Defining and Facilitating the Collaborative Classroom

Sue Hamilton, Manager of School Partnership
Introduce yourself by typing your name and email address in the chat box.
Daily Learning Intentions

Today, participants will leave with…

...an understanding of what a collaborative classroom looks like, sounds like and feels like.

...a understanding of the key responsibilities of the teacher and the students inside of a collaborative classroom.

...a plethora of tools that can be used to create and manage a collaborative classroom environment.
Q1
What are your intentions for this webinar?
Defining the Collaborative Classroom
Q2
Name a characteristic that defines the collaborative classroom.
The Collaborative Classroom is an intentional environment in which collaboration and social development are infused into academic learning. In Collaborative Classrooms, student collaboration goes beyond conventional cooperation and compliance. Instead, students become invested, caring members of a learning community. The practices of the Collaborative Classroom support students’ development of skills they’ll need to think, talk, and share ideas. They also become thoughtful writers and readers, and conversationalists who are able to discuss and debate big ideas with respect, clarity, and understanding.

What IS a Collaborative Classroom

According to the Center for the Collaborative Classroom…
IMPORTANT

It is crucial that we understand that the roles for both teacher AND student will change.
<table>
<thead>
<tr>
<th>The 20th Century Classroom</th>
<th>The 21st Century Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-based</td>
<td>Outcome-based</td>
</tr>
<tr>
<td>Focus: memorization of discrete facts</td>
<td>Focus: what students know, can do and are like after all the details are forgotten.</td>
</tr>
<tr>
<td>Lessons focus on the lower level of Bloom’s Taxonomy – knowledge, comprehension and application</td>
<td>Learning is designed on upper levels of Blooms’ – synthesis, analysis and evaluation (although it includes lower levels as curriculum is designed down from the top)</td>
</tr>
<tr>
<td>Textbook-driven</td>
<td>Research-driven</td>
</tr>
<tr>
<td>Passive learning</td>
<td><strong>Active Learning</strong></td>
</tr>
<tr>
<td>Learners work in isolation</td>
<td>Learners work <strong>collaboratively</strong></td>
</tr>
<tr>
<td>Teacher-centered: teacher is center of attention and provider of information</td>
<td>Student-centered: teacher is <strong>facilitator/coach</strong></td>
</tr>
<tr>
<td>Little to no student freedom</td>
<td>Great deal of student freedom</td>
</tr>
<tr>
<td>“Discipline problems” – educators do not trust students and vice versa. No student motivation.</td>
<td>No “discipline problems” – students and teachers have mutually respectful relationship as co-learners; students are highly motivated.</td>
</tr>
<tr>
<td>Teacher is judge. No one else sees student work.</td>
<td>Self, Peer and Other assessments. Public audience, authentic assessments.</td>
</tr>
<tr>
<td>Curriculum/School is irrelevant and meaningless to the students.</td>
<td>Curriculum is connected to students’ interests, experiences, talents and <strong>the real world</strong>.</td>
</tr>
<tr>
<td>Driven by the NCLB and standardized testing mania.</td>
<td>Driven by student future success in the ever-changing workplace.</td>
</tr>
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adapted from [www.21stcenturyschools.com](http://www.21stcenturyschools.com)
The First Few Days of School
Creating a Collaborative Classroom from the START
Numeric Networking
Making Connections

Instructions:

• Starting at one, and moving through the numbers as high as you can; each group aims to find that number of things/objects/experiences that they have in common.

• Once I say ”Go”, you may start your numeric networking.

• The person with the least number of years teaching will be the recorder for you group.

• You will have 3 minutes to make as many numeric connections as you can.
Numeric Networking
Making Connections

- As a member of your group; what is one strength you see in yourself?
- Was a member of your group; what is one weakness you see in yourself?
- What can you do to change your weakness so that you can work better together as a group?
Silently in your head, decide which does not belong and justify why.

a) 1991
b) 1993
c) 9991
d) 1919

Shhhh....don’t share.....

YET!!
Four Corners

• Write down the letter you chose on your post it.
• Move to the corner of the room that matches your letter, with your justification.
• Each member takes a turn and shares their justification with the other members.
Creating Collaboration

*On a day-to-day basis*

Creating Groups – Common Questions

**Question 3**
- Do you let students choose groups or do you assign groups?

**Question 4**
- How long should groups stay together?

**Question 5**
- What size group is the right size?
**SCENARIO:** Yesterday I watched a tug-of-war!! It was three rounds. I know who won the first two rounds, but I had to leave before the third round was over. Can your group figure out who won the third round? (You MUST be able to support your answer!)
Getting Started

Your job in this mathematical contest is to decide who will win the final tug-of-war.

Listen carefully and take notes, the first two rounds give you the information you need.
A Mathematical Tug-of-War
Simultaneous Round Tables

1) Each person has a different problem to begin.
2) Each problem is divided into four sections.
3) Complete one section of the problem.
4) Rotate Clockwise.
5) Next student will check work, initial and coach student if needed.
6) Student completes next section.
7) Repeat steps 4-6 until finished.
Simultaneous Round Tables

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
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**Verbal**

United Comm charges $0.25 per minute to call anywhere in the world with a monthly fee of $15.

