

Collaborative Learning within the Common Core Classroom



FACILITATOR'S GUIDE

CSLS.collaboration.v2013.T.U.45M.1F



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PRESENTATION TITLE

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How to use this facilitator's guide

This guide is designed to assist you in the facilitation of this presentation with fidelity to the CSLS model presentation. Please note the following specifics for this particular presentation.

INTERVENTION LEVEL:	Universal
TARGET PARTICIPANT POPULATION:	Teachers
TARGET PRESENTATION TIME:	45 min*
MAX number of PARTICIPANTS:	60 (min 3)
RESOURCE COST TO REPLICATE:	\$100
GRADE APPLICATIONS:	K-5 / 6-12 / BOTH
PREPARATION TIME:	6-8 hours

**See Appendix on adaptations to lengthen this presentation to 90 min, or to focus on specific grade grouping such as K-5 or 6-12.*

For more information and/or to contact the original development team, please visit <http://www.isbe.net/learningsupports>

Please note that this guide will not allow you to 'read and run' with this presentation as there are significant concepts and preparations that need attention **PRIOR** to the facilitation of this presentation.

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How to use this facilitator's guide

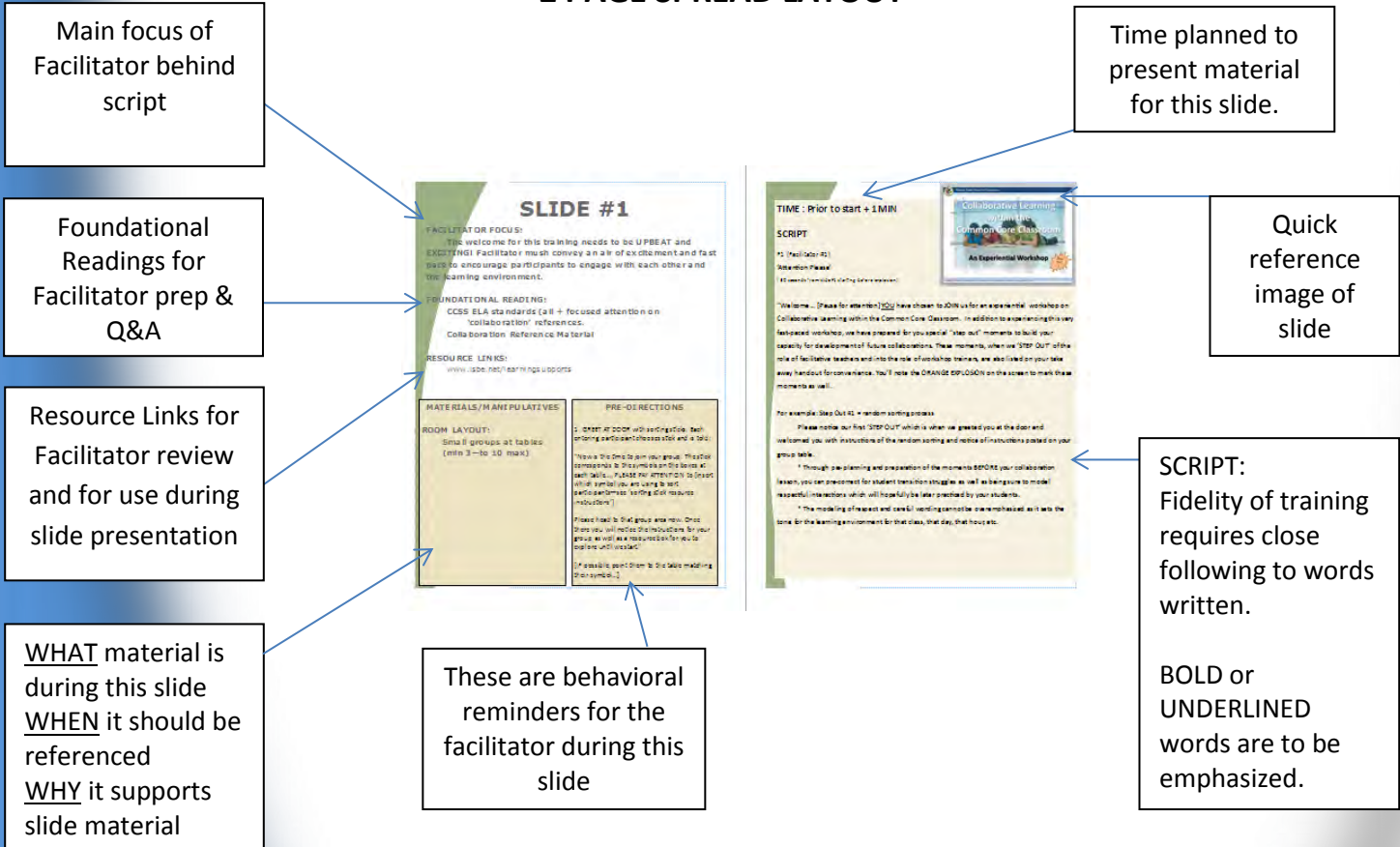
This guide was specifically designed to assist you with the facilitation of this professional development session. A suggested best practice of use would include:

