

AVID Critical Thinking and Engagement: A Schoolwide Approach

DEVELOPED BY:

Paul Bendall

Adam Bollhoefer

Vijay Koilpillai



DEVELOPED WITH SUPPORT FROM:

Project Lead:

Ben Solomon

Instructional Strategist:

Tim Bugno

Contributors:

Kathy Arno

Shannon McAndrews

Laura Izuel Swanson

Leslie Wheaton

Editor:

John Ciccarelli

Proofreader:

Tom Vigliotti

Graphic Designer:

Tracy Castle



AVID PRESS®

Copyright © 2015

AVID Center · San Diego, CA

All rights reserved.

ACTE 04032015

TABLE OF CONTENTS

How to Use This Book	IV
AVID History and Philosophy	VI
Chapter 1: Relational Capacity	1
Chapter 2: Metacognition	79
Chapter 3: Collaboration	145
Chapter 4: Inquiry	187
Chapter 5: Leadership Development	263
Resources	309

How to Use This Book

AVID Critical Thinking and Engagement: A Schoolwide Approach was developed to help teachers schoolwide integrate high-engagement college-preparedness strategies into their classes. The tools within this book—in accompaniment with the supplemental resources online—will support teachers as they build relational capacity with and amongst their students; cultivate metacognition, collaboration, and inquiry skills; and, ultimately, transform students into capable and effective leaders.

CHAPTER STRUCTURE

Chapter and Section Introductions: These introductory pages provide background information about the strategies discussed within the chapter or section, the research that supports their efficacy, and how they connect to the mission of preparing all students for college readiness.

Activity Summaries: For each activity or strategy, the student objective, overview of the strategy, required materials and set-up, instructional steps, and extension options are explained in detail. The extension options include ideas for: increasing rigor (extending the skill or deepening students' thinking), increasing scaffolding (building the skill), and/or integrating (additional) technology. Following the Activity Summary are any teacher resources or student handouts that pertain to the activity. Additionally, the Activity Summaries connect teachers to related supplemental resources that are available on the MyAVID website.

You will notice icons within the Activity Summaries. For supplemental resources, the following icons will appear:



– Video example of the activity



– Link to other web-based resources



– Link to related resource

Electronic Versus Print Versions

In the electronic version of the book, each of the icons described on the previous page will directly hyperlink to a related resource on MyAVID. In the print version of the book, the icons will serve as a reminder about the supplemental web resources, which can be accessed by visiting <https://my.avid.org/curriculum> 24 hours a day, seven days a week.

Teachers schoolwide are encouraged to review the materials and strategies in this book and implement them based on their curriculum and the individual and collective needs of their students. For the AVID Elective teacher, the Weeks at a Glance lesson plans provide a guide for how these strategies can be woven into the AVID Elective class. Ultimately, each time one of these strategies is effectively implemented, a group of students takes one step closer to being college-ready.



AVID History and Philosophy

HISTORY

What started with just one dedicated teacher and 32 students is today the largest [college-readiness system](#) in the nation, impacting over 800,000 students annually in 44 states and 16 countries and territories. With more than three decades of research, AVID proves that low-income students from limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. Today, the average enrollment rate in two- and four-year colleges the first fall after high school for AVID students is 69%, compared to a national rate of 68%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of “good teaching,” its practices resonate with all students and teachers, creating impressive [schoolwide](#) results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were “racially isolated.” When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, Anglo student body. In 1980, 500 low-income, largely ethnically diverse students were bused to the campus, creating disruption at this suburban, middle-class school. Not wanting to deal with the problems that they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was “less a difference between students’ abilities, than differences in their experiences at home and at school.” In her 1977 master’s thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: “a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher

as advisor/counselor/student advocate; emphasis on objective data; students at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process.”

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited 32 low-income, diverse students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed **WICOR**. In a letter to the superintendent of schools, the original AVID students wrote, “We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours.” In 1984, 30 of Swanson’s original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming “those kids” were capable of only D’s and F’s. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher’s surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, “You can’t believe what these kids can do!”

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID, so they knew that it wasn’t an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first site team. She knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the site team meetings, explaining to teachers what worked to help them learn and what was a hindrance.

