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Classroom Collaboration

Facilitators guide for professional learning
sessions utilizing the Illinois Classrooms in
Action Classroom Collaboration Kit

*Increasing
Student
Engagement*



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Overview

Incorporating collaborative activities into the classroom not only builds our students social/emotional development but can increase their academic achievement as well. Research tells us that social and emotional competencies not only prepare students to be productive contributors to learning experiences, but that they also increase students' capacity to learn (Durlak et al., 2011). When students develop these skills, they are more capable of seeking help when needed, managing their own emotions, and problem solving in difficult situations (Romasz, Kantor, and Elias, 2004).

Students naturally want to learn, but if they have no choice in the process quickly lose interest and motivation. Students need to develop the social skills they need to support classroom discourse. The best way to do this is to practice and model collaboration. Students can extend their own thinking and expand on the thinking of their peers in collaborative group work. These activities allow them to gain the ability to hold a substantive discussion, have content knowledge and build on knowledge of others. Collaborative group work clearly highlights the connection between social and academic curriculum.

Educators need to be able to create authentic ways for learners to collaborate and be engaged in their learning in order to deepen their desire to participate and develop these social skills. This is where the Classroom Collaboration Kit can help teachers. As you will see the kit has resources that will assist teachers implement classroom collaboration immediately in all content areas.

How to Use the Facilitator Guide

The Facilitator Guide includes a description, session options, a facilitator's checklist, preparation notes, slides, helpful hints, connections to many processes already in place in the classroom. Throughout the guide you will notice "pop out" graphics that will have special notes about that page or slide. These might be specific Facilitator Notes, Anecdotes, or Reflections that we would like you to be aware of in advance and are not on the PowerPoint slides.



This guide also has several Appendix sections that have items that are used during the sessions and are included for your reference.

Purpose

This Classroom Collaboration Facilitator Guide was designed to provide additional guidance and resources to professional learning providers as they prepare for and deliver this training.



Facilitation and Adult Learners

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. (Killion, 2011) Designing a professional learning session based on research and theories must also take into consideration the characteristics of the learners. The presenter needs to consider the participants comfort level with the learning process and with each other, how familiar they are with the content being presented and how much they are being asked to change in their practice. The idea of asking an educator to make a change to their practice can be critical piece, and it is usually the main purpose to the professional learning. Educators are attending the session to improve their practice; however most people, by nature, don't like change. The design of the professional learning can affect the effectiveness.

Multiple designs of professional learning exist. This session will include active engagement, modeling, reflection, metacognition, application, feedback, formative assessment, skills and practice. Utilizing all of these designs will allow the participants to experience the use of the resources from many different perspectives. Utilizing these design activities allows for the participants to take the conversations to topics that meet their needs and their classroom environments. This allows for each session to become personalized to the participants needs without the presenter changing anything within the structure of the session.

When the opportunity allows for the full day session and the technology part of the session can be included this can add a continuous piece of professional development to the learning process. This enhances and extends the professional learning by connecting the participants to more resources to improve their practice. Allowing them time to discover and reflect with a team of teachers they have bonded with during the day.

Just as when creating lesson plans, designing a professional session you must look at what you want to assess when you have finished. When you design professional learning, consider the outcomes you want for the participants. What is the purpose? Why? How does it connect to what is already done?

A key element of a successful professional learning session is...**ACTIVE ENGAGEMENT.**

Active engagement occurs when learners interact during the learning process with the content and with one another. Educator collaborative learning consistently produces strong, positive effects on achievement of learning outcomes. Active engagement respects adults as professionals and gives them significant voice and choice in shaping their own learning. (Killion, 2011)

Facilitator's Checklist

- Role Identifier Cards -1 set for each group of participants – cutout and “tented” (See Appendix A)
- Pens
- Presenter's Table setup
- Talking Chips Kit
 - Chips
- Round Table Kit
 - Paper
- Sorting Sticks Samples
- Collaboration kits for participants QTY _____
- PowerPoint
- Projector
- Handouts – Optional
 - Slides/Notes



Selection and Preparation of the Room

Selecting the room for this session is a key component to the success of the session. The participants need to be able to feel engaged with their group throughout the day. The tables should accommodate at least 5-6 people sitting around facing each other. This can be a round table or rectangle buffet table. It is recommended no more than 6-8 at each table; this takes away from the collaborative nature of the activities and may result in an unsuccessful event.

The tables should be placed around the room with enough space that the presenter can move easily around all areas of the tables and between the tables during the activities. There will also be movement from the groups during the session as well. Make sure they can travel around comfortably as well.

The presenter will need two long tables up at the front of the room to place the items needed for the technique activities that will be modeled for the session. These items need to be organized and placed in order of use so that the material managers will be able to come and pick them up during the session.

The technology needs for this session are simply a laptop, projector and screen to present the PowerPoint presentation.


Preparing the room for the session will take approximately ½ hour if the tables are set up in the correct configuration. Each participant table will need a group set of role identifier cards with tented index cards attached and pens. The presenters table has a section for each of the technique's supply in order of presentation. The collaboration kits should also be on a table ready for distribution. (See Appendix A)

You can even use student desks in a circle or pushed together to make a long table, just as you would for the students!


Slide Deck



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Classroom Collaboration Increasing Student Engagement



Lisa Ward – ISBE Content
Area Specialist for
Learning Supports

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Welcome participants to the workshop as they arrive.

Once the session has started make sure all participants have chosen a role. (If there are more roles than participants at any table, have them double up on roles.)

“Please sit at a table and choose your role for the group activities today.”

“For those of you who may not want to do a lot of walking, I’d recommend that you not choose the materials manager role.”

Objectives

- Connect Classroom Collaboration to Many Initiatives
- Incorporate Random Student Groups
- Norms and Structures of Student Collaboration
- Differentiate and Modify Collaboration Techniques in All Content Areas
- Discover ISBE Content Specialist Resources



Today's objectives are.....

