



Collective Student Efficacy Book Study
November 10, 2021 11:30-1:00
Olive Garden
380 17th Ave 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:

Why is it important to develop independent and interdependent learners?

- Be intentional about our instruction
- Focus on developing skills that transcend the K12 classroom
- We need to develop both to help students that depend on others (classmates or teachers) too much of the time → they need the independent skills
- Develop coping skills when working with others p. 129 (e.g. seeking help when conflict arises, tolerate others, etc.)
- Goal - to make lifelong learners, not school learners
- It is good to have both skills but together, it is most effective and successful

How would you structure group work in your classroom?

- Small numbers keep students accountable for completing tasks and building relationships.
- Connecting high to mid ability students; mid to low ability students

- When students are in groups, they discover their skill set and their strengths; they realize what they are good at; they have the ability to choose a role that matches their strengths
- Pg. 128 have students volunteer for their roles based on their strengths

How do you know when collective student efficacy happens?

Of the advantages for collaborative learning (p. 150), which *two* best align with your philosophy of education?

- Develops independence and interdependence - Joe
- Improves speaking and listening skills - Cole, Maria
- Fosters a supportive classroom and mutual respect - Dylan
- Shifts the classroom from competition to cooperation - Dylan, Joe
- Deepens empathy and expands flexibility - Joe
- Power of Choice - Kate
- Creates bonds between students, so fewer behavioral incidents arise - Dylan
- Students are given responsibility for their learning - Kate
- Increases job satisfaction because students' growth as learners is visible - Cole Maria

Videos -

- Shirly Clarke
- Alfie Kohn
- Ray McNolte

How do you envision yourself presenting at MEA about your experience implementing collective efficacy strategies in your teaching?

- *Developing Independent and Interdependent Learners: Reflections of First Year Teachers*
- *Triumphs to Tragedies: Tales from First Year Teachers*
- *Flops, Follies and Fortunes: Reflections of First Year Teachers*
- *Tales from the Trenches: Lessons Learned from First Year Teachers*

Independent Reflection for your 10-Weeks Student Teaching:

- How would you implement collective efficacy strategies during your Student Teaching?
- What resources would you need to implement the collective efficacy strategies?
- How will you explain Collective Efficacy to your cooperating teacher?
- How will you implement various teaching strategies during your student 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

Reciprocal Teaching p. 117

Pairs Snowballing into Teams p. 118

Role Playing p. 122

Peer Conversation Stems p. 124

Roles for Group Discussions p. 128

Survey for Collective Efficacy p. 137

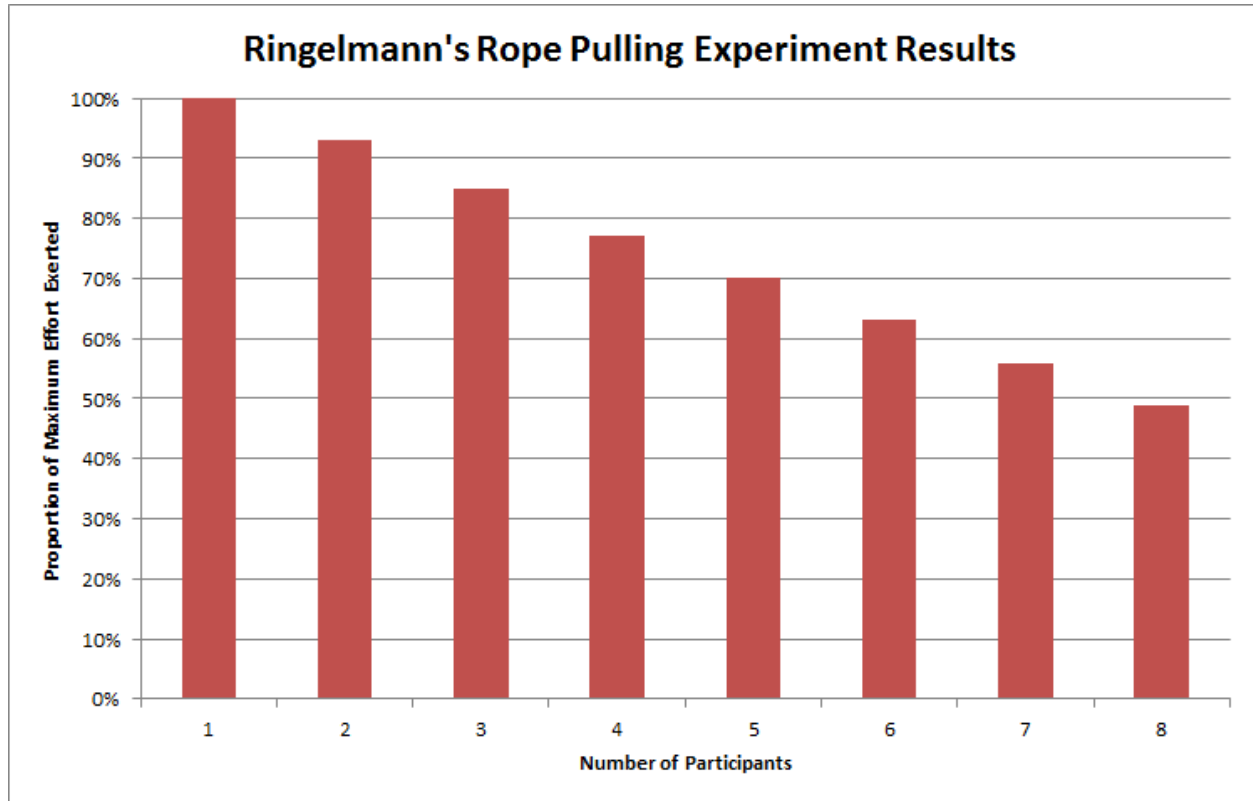
Rubric for Peer Assessment p. 138

Further Learning:

Social Loafing: Definition, Examples and Theory

By Riley Hoffman, published June 22, 2020

<https://www.simplypsychology.org/social-loafing.html>



Solution: The Collective Effort Model suggests that two key elements determine individuals' levels of motivation when working in a group: their expectations regarding their ability to reach the goal, and the value they assign to the goal.