- 1) Initial review of guide, resources, and references
- 2) Review appropriate applicability with your planned population, timeframe, etc.
- 3) Plan time to recreate/print/assemble all resources needed
 - a) PRINT
 - b) ASSEMBLE
 - c) DOWNLOAD (files, .ppt + include external audio/video links)
- 4) Plan time to rehearse
 - a) read script aloud at least twice
 - b) familiarize what, when, and why to use resources/materials
 - c) review targets
 - d) review FAQs
- 5) Know your participants (synthesize and hypothesize their responses/needs)
- 6) Know your venue (directions to location, bathrooms, avail A/V equip)
- 7) Be sure to gather feedback, assessment of participants learning

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(Developing Group . NAME . version . Teacher Pop . Universal level . length in min . min facilitators)

2 PAGE SPREAD LAYOUT



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SLIDE 1

Pre-emptive Video

FACILITATOR FOCUS:

THIS IS A VIDEO THAT SETS A NICE UPBEAT AND INFORMATIVE TONE FOR THIS PRESENTATION. IT ADDITIONALLY FURTHER EMPHASIZES THE IMPORTANCE OF COLLABORATION IN THE CLASSROOM THROUGH EXTERNAL RESOURCES AND EXPERTS.

FOUNDATIONAL READINGS:

NONE

RESOURCE LINKS:

<http://www.youtube.com/watch?v=KDhvvo5FBTY&feature=share&list=FLM9nsRAOcL2yYVzchpAbBxQ>

MATERIALS / MANIPULATIVES

Computer/Laptop

Projector

Speakers

Screen or blank wall

FACILITATOR ACTIONS:

This video is upbeat and can be loud at times. Great speaking parts near the end. This video lasts a total of 15:00 minutes. It should be cut short if there is not time to show BEFORE the start of the 45 minute workshop.

During this time, facilitators can greet incoming participants and/or finish the set up.



TIME: - 15:00 (in min & sec)

SCRIPT:

Words of emphasis in bold or underlined,
prescriptive pauses noted,
additional reminders in (),
F1=Lead Facilitator script
F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	NONE
F2	NONE
F1	NONE



SLIDE 2

WELCOME

FACILITATOR FOCUS:

The welcome for this training needs to be UPBEAT and EXCITING! Facilitator must convey an air of excitement and fast pace to encourage participants to engage with each other and the learning environment.

FOUNDATIONAL READINGS:

**CCSS ELA standards (all + focused attention on ‘collaboration’ references.
Collaboration Reference Material**

RESOURCE LINKS:

ww.isbe.net/learningsupports

MATERIALS / MANIPULATIVES

ROOM LAYOUT:

Small groups at tables
(min 3—to 10 max)

Sorting Sticks – see resources

FACILITATOR ACTIONS:

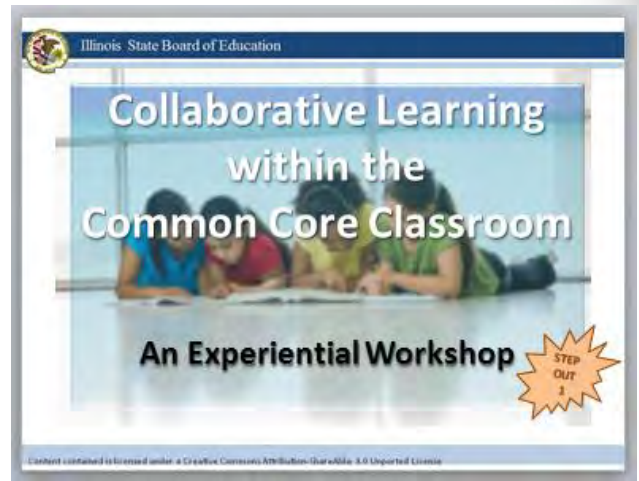
1. GREET AT DOOR with sorting sticks. Each entering participant chooses a stick and is told: “Now is the time to join your group. The stick corresponds to the symbols on the boxes at each table.... PLEASE PAY ATTENTION to [insert which symbol you are using to sort participants—see ‘sorting stick resource instructions’] Please head to that group area now. Once there you will notice the instructions for your group as well as a resource box for you to explore until we start.” [IF possible, point them to the table matching their symbol...]
[Additional Facilitators can ‘roam’ to assist participants to groups]