Teachers began to share methods and lessons based on the site team discussions. College professors of freshman courses were invited to join the site team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were

used for the first California statewide direct assessment of writing exams and became the basis for AVID's curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts-based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenants of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. By 1996, AVID was in all regions of California, but it wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders. News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the \$50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in the *New York Times*, as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site teams met to work on **WICOR** strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 28,000 educators each summer and countless more throughout the year, while continuing to provide world-class **professional development opportunities** to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a **Certification** process—which was called Validation in 1987. Ten “Essentials” for implementing the program were in the study (an 11th, active site teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the Certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID program. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. The Certification process and AVID’s **11 Essentials** continue to evolve to better meet the needs of teachers and students.

Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive **college-readiness system** used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID’s mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID’s curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID’s curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his Calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult Calculus problems. His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. [Costa's Levels of Thinking](#) range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being

presented. Higher level questions are at the heart of the tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa’s Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offered nine categories of effective instructional strategies that produce “the highest probability of enhancing student achievement for all students in all subject areas at all grade levels” (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the [AVID System](#).

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world’s leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success*, Dweck (2006) posited that we look at the world with either a “growth mindset” or a “fixed mindset.” The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck’s work supports AVID’s central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today’s best and brightest minds in the arena of education and brain research.

For a more complete list of AVID’s Thought Leaders, visit <http://www.avid.org/research.ashx>.

AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID site team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.



WICOR

Throughout the decades since AVID’s founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID’s foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to “wrestle” with new information—to figure out how the new fits with the old. This “wrestling” is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn’t explain something in writing, they didn’t know it well enough. Today, AVID is a still a proponent of “writing to learn,” which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is “the question” that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others’ thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other’s thinking to higher levels.

C: Collaboration

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

O: Organization

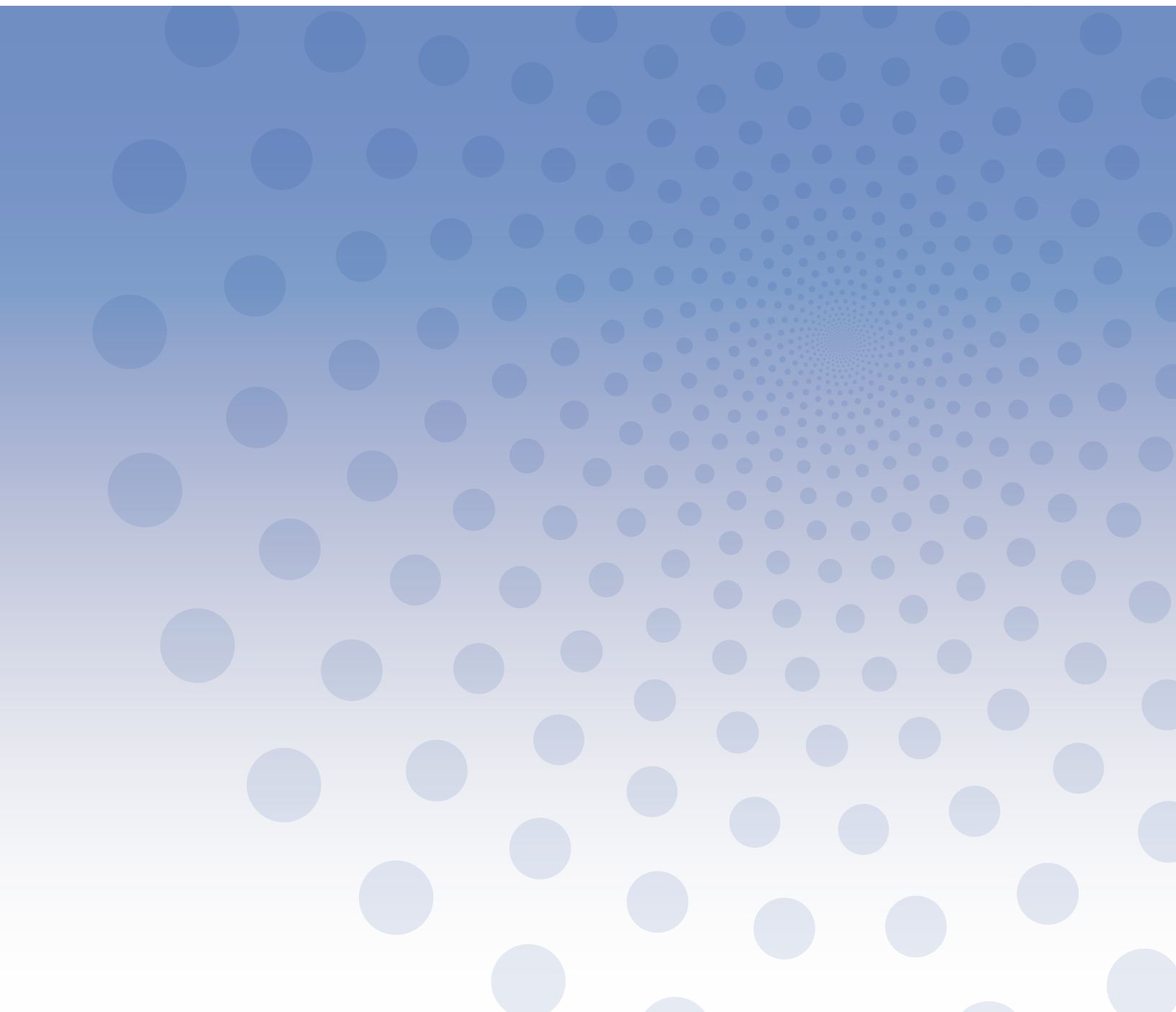
The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage “stuff”; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID’s primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

