

A Look At Collaborative Learning Teams

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The Best Ever: A Constructivist Protocol

- Reflect on the “best” piece of work you have done as a coach or specialist. The work can come from any source, medium, or setting. (2 minutes)
- List two to three qualities that you believe are present in the work and are essential to making it so good. (2 minutes)
- Pair up with a partner and share a brief description of the work and the qualities you have identified as essential for excellence present in the work. See if you can agree on 2-3 qualities that you both think are essential to excellence. (3 minutes)

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- Join another pair and see if you can agree on 1-2 qualities of excellence. (4 minutes)
- Whole group sharing of those qualities that teams of 4 found essential for their own excellent work. Would those same qualities be essential to excellence in student work? Why? Why not? (3 minutes)

Essential Questions



- How will collaborative protocols and structures support meaningful, productive, outcome-focused team work?
- How can collaborative protocols include opportunities for trust building and reinforcement of professional values?

Objectives

- Describe the functions of the CLT
- Explore protocols for each of the functions of the CLT



What are Collaborative Teams?

Collaborative teams are defined as, “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (DuFour et al 2010) “.





Essential Characteristics of CLT

- **Shared mission, vision, values, goals** –Clarity, shared understanding
- **Collaborative teams focused on learning** –time and support for learning
- **Collective inquiry** –seeks new methods and make changes
- **Action orientation and experimentation** – test new ideas, learn by doing
- **Commitment to continuous improvement**-teams engage in an ongoing cycle of inquiry-driven action
- **Results orientation** -use evidence to inform and improve their practice

Adapted from DuFour et al, Learning by Doing and Kim Daley @ Solution Tree

Functions of the CLT

- **Common Planning**
- **Common Assessment**
- **Analyzing Data**
- **Looking at Student Work**



ALGEBRA I STANDARD A.1

The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.

- The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to:
- Translate verbal quantitative situations into algebraic expressions and vice versa.
- Model real-world situations with algebraic expressions in a variety of representations (concrete, pictorial, symbolic, verbal).
- Evaluate algebraic expressions for a given replacement set to include rational numbers.
- Evaluate expressions that contain absolute value, square roots, and cube roots.

Common Planning

- Aligns with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content **and** cognitive level (evidence of standard unpacked)
- Links to the unit or curriculum Big Ideas (e.g., Essential Questions, Enduring Understandings, Themes, etc.)

Common Planning

- Outlines objective (includes the behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors)
- Outlines the criteria used to determine whether learners have met the objective
- Includes multiple cognitive levels up to or greater than the standard itself

(VDOE, 2012)

Common Assessment level Alignment

To use a taxonomy to unpack a standard:

1. Review the overarching standard in order to determine the CONTEXT.
2. Determine the CONTENT (what students must know)
3. Determine the COGNITIVE LEVEL. (Bloom's Taxonomy, Revised): What students must be able to *do* with what they know.

Analyze the assessment stem

- Circle the verbs
- Underline the content
- What does a student need to know to answer to answer the question correctly?
- What does a student need to do in order to answer the question correctly?
- If a student answers the question correctly, does it prove they have mastered the standard?
- If a student answers it incorrectly, does it tell us why?

Analyzing Data: Adapted Tuning Protocol

Learning from Student Work



- Choose assignments that involve lots of thinking and that give students some freedom in how they approach the task.
- Ambiguous or puzzling work tends to stimulate the best discussions.
- select student work for the CLT to plan a classroom activity jointly, teach it independently, then bring the student work back to the group for discussion.

Professional Values and Beliefs

What strategies, structures and protocols have you experienced?

How does this benefit teams? Teachers?

How does this benefit students?