These objectives will need to be modified to match the session adjustments based on the times limits chosen. This is for an ALL DAY session.

Connections to the Illinois Learning Standards

- **ELA**
 - Speaking and Listening skills
- **MATH**
 - Discourse Conversations
 - Math Practice 3
- **SCIENCE (NGSS)**
 - Ask Questions
 - Construct an Argument



In support of instructional connection to standards, here are a few that can connect quite easily.

ELA College and Career Readiness Anchor Standards for speaking and listening.

Mathematics Practice 3 Construct viable arguments and critique the reasoning of others.

Mathematics Practice 6 Attend to precision

Science NGSS

Asking questions and defining problems

Engaging in argument from evidence

Obtaining, evaluating and communicating evidence.

See
Connections
Section for
further
information



Connections to the Danielson Framework

- **Domain 2: Classroom Environment**
 - 2a- Creating an environment of respect and rapport
 - 2c- Managing classroom procedures
- **Domain 3: Instruction**
 - 3b- Using questioning and discussion techniques
 - 3c- Engaging students in learning
 - 3e- Demonstrating flexibility in learning



Collaborative Learning supports several of the domains from the Danielson Framework.

Incorporating collaborative work will change the classroom environment and engage students in learning. The strongest connection to Danielson is in Domain 3 where group work is specifically referenced.

See
Connections
Section for
further
information



Connections to the Illinois Social and Emotional Learning Standards

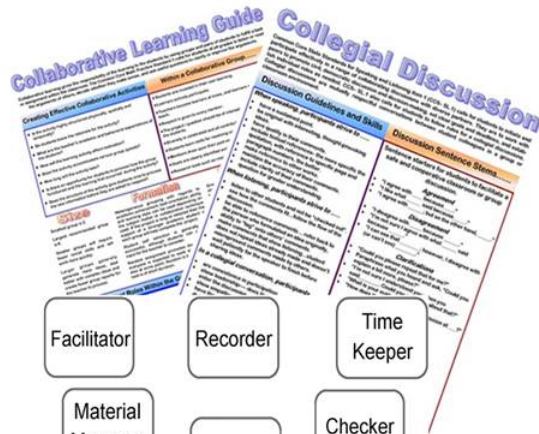
- Goal 1- Develop self-awareness and self-management skills to achieve school and life success.
 - A- Identify and manage one's emotions and behavior
- Goal 2- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - A- Recognize the feelings and perspectives of others
 - C- Use communication and social skills to interact effectively with others.




Several of the Illinois SEL standards can be reinforced through collaborative learning. These standards are broken down into goals and observable targets and can be a primary support for classroom culture and climate.

See
Connections
Section for
further
information


What could be implemented in the classroom that could address all of these connections?



Collaborative Learning Guide
Collegial Discussion



*Collaboration
Technique Cards*



Facilitator

Recorder

Time Keeper

Material Manager

Reporter

Checker

Classroom Collaboration Kit

Developed in 2014 by Illinois Content Area Specialist, Lisa Ward; this kit has been readily received by teachers, schools, and districts state wide.

With recognition that many trainings exist for teachers to learn collaboration theory, this kit was designed to support immediate classroom application – complete with quick reference guides, student tools, as well as example rubrics for formative assessment of student collaboration skills.

“Could I have all material managers please come forward and pick up one kit for each member of your group?”



First Piece Developed for the Kit

The first piece of the Collaboration Kit that was developed was the 28 Techniques for Collaboration Cards for use in all classrooms and at all grade levels.

They include online suggestions and additional sites for resources to support collaboration in the classroom.



Illinois State Board of Education

Collaboration Technique Cards



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Look in your kits, and take out the spiral bound group of cards. This card deck was designed to give teachers easy to implement options regarding collaboration in their classroom. Pulled from research articles and theoretical publications, these cards give concise directions along with resources for online supports. Many of these techniques are naturally applicable or with simple adaptations can be utilized in any grade K-12.

NOTICE : The Table of Contents consists of simple descriptions with verbiage that supports phrases from Illinois Learning Standards. You will need the supplies that are listed at the top of the second card. Most techniques have numbered step by step instructions for implementation. (Once you feel comfortable with a particular collaboration technique, adapt and customize for a specific lesson or group of students as needed.)

“Saves teachers’
research
time...includes
various styles of
techniques...in a
handy flipbook!”



Collaborative Learning **Creating Effective Collaborative Activities**

Collaborative learning gives the responsibility of the learning to the students by using group or assignment within the classroom. The Common Core Math Practice Standard 3 calls for the arguments of others, decide whether they make sense, and ask useful questions!

Within a Collaborative Group.....

Creating Effective Collaborative Activities

- Is the activity highly structured physically, spatially and temporally?
- Do students know the rationale for the activity?
- What are the teacher's academic and content goals for the activity?
- How will the learning activity affect motivation?
- Does the activity accommodate various learning styles?
- How long will the activity take?
- Is there an opportunity for students to functioned and the learning that occur?
- Does the structure of the activity give the new information before they are asked to process it?

Size

Smallest group is 2. Heterogeneous and I use smaller groups.

Largest recommended group is 6. Smaller groups will require fewer social skills and will work more quickly. Larger groups generally generate more ideas, deal better with complex ideas, deal better with complex ideas, deal better with complex ideas and create fewer group reports for the teacher to process. Random every else (task)

Possible Student Roles

- Facilitator**
Keeps group on task and verifies that all contribute.
- Recorder**
Takes notes on important thoughts expressed in the group. Writes final summary.
- Reporter**
Shares summary of group with large group. Speaks for the group, not just personal view.
- Materials Manager**
Picks up, distributes, collects, turns in, or puts away materials.
- Time Keeper**
Keeps track of time and reminds group how much time is left.
- Checker**
Checks for accuracy and clarity of thinking during discussions. Checks written work and tracks points.