TIME: **1:00** (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	<p>'Attention Please' (you have 30 seconds from slide #1 starting before explosion)</p> <p>"Welcome... [Pause for attention] <u>YOU</u> have chosen to JOIN us for an experiential workshop on Collaborative Learning within the Common Core Classroom. In addition to experiencing this fast-paced workshop, we have prepared for you special "step out" moments to build your capacity for development of future collaborations. These moments, when we 'STEP OUT' of the role of facilitative teachers and into the role of workshop trainers, are also listed on your take away handout for convenience. You'll note the ORANGE EXPLOSION on the screen to mark these moments as well.</p>
F2	<p>Please notice our first 'STEP OUT' which is when we greeted you at the door, and welcomed you with instructions of the random sorting process and notice of instructions posted on your group table.</p> <p>Through pre-planning and preparation BEFORE your collaboration lesson, you can pre-correct for student transition struggles as well as being sure to model respectful interactions which will hopefully be later practiced by your students.</p> <p>The modeling of respect and careful wording cannot be overemphasized as it sets the tone for the learning environment for that class, that day, that hour, etc.</p>
F1	

SLIDE 3

Training Objectives

FACILITATOR FOCUS:

Emphasis is placed on awareness and understanding of training targets.

FOUNDATIONAL READINGS:

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

NONE

FACILITATOR ACTIONS:


NONE



TIME: 1:30 (in min:sec)

SCRIPT:


Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



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TRAINING OBJECTIVES

- 1. Increase teacher understanding of steps and stages for creating a collaborative learning environment.**
- 2. Increase teacher comfort with collaborative learning implementation.**



SPEAKER	SCRIPT
F1	Reading Objectives <ol style="list-style-type: none"> 1. Increase teacher understanding of steps and stages for creating a collaborative learning environment 2. Increase teacher comfort with collaborative learning implementation.
F2	STEP OUT #2 Additional Pre-Training Details Teachers facilitating collaboration: <ul style="list-style-type: none"> - Encourage open ended discussions - Design project and problem based tasks - Use authentic methods - Match tasks with students interests and zones - Scaffold learning through peer interaction - Encourage group reflection
F1	



SLIDE 4

Collaborative Learning Environments & common Core

FACILITATOR FOCUS:

This is the time to connect collaboration strategies with common core ELA standards

FOUNDATIONAL READINGS:

CCSS ELA state standardds

RESEOURCE LINKS:

NONE

MATERIALS / MANIPULATIVES

NONE

FACILITATOR ACTIONS:

NONE



TIME: 3:00 (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	<p>When creating collaborative learning tasks, keep in mind the six levels of Bloom’s cognitive taxonomy: Divergent Thinking – Literacy of Tomorrow: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating</p> <p>Wright et al. found that students in cooperative learning classes “had quantifiably better reasoning and communication skills” than students taught in lecture / discussion classes.</p>
F2	<p>STEP OUT #3 Reminder for teachers to give activity outcomes connection to previous instructional activities and/or lessons in order to assist groups in desired direction.</p>
F1	<p>Notice on the right hand side of the slide, there are boxes indicating the phases of this training.</p> <p>We will first discuss ‘why’ you might consider collaboration strategies in your classroom (or if you already do, to expand your practice)</p> <p>Next we will focus on ‘how’ to include collaboration strategies along with review of several tools to assist you.</p> <p>Finally, we will take time for the ‘now’. An application of the information shared – we will work in small randomly assigned groups on several questions regarding ‘Collaboration within the classroom’.</p>

SLIDE 5

Common Core Connections to Collaboration

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

CCSS ELA Standards 1

CCSS Math Practice Standard 3

Illinois SEL Standard Goal 2

RESOURCE LINKS:

www.isbe.net/learningsupports

MATERIALS / MANIPULATIVES

NONE

FACILITATOR ACTIONS:

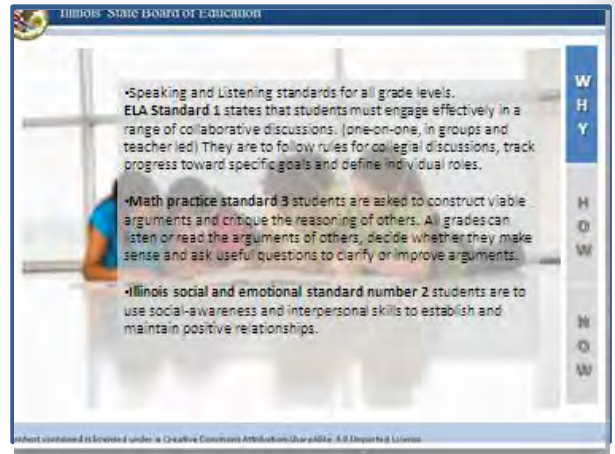
NONE



TIME: 3:00 (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	<p>Collaboration and collegial discussions fit into the common core in several areas....</p> <p>In ELA they can be found in the Speaking and Listening standards for all grade levels. Standard 1 states that students must engage effectively in a range of collaborative discussions. (one-on-one, in groups and teacher led) They are to follow rules for collegial discussions, track progress toward specific goals and define individual roles.</p>
F2	<p>In the Math practice standard 3, students are asked to construct viable arguments and critique the reasoning of others. All grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve arguments.</p>
F1	<p>Also in the Illinois Social and Emotional standard number 2, students are to use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>