Define the variables:
Independent: ____________________________
Dependent: ____________________________
Constants: ____________________________

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**Table**

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<tr>
<th>Number of Minutes</th>
<th>Cost of Call</th>
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<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
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<tr>
<td>20</td>
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<td>50</td>
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<tr>
<td>60</td>
<td></td>
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**Graph**

Create a graph that represents the information in the table.

---

**Equation/Analysis**

1. Write an Equation: ____________________________
2. How much would it cost to talk for 35 minutes?
3. How much would it cost to talk for \( n \) minutes?
4. How many minutes would you have talked for if the call cost $70.00

---

**Verbal**

Global Comm charges $0.35 per minute to call anywhere in the world.

Define the variables:
Independent: ____________________________
Dependent: ____________________________
Constants: ____________________________

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Facilitating Collaboration

On a day-to-day basis

Managing Groups – Common Questions

Question 6
• How do I keep students on task and talking about the MATH?

Question 7
• How do I make sure everyone is pulling their own weight?
Group Roles

Quarterback
The quarterback is the unofficial leader of the group. They are responsible for keeping the group on task, making sure everyone understands what's going on and encouraging all group members.

Running Back
The running back is the mover of the group. He/she may be asked to get materials for the group or move to another group to share their group's methods for solving a problem.

Safety
The safety is the “defensive” group member. He/she is the only team member who may ask questions of the teacher. They may also take TWO turns during the class period to move around the room and “spy” on other groups (and report back to their group different methods they saw).

Official/Time Keeper
The Official keeps time for the group (and will need a time-keeping device). They are also responsible for reading ALL directions and making sure the group is following the given directions.
Random Reporter
Typically, some students desperately want to be called on to answer while others desperately want to avoid it. How do we introduce the expectation that all students need to be prepared to answer with support!

- Ask a question.
- Have the students think about an answer for a few seconds.
- Have the students discuss their answers with the team for a few seconds.
- Call on a random student in their group.
Self Assessment

<table>
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<tr>
<th>COLLABORATIVE CLASSROOM SELF-MONITORING RUBRIC</th>
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<tr>
<td>Instructions: For each category, circle <strong>ONE</strong> of the four choices:</td>
</tr>
<tr>
<td>4 = <strong>ALWAYS</strong></td>
</tr>
<tr>
<td>1. Worked without disturbing others</td>
</tr>
<tr>
<td>2. Participated in class</td>
</tr>
<tr>
<td>3. Listened and paid attention when my teacher was giving instructions</td>
</tr>
<tr>
<td>4. Asked for help when I needed it</td>
</tr>
<tr>
<td>5. Followed my teacher’s directions</td>
</tr>
<tr>
<td>6. Stayed on task and completed ALL class assignments accurately</td>
</tr>
<tr>
<td>7. Turned in my completed assignments on time</td>
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(Sub Totals) Add **EACH COLUMN** and record your sum:

ADD ALL FOUR Subtotals from PREVIOUS ROW:

(Enter your SUM from previous row) Student’s Score:

**Class:**

**Teacher:**

**Student’s Name:**

**Date:**

**Period:**

**SCALE:**

- **28-24 POINTS:** **SUPER!**
- **19-14 POINTS:** **FAIR**
- **23-20 POINTS:** **GOOD**
- **13-0 POINTS:** **MAKE A PLAN!**
Facilitating Collaboration

On a day-to-day basis

The IMPORTANCE of ASKING QUESTIONS

The single most important shift you can make as a teacher in a collaborative classroom is forcing YOURSELF to ask instead of tell!

- Answer questions WITH questions
- Script your questions up front!
A Mathematical Tug-of-War
Presentation Choices

Decide how your group will present your solution:

- act it out,
- model under the document camera,
- make a poster,
- talk it out,
- draw on whiteboard,
- etc..
Quiz-Quiz-Trade

HAND UP-PAIR UP: find a partner to begin Quiz-Quiz-Trade

QUIZ - Partner A will show Partner B their solution to the problem
Partner B will look at the works and explain the solution
• Correct - Partner A will validate their thinking
• Incorrect - Partner A will give an additional clue or explain

QUIZ - Switch roles
TRADE cards and then
HAND UP-PAIR UP: find a new partner to begin Quiz-Quiz-Trade again
Managing Groups – Common Questions

Question 8
• In what ways do you enable your students to share their work with the whole class?

Question 9
• Is it okay for students to share out incorrect work? Why or why not?
MORE Resources
On the Carnegie Learning Resource Center
resources.carnegielearning.com
Wrap Up

*What did we do today?*

Understanding of what a collaborative classroom looks like, sounds like and feels like.

Understanding of the key responsibilities of the teacher and the students inside of a collaborative classroom.

A plethora of tools that can be used to create and manage a collaborative classroom environment.
Reflection: Chat Summary

What is the one thing you will start doing in your classroom as a result of this webex?
For More Information, Contact me:

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