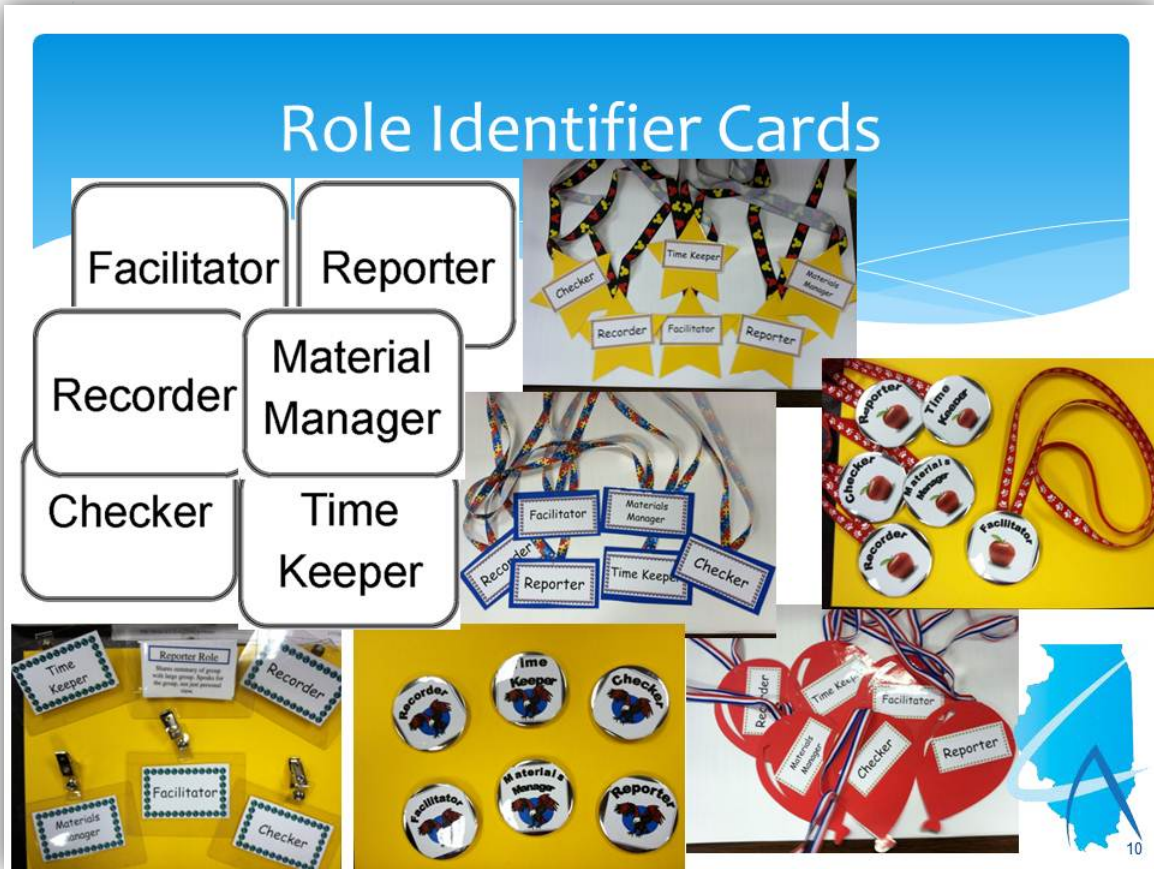
Now put the cards aside and take out the Collaborative Learning Guide, which gives YOU, the instructor, even deeper support and guiding questions for your instructional use of this type of classroom dynamic.

It includes:

- *Creating Effective Collaborative Activities
- *Within a Collaborative Group
- *Group Management Tips
- *Possible Student Roles within the Group

Materials Manager Anecdote:
When you ask for someone in the group to come get the markers for the group...who comes? (EVERYBODY) And then who puts them away? (NOBODY)...When you have a materials manager the students will take the responsibility to make sure that all the markers for their group are returned...WITH THE CAPS!

Checker Role Anecdote:
I always had my checker with an additional role. I didn't like the "Mother duck" syndrome.....where I was walking around with a trail of students waiting to ask me a question.....So the checker could check with another group if their group had a question before coming to me. If they came to me, I knew that two groups didn't understand something.



Notice that role identifiers can come in many shapes and sizes and designs.

Included in your kit are the simple forms that you are using today on the table top.

More elaborate role identifiers can include lanyards, buttons, or name badges.

HINT: Be sure that your role identifiers have your classroom number or name on them in case they decide to visit other parts of the school. I also strongly believe that making extras of student tools is always a time saver in the end.

Discussion Guidelines

When speaking, participants

- ◆ sustain a main idea
- ◆ be original with interesting, provoking ideas.
- ◆ have quality in their comments
- ◆ include textual references—the quotation, with reference paragraph numbers, the book title
- ◆ make reference to other work
- ◆ maintain the accuracy of their work
- ◆ question for greater understanding

In a collegial conversation, participants

- ◆ are consistent in participation.
- ◆ show leadership—does the student help others enter the discussion.
- ◆ show empathy.
- ◆ have the ability to learn and adjust to the dynamics of the class.
- ◆ show humility.
- ◆ incorporate politeness and respect for all members of the class.
- ◆ maintain eye contact and call others by their names.
- ◆ show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.)
- ◆ demonstrate preparedness—books and articles marked, responses written, questions prepared.
- ◆ take risks. They are prepared to ask questions that seem obvious or silly and can provoke dissent. Willing to state own ideas even if different from those of other students or the teacher.

Agreement

Disagreement

Clarifications

Confirmation

Confusion

Extension

Review

was

◆ “I want to go back to what _____ said.”

◆ “I like _____.”

◆ “I noticed that _____.”

◆ “Can you tell me more about _____.”

Confirmation

- ◆ “I think _____.”
- ◆ “I believe _____.”
- ◆ “I wonder _____.”
- ◆ “I discovered that _____.”