SLIDE 6

ROLES & NORMS

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

Familiarization with the resource box for each group

Collaborative Learning Guide 2 sided handout

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

Collaborative Learning Guide

Familiarization with the group boxes of resources

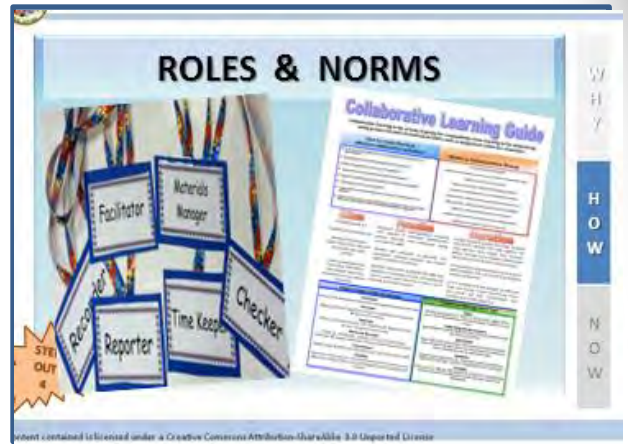
FACILITATOR ACTIONS:



TIME: 2:00 (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
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additional reminders in (),
F1=Lead Facilitator script
F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	Review Roles and Norms on Group Poster Boards <ul style="list-style-type: none">- All members of the group should feel important- Goals are set at the beginning, everyone knows their responsibilities- Information and resources are accessible- Opportunities and time are relative to task size. Remember collaborating takes time.
F2	STEP OUT #4: Review set up of classroom culture that has identified and acknowledged group norms previously
F1	



SLIDE 7

Collaborative Questions

FACILITATOR FOCUS:

This is the application time of this workshop when participants interact in their small groups.

FOUNDATIONAL READINGS:

Common questions regarding collaboration strategies within the classroom

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

6 questions for groups to choose from

Markers and large post-its for small groups
“answers” to be recorded

Facilitators should hold a copy of the collaboration learning guide handout and use stems to guide groups.

FACILITATOR ACTIONS:

Groups are instructed ‘this is the time for them to practice a collaborative group, respect each other’s roles, and to try using the collaboration learning guide sentence stems with one another.’

Facilitator tells them to ‘Go’ [17 minutes]

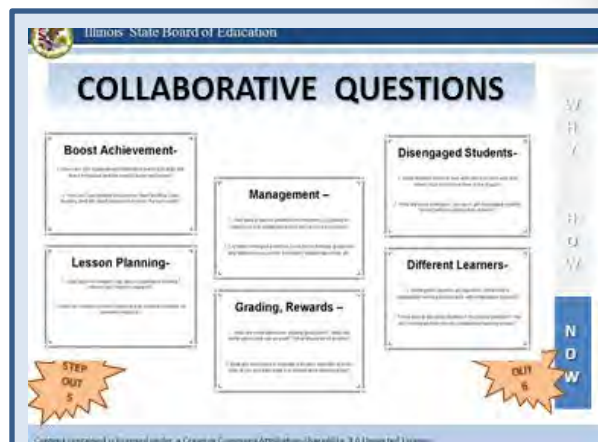
Groups who finish answering their 1st question may choose to retrieve another question or trade questions with another group to keep focused on the group activity.



TIME: 17:00 (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	<p>DIRECTIVE: Material Managers choose and pick up question board. “All facilitative teachers will be roaming between their assigned groups to facilitate.”</p> <p>Reminder that ‘FACILITATORS’ are not the leaders. Their role is to encourage fair participation and to point out how others can fulfill their role requirements.</p>
F2	<p>STEP OUTS: @ 7:00 minutes #5 - Facilitator Reminder Cards... Prep to help yourself ‘in the moment’... STAY ON TASK, KEEP GROUP ON TASK</p> <p>@ 12:00 minutes #6 - Facilitative Group Work... LANGUAGE STEMS</p>
F1	<p>@ 15 minutes Facilitator reminds the ‘time keepers’ of each group that there are 2 minutes left</p>



SLIDE 8

Celebrate Your Collaboration

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

Wall paper and marker for small group reporters to share their groups thoughts.

Facilitator might choose to underline, circle or star specific thoughts that are highly regarded by teachers as EASY TO IMPLEMENT.

FACILITATOR ACTIONS:

Facilitate a round robin discussion or if time is running out, simply asking for small group reporters to focus on one question and answer.

FACILITATION SKILLS are a must during this time as not all participants may agree with a small groups answers or thoughts.