Confusion

- ◆ “I don’t understand _____.”
- ◆ “I am confused about _____.”
- ◆ “Can you explain that another way?”
- ◆ “I was confused by _____.”

Extension

- ◆ “I was thinking about what _____ said, and I was wondering what if _____.”
- ◆ “This makes me think _____.”
- ◆ “I want to know more about _____.”
- ◆ “Now I am wondering _____.”
- ◆ “Can you tell me more about _____.”

Review

- ◆ “I want to go back to what _____ said.”
- ◆ “I like _____.”
- ◆ “I noticed that _____.”

On the back are – Collegial Discussion supports for you and your students. Aligned to CCRA- SL.1. Here are some instructional how to’s for you and your students to refer back to over and over to support skill practice and fluency.

Why is it important for instructors to model giving permission for discussion?

An important aspect of real world interpersonal interactions is communication and discourse.

Why is it important for our youth to learn how to experience and express disagreement with one another?

In the world that we live in, it can be life or death.

Some of our students don’t come with the skills of communication. It is okay to say we don’t like something, but it is not okay to say “that sucks”.....we must help our students learn how to disagree and how to accept friends that disagree with them...How many adults do you know that could use those skills as well as your students?

Random Groups

What happens when you try to randomly count off students to place students into groups?



The power of random groups is to give ALL kids some experience and support working with ALL kids. Supporting flexibility and generalizing skill use beyond those peers allow us to stay comfortable.

It is human nature to choose something that is most comfortable and choosing being with friends in a group is the most comfortable way to work, but not always the most productive.

Have you ever had students line up and “count off” to form random groups? What is the end of the line doing...yep, pre-counting to get in the group with their friends.



Student Sorting Sticks



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Included in your kit is a complete set of 40 numbered student sorting sticks on a ring along with a 'how to' description card.

[Note, if you have more than 40 students in your class, that's an entirely different workshop all together

You also have a master set to make replacements if needed.

We will go over the use of these sticks in a few minutes, but let's answer a few frequently asked questions first.

This is a major barrier for many teachers when it comes to collaborative groups. Please refer to the section on Sorting Sticks in the guide for more detailed information.





What if this happens?



Yes, sometimes...."those" students will come together in a group...
what do you?

You keep them in the group!

NEVER change the groups...if you change the groups because you are uncomfortable with the arrangement, then the students will continue to ask to be rearranged because they are uncomfortable with their groups. If you change once, they will continue to push for changes...hold your ground and after 4 or 5 times, students will stop asking.

I'm not a crazy teacher; really....If those students were to come together in a group, what was once a 30 minute lesson may now be 15 minutes. I may also spend my whole time right next to this group of students and my objective is no longer the content, but that nobody gets hurt, physically or emotionally. I will not switch the groups....everyone works with everyone.

If we model for our students that they can't be in the same group with people they have conflicts with in school, when will they learn the skills needed to get along with others without conflict? These will be the students who learn to move when they are uncomfortable in a situation or change jobs every two weeks because they don't have the social skills to stay in a job.



What are students saying -



“Sometimes you get to be with your friends and that’s good, but sometimes you might not know the other person and you can get to know them, and maybe you get with someone you don’t like...then you get to know them better and might like them.”

-Caleb, 11 years old



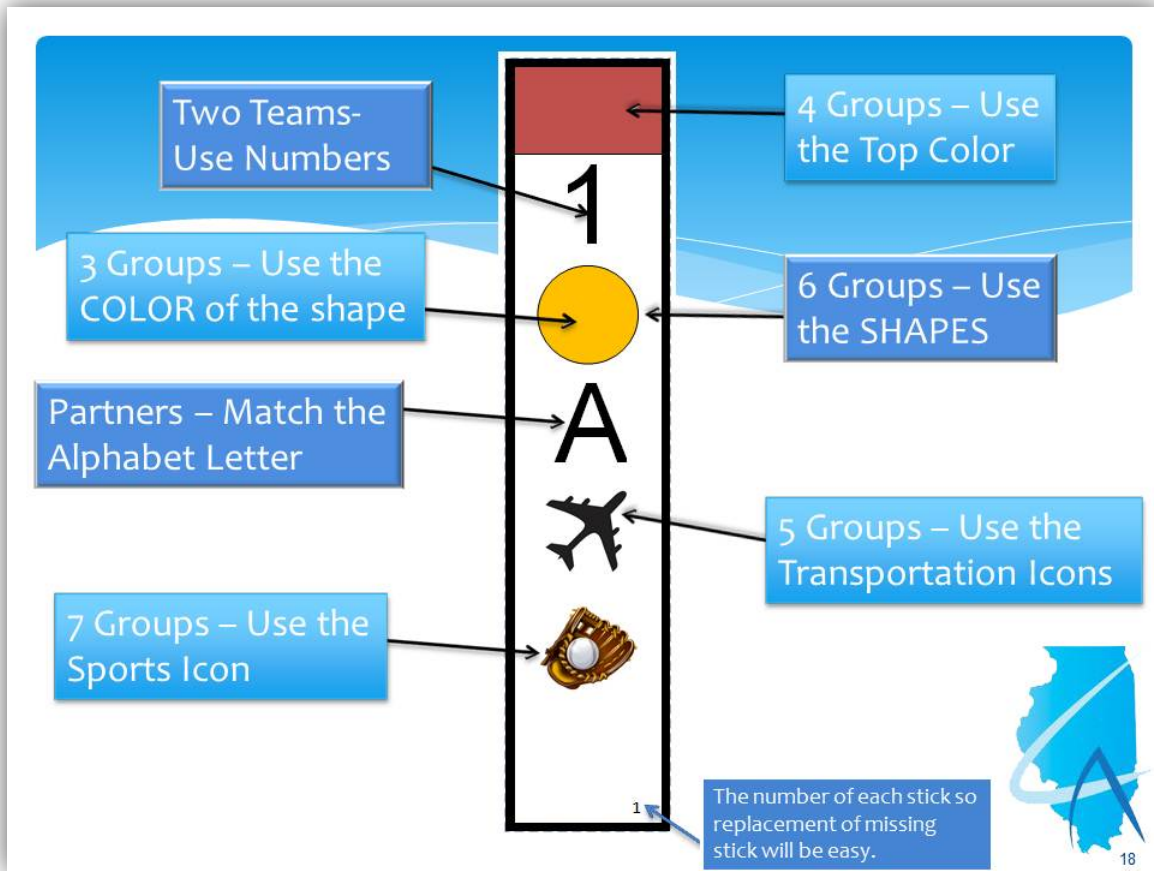
Have someone read the slide or you may read the slide.