TIME: **10:00** (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
prescriptive pauses noted,
additional reminders in (),
F1=Lead Facilitator script
F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	<p>DIRECTIVE: CHECKERS return all questions and all sticks back to facilitator now. Round Robin – Each group shares their one question & two answers that they came up with.</p> <p>Acknowledge to the group that we will forward all Questions and answers within one month.</p> <p>Lead by F1, but involving other workshop leaders</p>
F2	<p>STEP OUT #7: Acknowledging work completed even when not a product... Conversation IS a product!</p>
F1	



SLIDE 9

GROUP HARVEST & SURVEY

FACILITATOR FOCUS:

This is where facilitator allows the large group to take turns and share about what they will take away from this workshop.

FOUNDATIONAL READINGS:

Familiarization with workshop survey to share options for participants on their feedback.

RESEOURCE LINKS:

MATERIALS / MANIPULATIVES

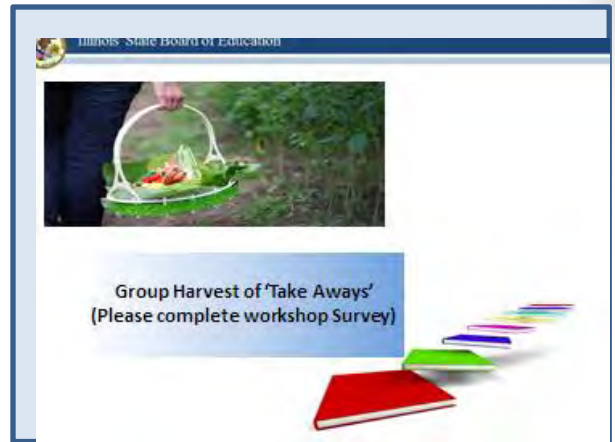
FACILITATOR ACTIONS:



TIME: **8:00** (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
prescriptive pauses noted,
additional reminders in (),
F1=Lead Facilitator script
F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	Let's take some time and allow anyone from the Large Group share about what they might take away from today's workshop. Appreciation for participation Adjournment of time together
F2	STEP OUT #8: Harvest bring closure and value to the work just completed and EVERYONE's voice!!!
F1	DIRECTIVE: please take a moment and find your workshop assessment/feedback form by PAPER, TEXT, or GOOGLE FORM



SLIDE 10

Reference Slide

FACILITATOR FOCUS:

FOUNDATIONAL READINGS:

RESOURCE LINKS:

MATERIALS / MANIPULATIVES

FACILITATOR ACTIONS:

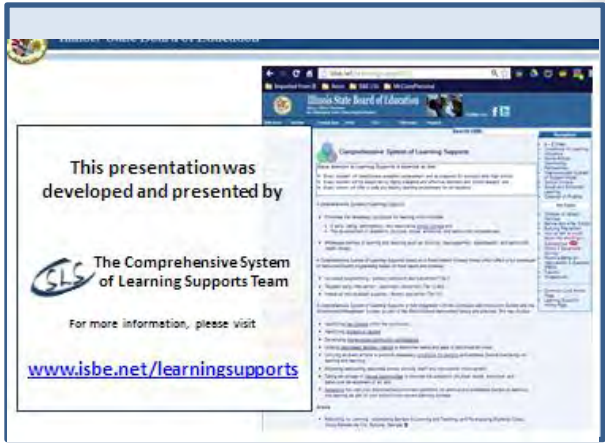
If time permits, simply review the 'home' page of the learning supports link.



TIME: :30 (in min:sec)

SCRIPT:

Words of emphasis in bold or underlined,
 prescriptive pauses noted,
 additional reminders in (),
 F1=Lead Facilitator script
 F2=Co-Facilitator script options



SPEAKER	SCRIPT
F1	This presentation was developed and produced by the ISBE Learning Supports Specialist Team. For more information, please visit www.isbe.net/learningsupports
F2	
F1	



APPENDIX A

FACILITATOR SCRIPT

TIME	SLIDE	Fac	Script
-15:00	1	F1	Video – greeting participants at door
0:00	2	F1	<p>'Attention Please' (you have 30 seconds from slide #1 starting before explosion)</p> <p>“Welcome... [Pause for attention] <u>YOU</u> have chosen to JOIN us for an experiential workshop on Collaborative Learning within the Common Core Classroom. In addition to experiencing this fast-paced workshop, we have prepared for you special “step out” moments to build your capacity for development of future collaborations. These moments, when we ‘STEP OUT’ of the role of facilitative teachers and into the role of workshop trainers, are also listed on your take away handout for convenience. You’ll note the ORANGE EXPLOSION on the screen to mark these moments as well.</p>
1:00		F2	<p>Please notice our first ‘STEP OUT’ which is when we greeted you at the door and welcomed you with instructions of the random sorting and notice of instructions posted on your group table.</p> <p>Through pre-planning and preparation BEFORE your collaboration lesson, you can pre-correct for student transition struggles as well as being sure to model respectful interactions which will hopefully be later practiced by your students.</p> <p>The modeling of respect and careful wording cannot be overemphasized as it sets the tone for the learning environment for that class, that day, that hour, etc.</p>
1:30		F1	<p>Reading Objectives</p> <ol style="list-style-type: none"> 1. Increase teacher understanding of steps and stages for creating a collaborative learning environment 2. Increase teacher comfort with collaborative learning implementation.
1:50		F2	<p>STEP OUT #2</p> <p>Additional Pre-Training Details</p> <p>Teachers facilitating collaboration:</p> <ul style="list-style-type: none"> - Encourage open ended discussions - Design project and problem based tasks - Use authentic methods - Match tasks with students interests and zones - Scaffold learning through peer interaction - Encourage group reflection



APPENDIX A

FACILITATOR SCRIPT (con't)

TIME	SLIDE	Fac	Script
2:20	4	F1	<p>When creating collaborative learning tasks, keep in mind the six levels of Bloom's cognitive taxonomy: Divergent Thinking – Literacy of Tomorrow: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating</p> <p>Wright et al. found that students in cooperative learning classes “had quantifiably better reasoning and communication skills” than students taught in lecture / discussion classes.</p>
2:50	4	F2	<p>STEP OUT #3 Reminder for teachers to give activity outcomes connection to previous instructional activities and/or lessons in order to assist groups in desired direction.</p>
3:00	4	F1	<p>Notice on the right hand side of the slide, there are boxes indicating the phases of this training.</p> <p>We will first discuss ‘why’ you might consider collaboration strategies in your classroom (or if you already do, to expand your practice)</p> <p>Next we will focus on the ‘how’ to include collaboration strategies along with review of several tools to assist you.</p> <p>Finally, we will take time for the ‘now’. An application of the information shared – we will work in small randomly assigned groups on several questions regarding ‘Collaboration within the classroom’.</p>
3:40	5	F1	<p>Collaboration and collegial discussions fit into the common core in several areas....</p> <p>In ELA they can be found in Speaking and Listening standards for all grade levels. Standard 1 states that students must engage effectively in a range of collaborative discussions. (one-on-one, in groups and teacher led) They are to follow rules for collegial discussions, track progress toward specific goals and define individual roles.</p>



APPENDIX A

FACILITATOR SCRIPT (con't)

TIME	SLIDE	Fac	Script
4:00	5	F1	In the Math practice standard 3 students are asked to construct viable arguments and critique the reasoning of others. All grades can listen or read the arguments of others, decide whether they make sense and ask useful questions to clarify or improve arguments.
4:15	5	F1	Also in the Illinois Social and Emotional standard number 2, students are to use social-awareness and interpersonal skills to establish and maintain positive relationships.
4:45	6	F1	Review Roles and Norms on Group Poster Boards <ul style="list-style-type: none"> - All members of the group should feel important - Goals are set at the beginning, everyone knows their responsibilities - Information and resources are accessible - Opportunities and time are relative to task size. Remember collaborating takes time.
5:15	6	F1	STEP OUT #4: Review set up of classroom culture that has identified and acknowledged group norms previously
7:30	7	F1	DIRECTIVE: Material Managers choose and pick up question board. [pause for them to retrieve question]
24:30	7	F1	“All facilitative teachers will be roaming between their assigned groups to <u>facilitate</u> .”
25:00	7	F1	Reminder that ‘FACILITATORS’ are not the leaders. Their role is to encourage fair participation and to point out how others can fulfill their role requirements.
35:30	8	F1	DIRECTIVE: CHECKERS return all questions and all sticks back to facilitator now. Round Robin – Each group shares their one question & two answers that they came up with. [Lead by F1, but involving other workshop leaders]
36:00	8	F1	STEP OUT #7: Acknowledging work completed even when not a product... Conversation IS a product!



APPENDIX A

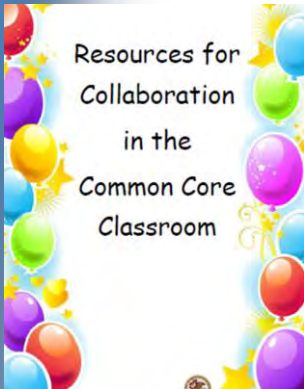
FACILITATOR SCRIPT

TIME	SLIDE	Fac	Script
40:00	9	F1	Let's take some time and allow anyone from the Large Group share about what they might take away from today's workshop. Appreciation for participation Adjournment of time together
42:00	9	F1	STEP OUT #8: Harvest bring closure and value to the work just completed and EVERYONE's voice!!!
45:00	9	F1	DIRECTIVE: please take a moment and find your workshop assessment/feedback form by PAPER, TEXT, or GOOGLE FORM
	10	F1	[Review Learning Supports ISBE web pages]



APPENDIX B

RESOURCES / MATERIALS



Collaborative Learning Guide

Collaborative learning gives the responsibility of learning to the students by using groups of students who work together to learn. This guide provides a variety of strategies and activities to help students learn effectively in a collaborative environment.