Students will want to switch at first – “I can’t work with Sally, she didn’t like my dress!” Simply answer, “Your dress is lovely, that is your group today and tomorrow you will have a different group.” Never change groups...everyone works with everyone. You will see a major improvement in your classroom environment.

One session on collaboration I “sorted” my participants. A gentleman approached me and asked if he could switch to sit with a specific group of teachers. I said, “No, I am sorry. You are in the Cupcake group today.” I guided him over and sat him down and quickly walked away.

After the session the gentleman introduced himself as the superintendent of a large district up north. (How was I to know?) He said that the group of teachers he sat with told him things his teachers would have never said in front of him.





Again, utilizing random sorting supports ALL students' need to learn to work together.

- For
- Partners: match the alpha letter
 - 2 groups: use numbers
 - 3 group: use COLOR of the shape
 - 4 groups: use the stick's top color
 - 5 groups: use the transportation icons
 - 6 groups: use the SHAPES
 - 7 group: use the sports icon

NOTE:

Each sorting stick is numbered so a replacement can be made easily. It's recommended for durability to put a tongue depressor on the back.

** Lamination AND fun duct tape allows for easy instructor personalization.

Helpful hints *The first time you use randomizing with your students use a 15 min collaborative activity. This will allow for a positive experience quickly.

Stacking the Sticks

Dividing the Class of 25 students into 5 groups. (5 students in each group)

Imagine that you have 25 students in your class. And you want 5 groups of 5 students = use the transportation symbols.

*Pre-count the sticks to include 5 of the trucks, 5 cars, 5 trains, 5 bikes, 5 planes.

If you have 28 students, you'd add 1 extra truck, car, train and three of your groups would have six

Imagine that you have 30 students in your class. And you want 6 groups of 5 students = use the shapes.

*Pre-count the sticks to include 5 circles, 5 moons, 5 triangles, 5 diamonds, 5 stars, and 5 pentagons.

What if two students are absent? Then two of your groups will be 1 student smaller (however, if for a unit, you can assign absentees to a group for inclusion later).

HINTS:

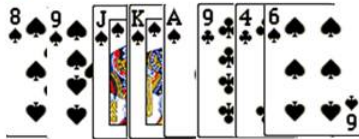
- * Don't use the top color the first time. Kids will still expect that and swap.
- * Students pick stick before you tell them how they will be sorted
- * If you teach 5th grade or above, use two groups of sticks so that kids in first hour won't tell second hour your sorting symbol.

If you notice your students are trying to make sure they have "blue" just like their friends...let them, because you are sorting by transportation.... Notice not all the blues are together. After a few times, they will not worry about matching, everyone works with everyone.





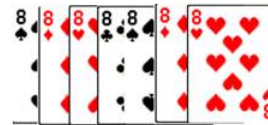
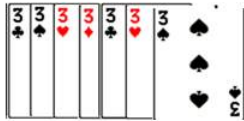
Sorting...another option



2 TEAMS



Stack the Deck...3 groups... etc.



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For older students, perhaps they would respond better to playing cards... 52 cards, 4 suites, 2 colors, 4 of each number/symbol, multiple decks if needed

2 teams, -use red or black for random sorting (stack to make sure even distribution for number of students) (i.e. 28 students? Need 14 red and 14 black)

3 groups,- use three numbers/symbols (stack deck to include only those three numbers/symbols) (i.e. 32 students? Need multiple decks for 11-3's, 11-8's, and 10-Jacks)

4 groups, use suites (diamonds, hearts, clubs, spades)

5 groups, use five different numbers/symbols (repeat 3 group instructions)

If time and space allows have a set of sorting sticks pre-stacked to match your participant count. (If you have 6 tables, ask for 3 people from each table...18 'students'.) Select sticks – 5 red, 5 blue, 4 green and 4 yellow. (Now for this demonstration also match those 18 sticks to sort into 9 #1 and 9 #2 sticks. – if you need to change a #1 stick for a #2 stick, make sure it matches the same color so that it doesn't change your first sort.) Have them come and choose a stick, don't tell them what the groups are sorting by yet. Once all sticks have been chosen send the blue to one corner, red to another and so on. Discuss the activity. Now "re-sort" the participants into two teams by the numbers on their sticks. Discuss how the groups have changed.





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Talking Chips

Talking chips is a collaboration technique using "chips" or markers to ensure that all students are participating and others are not dominating the discussion.

Supplies:
Chips—any marker item (pencils, cardboard chips, tokens, etc.)— 2 per student maximum

Rule: Each student may only speak one time until ALL other students have spoken. Then, each student may speak again once all team members have placed a chip in the center.


Procedure:
This procedure should be modeled to the class as a whole before beginning in groups.

1. The class is divided into groups of 3-6 students.
2. The teacher hands out 2 "chips" to each student.
3. The teacher provides a discussion topic for class/group.
4. Any student may begin the discussion within the group by placing his or her chip in the center of the team table.
5. The student group continues to discuss the topic, with each student placing one chip in the center of the circle/group each time they talk.
6. When a student is out of chips, they have to wait until they can collect them to talk again.
7. When students have used all the chips, teammates collect their chips and continue the discussion using their talking chips.

Reference/Resource: Barkle

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Talking Chips



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Next is Talking Chips...fast and easy way to get students talking...with guidelines. Have you ever had one of those students that have a million and one things to say and only one thing is actually on topic? How about the student that would rather go through class and not say a word? Talking chips can help with that.

Material Managers – Please return the Cube It supplies and choose your talking chips.

Collaboration in the Classroom Activity Card

Talking Chips

Choose a discussion topic:

Using Collaboration everyday in the classroom....How and why?

Implementing Illinois Learning Standards in your grade level...what has worked well and what needs some improvement?

All students should be able to drive when they start high school....good or bad idea?



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Facilitate this activity according to the slide text. If time allows this could allow for two rounds of discussions. The process with the talking chips is that you must place your chip in the center before you start to talk. Facilitators, your role is extremely important. You can only allow the person to talk for so long...control the amount...two, three sentences... If someone is asked a question, yes they have to put a chip in to answer it. Younger grades can start with just one chip; older students can use 2 or 3 chips.

Benefits of this technique:

- ❖ Develops the skill of identifying important ideas versus “fillers”
- ❖ Develops social awareness of others
- ❖ Increasing the ability to take turns
- ❖ Allows students with disabilities to have a set “quantity” concept
- ❖ Controls an open dialog

Some students have to choose the 2 MOST important things to say....other students ONLY have to find 2 things to say...this makes them both comfortable in conversations.





Round Table

A round table technique can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Students take turns responding to a prompt with one or two words written on a paper before passing it on to the next student.



Supplies:

Paper, Pencil

Procedure:

Sequential form:

1. The class is divided into groups of three or more. Each group should have one piece of paper and one pencil.
2. The teacher asks a question that has multiple answers.
3. Students alternate writing one answer on the paper, then pass the paper and pencil clockwise to the next person, each writing their answer to the question.
4. After a predetermined time, students stop writing and review their answer to look for duplicate entries. The students count the number of correct answers and the teams with the most correct answers are recognized.
5. Teams reflect on their strategies and consider ways they could improve.

Simultaneous form:

1. The class is divided into groups of three or more. Each student should have a piece of paper and pencil.
2. The teacher asks a question that has multiple answers.
3. Each student writes one answer, and passes their paper to the right, so several papers are moving at once.

*An accommodation to help students not proficient at writing you could modify the group as follows:

1. The class is divided into groups of three or more with one piece of paper and one pencil.
2. A recorder will be assigned in each group.
3. The teacher asks a question that has multiple answers.
4. Students will respond orally and the recorder will record the responses.
5. After the round table, students discuss and summarize the ideas generated and report to the class.

Reference/Resource: Barkle

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Round Table



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Next is the Round Table, the fastest collaborative technique in the book! A great way to start off your randomly sorted students!

This is also the only collaborative activity where there is NO TALKING....yes that is right....NO TALKING. (I usually have to say that many times during this section.) It is also fast paced and really fun. It is a great way to get a formative assessment of prior knowledge or just to kick off a new science, social studies, and health unit...any content area. Now watch out...even the adults seem to get competitive with this one.

Materials Managers – Please return the Talking Chips and pick up a piece of paper for your group.





Collaboration in the Classroom Activity Card

Round Table

1. Each group has a piece of paper and a pencil to share.
2. Time Keeper set the time for 3 minutes
3. When the category is revealed each participant writes one answer on the paper and then passes the paper to the next person "around" the table. Continue until the time keeper call time for your

First round:

Second round:



After the TIME KEEPER calls time the CHECKER looks for duplicates and then counts the number of items. The REPORT then takes the paper and STANDS to show that the group is ready.



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Your groups can have one pencil/pen or each person can have their own...your choice.

The time keepers need to set their device or monitor for 3 minutes. The paper will travel "around the table"...get it..."round table"...Ha ha...Each person will write one answer that fulfills the category that I will display in a minute. YOU CANNOT TALK...no phoning a friend. You can read above if you need to, but your table will get a little annoyed if you sit there...if you can't think of something, just pass the paper. It will come back around. When the time keeper says time is up hand the paper to the checker and they will cross off any duplicates and count. Then the paper goes to the reporter. Reporters please stand when you are ready. Everybody ready...remember....NO TALKING!

Presenters- Walk around while the participants are in this activity...you will have some giggles, whispers...etc. Make it fun....shhhhh them...remind them no talking in a silly way....seems like there is always "that one group" I have to stand by...in a funny way. That is a part of it. When time is up and I have a winning group have them read their answers. Reflect how the other groups responded to them...."Oh yeah, that one....we had that one...etc..."

Benefits of this technique:

- ❖ Few supplies needed
- ❖ Engages students immediately
- ❖ Formative assessment of the whole class
- ❖ Can be used for any content – parts of speech, health vocabulary, and science terms...etc.
- ❖ Social skills of teamwork under pressure
- ❖ Social skills of winning / losing
- ❖ Collaborative group activity that takes less than 5 minutes from start to finish



Why do collaborative work?

Because it is easier for us to say things because if you are in a huge group you might get talked over and it would get loud in the classroom.

- Katie, 6 years old



While not the actual picture of Katie....it is very close.

Her teacher told me that she barely heard Katie talk the first semester...then when they started collaborative groups Katie was talking every day.

To me, that is the one of the best reason I have heard to start collaborative groups.



One last technique.....



Illinois State Board of Education

Phillips 66

The Phillips 66 technique, also known as buzz groups, can be used to review homework any item that may

Supplies:

None

Procedure:

1. The teacher selects six students in the class and asks them to go to the front of the classroom.
2. The teacher states a question about the homework, the reading, or any other pertinent subject or an upcoming event.
3. The six students have six minutes to discuss/clarify the topic in front of the class to help the class understand.