Creating Effective Collaborative Activities

- 1. Assigning roles to students in a group.
- 2. Assigning tasks to students in a group.
- 3. Assigning materials to students in a group.
- 4. Assigning time to students in a group.
- 5. Assigning space to students in a group.
- 6. Assigning resources to students in a group.
- 7. Assigning support to students in a group.
- 8. Assigning feedback to students in a group.
- 9. Assigning evaluation to students in a group.
- 10. Assigning reflection to students in a group.

Types of Collaborative Groups

- Small Groups:** 3-5 students, 5-10 minutes.
- Large Groups:** 6-10 students, 10-15 minutes.
- Whole Class:** All students, 15-20 minutes.
- Individual:** One student, 5-10 minutes.

Possible Student Roles Within the Group

Facilitator	Recorder	Reporter	Time Manager	Task Manager
Keeps the group on task and ensures that all members have a chance to participate.	Writes down the group's ideas and conclusions.	Shares the group's work with the class.	Keeps track of the time and alerts the group when time is running out.	Keeps track of the group's progress and ensures that all members are working on their assigned tasks.

Collegial Discussion

Collegial discussion is a structured conversation between colleagues in a group or individual setting. This guide provides a variety of strategies and activities to help teachers learn effectively in a collegial environment.

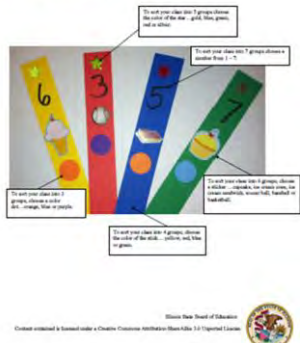
Discussion Guidelines and Skills

- 1. Listen to others and do not be "talkative".
- 2. Ask questions to clarify and to learn.
- 3. Share your own ideas and experiences.
- 4. Provide feedback to others.
- 5. Summarize what you have heard.
- 6. Agree or disagree with others.
- 7. Offer suggestions and alternatives.
- 8. Show respect for others' opinions.
- 9. Stay on topic.
- 10. Be concise.

Discussion Sentence Stems

- Agreement:** "I agree with you because..."
- Disagreement:** "I disagree with you because..."
- Clarification:** "Could you clarify...?"
- Question:** "What do you think about...?"
- Summary:** "So, you are saying..."
- Suggestion:** "What if we tried...?"
- Alternative:** "Another way to look at it is..."

The anatomy of the sorting stick:



Illinois State Board of Education

Random group selection activities:

Activity	Description
Playing Cards	The grouping strategy is relatively versatile and the deck can be shuffled to meet specific needs. For example, for a group of only two students, draw and deal the cards. If more than two students for a group are needed, the deck would be shuffled. Students can also be separated by color, rank, value, or number (Ace through 10). The same number (four 4's, twos 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's) can be used to form groups.
Number Pops	The teacher or student helper writes numbers on the card or popper sticks. The numbers should correspond to the desired group sizes. Shuffle the sticks and draw one stick for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the sticks.
Strawpipe	Each student is given a straw pipe. The teacher or student helper writes numbers on the straw pipe. The numbers should correspond to the desired group sizes. Shuffle the pipes and draw one pipe for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the pipes.
Marble Tray	Each student is given a marble tray. The teacher or student helper writes numbers on the marble tray. The numbers should correspond to the desired group sizes. Shuffle the trays and draw one tray for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the trays.
Colorful Pencils	Each student is given a set of colorful pencils. The teacher or student helper writes numbers on the pencils. The numbers should correspond to the desired group sizes. Shuffle the pencils and draw one pencil for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the pencils.
Colorful Words	Each student is given a set of colorful words. The teacher or student helper writes numbers on the words. The numbers should correspond to the desired group sizes. Shuffle the words and draw one word for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the words.
Animal	The teacher requires the students to bring pictures of animals. The number of categories should correspond to the desired number of students in each group. For example, for groups of four, the teacher might provide pictures of elephants, tigers, giraffes, and zebras. The teacher would give each student a card and let them form a group with their classmates. The students with the picture that has the word become a team.
Favorite	For partner activities, the teacher prepares a set of 100 cards with favorite activities.

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Random group selection activities:

Activity	Description
Play	Each student is given a card with a play title. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.
Music	Each student is given a card with a music title. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.
Books	Each student is given a card with a book title. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.
Animals	Each student is given a card with an animal name. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.
Colors	Each student is given a card with a color name. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.
Shapes	Each student is given a card with a shape name. The teacher or student helper writes numbers on the cards. The numbers should correspond to the desired group sizes. Shuffle the cards and draw one card for each group. Example: Five groups of four students are required; then the numbers 4, 4, 4, 4, 4 would be written on the cards.

Improve Academic Outcomes-

- How can teachers effectively use cooperative learning strategies to align and support instruction to improve academic outcomes?
- What are some other cooperative learning strategies (e.g., student discussions, team building) that can be used to achieve learning targets?