Reference/Resource: Barkley, E.,'

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Phillips 66



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I like to end with one more collaborative technique. Recorder, you should have one more index card or piece of paper. If not, send your material manager to get one. As a group discuss what is your big take away from today. Now you will need to make a list of about 6 or 7, starting from the TOP MOST IMPORTANT TAKEAWAYS down. All reporters will be coming up front to share and no repeating will be allowed.





Illinois State Board of Education

Phillips 66

Within your group write down 6 or 7 things from today that are your big “takeaways”...in order of most important to your classroom/school.

When done, REPORTER, please come up to the front with the paper.



Presenter- Depending on how many participants you have, you will ask the reporter to come up when the group has their list completed. You are looking to have about 8 or 9 people up front. If you need more than the reporter, I usually ask the Checker to come up also and they share the list.

Line them up, first up, first in line. Have them share (with a detail) as to why that was the favorite. Go down the line until all have shared. Be sure to give acknowledgments on why that was a good takeaway.



Helpful Hints

Technique choices

When planning a collaboration professional learning session the choice of which technique can be determined by who is in attendance. If the main focus is going to be all math teachers the techniques could all be tailored to meet the needs of the mathematics content area. The activities could also be geared towards just K-2 if that is the audience, that is one reason this kit is so versatile, any grade level and any content level can use the resource, the same is true for the presenter.

Round Table- This technique was chosen to demonstrate the ability to implement collaboration in the classroom in under 5 minutes and not only engage your students, but allow for formative assessment. (Not to mention the fun.) This also allows me one more time to mention how randomly sorting your students doesn't have to be for a long activity...just in case I have a few undecided teachers.

Materials – Paper, pens

Talking Chips- This is one of my favorite ones....one of the main concerns I received when I started asking teachers about doing collaborative activities and what were their barriers, they were very honest with me. "My students just start talking and some just don't stop. Others just can't say anything." "How can they all talk in a group? Someone is always doing all the talking. I can't sit at each table." This allows the teacher to set the rules of conversation in a visual guided way. Something our students need to "see" to understand...how to take turns in a conversation. It is harder than you think, even for adults...some more than others.

Materials- There are an assortment of items to use based on your class population. If you have younger students select something easier to handle. I use the ducks, bears...etc. for the younger grades. Choose something that plays with your personality as well. When I taught at the alternative school in Colorado I brought in San Diego Charger football cards. The students promptly told me that I was in Bronco country and what was I thinking. I told them that I didn't have to bend to their will; I was a Charger fan...lol... They then brought in their Bronco cards to use in our conversations....lol...well, they were talking weren't they! Upper elementary like YuGiOh cards, Pokémon...etc. High School still play "Magic the Gathering" Card games....football, hockey...etc. You could also have student create their own trading cards to use.



Sorting Sticks

There has been research to support random sorting of students in groups, that is still relevant today. Here are a few excerpts from the studies:

In response to growing demands for efficiency and flexibility, businesses and industries are implementing teams in the workplace based on the assumption that decisions made by groups of people with diversified expertise we often yield higher quality than those made by people with more homogeneous backgrounds (Jackson, 1992; Boyett & Conn, 1993; Katzewnhack & Smith, 1993; Gruenfeld et al., 1996).

The natural selection process, (students choosing their teams) while maximizing the peer relationship and student interaction potential, often minimizes the potential for quality learning. (Gruenfeld et al., 1996) The group is formed with a lack of thought to how each member can actually enhance the learning process. In terms of a gain in achievement, membership familiarity hinders the group based on the lack of members' intellectual diversity. Groups whose members are more familiar may be more effective or interactive at sharing information and integrating alternative perspectives than groups whose members are not familiar with each other. Nevertheless, students are less likely to possess unique knowledge or differing points of view. (Jackson, 1992; Gruenfeld et al., 1996)

When this concept is presented in the session the participants will have a variety of responses. Most will be intrigued with how the sticks work, but you will notice some participants will disengage. This concept is a barrier for many teachers, and that is natural. Doing something that is random and out of your control is daunting for some educators. The task of the presenter is to modify the thinking of the participants away from why they are worried about what might happen to how this can benefit the students and the classroom when they step out of their comfort zone. To do this, the presenter must be absolute in their presentation and support of this section. I have given a few talking points on the slide, but below are a few more. Some sessions I can give examples, reasons and information twice and the whole group is on board and ready to go! Other sessions has taken 4 or 5 different scenarios before I can see that participants have re-engaged and see the benefit. If the participants aren't willing to use the sticks, they won't want to learn how to use them.

- Remember, random sorting students are for group activities that are one day/class/lesson in length.
- What are we teaching students when we move them away from working in a group because they can't get manage their behaviors? We are teaching them to avoid anything that you can't handle. That is easy at the moment in elementary school for us as the teacher...but if we do that all through elementary, the middle school student has now learned that when they get into a situation that they can't handle they move away....is that cutting class? How are they to handle those new pre-teen emotions? Yes, it takes a



lot of work to teach how to handle those Social Emotional skills...much more than 2+2 equaling 4 and not as visually simple.

- In middle school there can be a lot of bullying situations. Many of the girls...I don't why it is mostly girls, but they like to practice "alienation" bullying. One young lady is usually the dominate leader and will control the group to alienate another young lady. Some of the girls in the group may actually still want to be friends with the "girl" but fear the peer pressure. Randomly sorting the students allow those girls to work with the "girl" in the classroom so the alienation does not exist in the classroom. The "girl" is not subject to the bullying in the class and the other girls are not pressured and will interact with everyone. This will also allow them to build a stronger connection to push back against the peer pressures. It also allows the dominate leader to work in a group that not everyone does what she wants or always agrees with her...a definite social skill she needs to work with as well.
- Most students that get bullied first are the new students....nobody knows anything about them. It is easier to pick on someone you know nothing about. When you randomize your students they get a chance to talk to someone they may have not ever taken the time to sit next to in the class. In a conversation they may find out they have something in common. (You have a sister, I have a sister! Aren't they horrible!) They can make a connection. Once a connection is made students are less likely to bully someone, and more likely to standup for them.
- When the classroom environment is set as a level playing field...everyone works with everyone....all opinions are equally valued and expressed....activities and work is more productive and achievement improves.



Connections

Social Emotional Standards

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."

Goal 1- Develop self-awareness and self-management skills to achieve school and life success.

Learning Standard A- Identify and manage one's emotions and behavior.

Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
1a. Recognize and accurately label emotions and how they are linked to behavior	2a. Describe a range of emotions and the situations that cause them.	3a. Analyze factors that create stress or motivate successful performance.	4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	5a. Evaluate how expressing one's emotions in different situations affects others.
1b. Demonstrate control of impulsive behavior	2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	3b. Apply strategies to manage stress and to motivate successful performance.	4b. Generate ways to develop more positive attitudes.	5b. Evaluate how expressing more positive attitudes influences others.

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.



Goal 2 – Use social-awareness and interpersonal skills to establish and maintain positive relationships

Learning Standard A- Recognize the feelings and perspectives of others.

Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
1a. Recognize that others may experience situations differently from oneself.	2a. Identify verbal, physical, and situational cues that indicate how others may feel.	3a. predict others' feelings and perspectives in a variety of situations.	4a. analyze similarities and differences between one's own and others' perspectives.	5a. Demonstrate how to express understanding of those who hold different opinions.
1b. Use listening skills to identify the feelings of perspectives of others.	2b. Describe the expressed feelings and perspectives of others.	3b. Analyze how one's behavior may affect others.	4b. Use conversation skills to understand others' feelings and perspectives.	5b. Demonstrate ways to express empathy for others.

Learning Standard C- Use communication and social skills to interact effectively with others.

Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
1a. Identify ways to work and play well with others	2a. Describe approaches for making and keeping friends.	3a. Analyze ways to establish positive relationships with others.	4a. Evaluate the effects of requesting support from and providing support to others.	5a. Evaluate the applications of communication and social skills in daily interactions with peers, teachers, and families.
1b. Demonstrate appropriate social and classroom behavior.	2b. Analyze ways to work effectively in groups.	3b. Demonstrate cooperation and teamwork to promote group effectiveness.	4b. Evaluate one's contribution in groups as a member and leader.	5b. Plan, implements, and evaluates participation in a group project.

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.



Standards – ELA, Math, NGSS

ELA

The ELA College and Career Readiness Anchor Standards include standards for speaking and listening within all grade levels. The standards are divided into two categories:

Comprehension and Collaboration:

SL.CCR.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.CCR.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation and Knowledge and Ideas:

SL.CCR.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.5- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Mathematics

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in construction arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arise. Mathematically proficient students are also able to



compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and – if there is flaw in an argument- explain what it is. Elementary students can construct arguments, using concrete referents such as objects, drawing, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decided whether they make sense, and ask useful questions to clarify or improve the arguments.

CCSS.MATH.PRACTICE.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Science NGSS

The Next Generation Science Standards have performance expectations for all grade levels with practices such as:

Asking Questions and Defining Problems

Engaging in Argument from Evidence

Obtaining, Evaluating, and Communicating Information

Examples:

- K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- 2-PS1-4.** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- 3-PS2-3.** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 3-LS2-1.** Construct an argument that some animals form groups that help members survive.



- 3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- 4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.
- MS-PS2-4.** Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- MS-PS3-5.** Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- HS-PS4-3.** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.



Danielson Framework

The Framework for Teaching identifies those aspects of teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The strongest connections in the framework are in domain 2 and domain 3.

Domain 2 – The Classroom Environment

2a- Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. Elements of component 2a:

Teacher interactions with students, including both words and actions: A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions: As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interaction among students is mutually supportive and creates an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Proficient Examples

Students help each other and accept help from each other.	Students wait for classmates to finish speaking before beginning to talk.	Teacher and students use courtesies such as “please,” “thank you,” “excuse me.”	Teacher says: “Don’t talk that way to your classmates,” and the insults stop.
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2c- Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and



transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Proficient Examples

Students move smoothly between large- and small group activities.	One member of each small group collects materials for the table.	In small-group work, students have established roles, they listen to one another, summarize different views, etc.	Cleanup at the end of a lesson is fast and efficient.
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Distinguished Examples

Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.	A student reminds classmates of the roles that they are to play within the group.	Students propose an improved attention signal.
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Domain 3 Instruction

3b – Questioning and Discussion Techniques

Questioning techniques in very strong on how to pose questions to students to get them to think deeper and more critically, but also within this section is the skill to help build our student ability to question each other. A true discussion is to enable students to engage in a discussion with one another, not always mediated by the teacher.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Distinguished Examples

A student asks, “How many ways are there to get this answer?”	A student says to a classmate: “I don’t think I agree with you on this, because . . . ”	A student asks of other students: “Does anyone have another idea how we might figure this out?”	A student asks, “What if . . . ?”
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3c- Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Proficient

Distinguished Examples

Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.	A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.	Students identify or create their own learning materials.	Students summarize their learning from the lesson.
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3e- Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks. Elements of component 3e:



Lesson adjustment

Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all does at some point) these teachers seek alternate approaches to help their students be successful.

In these efforts, teachers display a keen sense of efficacy.

Proficient

Distinguished

<p>The teacher says: “That’s an interesting idea; let’s see how it fits.”</p>	<p>The teacher says: ”Let’s try this way and then uses another approach.”</p>	<p>The teacher stops in midstream in a lesson, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”</p>	<p>The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</p>
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Appendix A – Collaboration Setup



Appendix B – Collaboration Table Resources



Collaborative Activity

Talking Chips

Material Managers

Pick up:

1 set of “chips”

(Each bag has a set of
12 chips...2per person)

Collaborative Activity

Round Table

Material Managers

Pick up:

1 piece of paper

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