Management -

- How does a teacher establish the necessary conditions for learning within the classroom so that collaborative work will be more successful?
- What are some strategies a teacher could use to manage group work and address conflicts, transitions, student absences, etc.

Lesson Planning-

- How can teachers reduce the time it takes to plan lessons involving collaborative learning?
- How can cooperative learning connect to real-life applications?

Assessment/Evaluation -

- How can teachers utilize collaborative grouping as a tool for formative assessment?
- When evaluating group work what might be included on a rubric?

Engagement/Re-engagement-

- What are some ways to engage students in collaborative learning groups?
- What are some ways to re-engage students who are not fully participating in collaborative learning groups?

Adjustments-

- What are some adjustments (e.g., grade-level, developmental-level) that teachers need to consider when preparing for collaborative work?
- What are some things teachers need to consider when including special education students in collaborative work?

Differentiation-

- How does collaborative learning support differentiation?
- How does collaborative learning support the multiple ways in which students learn.

Resources from the notebook at each station can be found at the following website under the level 2 section:

http://www.ilsbe.state.il.us/common_corps

or scan the TAG below...

ILSB Professional Learning Series website

Steps to Collaboration in the Common Core Classroom

Preparation

1. Determine the purpose of the activity.
2. Determine the materials needed.
3. Determine the time needed.
4. Determine the space needed.
5. Determine the resources needed.
6. Determine the support needed.
7. Determine the feedback needed.
8. Determine the evaluation needed.
9. Determine the reflection needed.
10. Determine the celebration needed.

Facilitation

1. Establish ground rules.
2. Assign roles and responsibilities.
3. Monitor progress.
4. Provide support.
5. Encourage participation.
6. Address conflicts.
7. Summarize work.
8. Evaluate work.
9. Celebrate success.
10. Reflect on the experience.

Assessment—Participant Feedback

1. Use a feedback response card to 250+ students.

2. Online Input from via QR code (TAG).

3. Paper Network conference form.

TEXT Instructions:

1. Scan the QR code below from your phone, iPad or tablet with a QR reader app.
2. Complete the form and submit.

Participation Rubric

1. I plan a beginning, middle, and end.

2. I use pictures, drawings, and props.

3. I look at my audience.

4. I speak loudly and clearly.

5. I answer questions from the audience.

Teamwork Rubric

1. I do my work for the team on time.

2. I help my team.

3. I listen to the ideas of my teammates.

4. I share my work with my team.

5. I respect my teammates with respect.



APPENDIX C

REFERENCES / RESEARCH

- Barkley, E., Cross, K. P., & Major, C. (2005). Collaboration learning techniques. San Francisco, CA: Jossey-Bass.
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- Frey, N., Fisher, D., & Everlove, S. (2009). Productive group work : How to engage students, build teamwork, and promote understanding. Alexandria, VA: ACSD.
- Flowers, N. (2000). The human rights education handbook: Effective practices for learning, action, and change. University of Minnesota.
- Kagan, Spencer. Cooperative Learning. San Juan Capistrano, CA: Kagan Cooperative Learning, 1994.
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- Palinscar, Anne-Marie, and Ann Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Strategies." *Cognition and Instruction* 1 (1984): 117-175.
- University of Berkeley- group work. (2011). Retrieved from <http://gsi.berkeley.edu/teachingguide/sections/groupwork.html>



APPENDIX D

MODIFICATIONS

- 1) K-5: See optional collaboration tools and assessments for this grade grouping.
- 2) 6-8: See optional collaboration tools and assessments for this grade grouping.
- 3) 9-12: See optional collaboration tools and assessments for this grade grouping.
- 4) FOR COACHES: N/A
- 5) FOR ADMIN: Coaches and coordinators may want or need to spend additional time sharing expert narratives and/or examples of the difference between guiding and directing.



APPENDIX E

FAQ – Frequently Asked Questions

TEXT



APPENDIX F

EVENT SPECIFIC CHECKLIST

DATE: _____

VENUE: _____

ADDRESS:

CONTACT: _____
(email) _____
(phone) _____

of Participants Expected?

_____ Teachers / Coaches / Admin

ROOM LAYOUT?

Lecture no desks / with desks / 8tops / 10tops / Other: _____

Room to do activity? Y / N (gallery walk, movement, etc.)

of Handouts Needed?

DATE TO CONFIM _____

DATE to REHEARSE _____ DEBRIEF _____

DATE TO PRINT/DOWNLOAD _____

DATE TO MAIL TO CONTACT _____

NEEDS	ONLOC?	COST?	RESP PARTY?
Laptop			
OP SYSTEM			
.PPT Soft version			
Clicker			
Projector	Y / N		
Screen	Y / N		
Wall Note Paper / Markers	Y / N		
Large Post-Its	Y / N		
Material Print			
Material Deliver/Mail			
Kit Deliver/Mail			