R: Reading to Learn

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.

Chapter One: RELATIONAL CAPACITY

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



CHAPTER OUTLINE: RELATIONAL CAPACITY

Pre-Assessment for Teachers

Foundations of Building Relational Capacity – Activities, Handouts, and Teacher Resources:

- 1.1: Committing to a Common Mission
- 1.2: Creating a Social Contract
- 1.3: Establishing a Group Identity

Four Stages of Building Relational Capacity – Activities, Handouts, and Teacher Resources:

Stage 1: Safe Shaping

- 1.4: Name Tents
- 1.5: Blanket Name Game
- 1.6: Introduction Handshake
- 1.7: Koosh® Ball Name Toss
- 1.8: Spider Web
- 1.9: Mingle Bingo
 - 1.9a: Mingle Bingo Game Card
- 1.10: Would You Rather...?
- 1.11: Mystery Student
- Debrief Prompts
- Troubleshooting

Stage 2: Controlled Chaos

- 1.12: I Love My Neighbor
- 1.13: Life Savers® Go-Cart
- 1.14: Question Beach Ball
 - 1.14a: Beach Ball Questions
- 1.15: React and Act
- 1.16: Making Words With Friends
- 1.17: Telephone Pictionary
- 1.18: Blue Square Challenge
 - 1.18a: Blue Square Challenge Game Board and Rules
 - 1.18b: Blue Square Challenge Sample Solution

1.19: Partner Drawing

· 1.19a: Sample Pictures

1.20: Stage 2 Socratic Seminar and Philosophical Chairs

Debrief Prompts

Troubleshooting

Stage 3: Scope and Sovereignty

1.21: Holey Tarp

1.22: Magic Carpet Ride

1.23: Marbled Bandana

1.24: Maze

· 1.24a: Maze Template

1.25: Newly Friend Game

1.26: Fishbowl Speeches

· 1.26a: Sample Topics for Fishbowl Speeches

1.27: Who Is Telling the Truth?

Debrief Prompts

Troubleshooting

Stage 4: Group Actualization

1.28: Pens of Destiny

1.29: Progression Pipes

1.30: Sum of All Skittles®

1.31: My Friends

1.32: We Wear the Mask

· 1.32a: “We Wear the Mask” Excerpt by Paul Laurence Dunbar

1.33: A New Classic

1.34: Class Olympics

1.35: Human Inchworm

1.36: Stage 4 Socratic Seminar and Philosophical Chairs

Debrief Prompts

Troubleshooting

Post-Assessment for Teachers



“Community is more important to learning than any method or technique.”

Ralph Peterson

Relational Capacity

Relational capacity is the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students. Classes that are low in relational capacity are often teacher-centered, with little dialogue or collaboration amongst students. Alternatively, classes that are high in relational capacity are characterized by energy and comfort, where students feel mutual ownership in the expectations and learning within the classroom.

Built on a foundation of relational capacity, teachers are able to create a classroom environment of shared vision and accountability. Student diversity—which can be an obstacle in classes low in relational capacity—becomes an asset to the classroom community, as students develop mature interpersonal relationships built on tolerance and appreciation of differences (Chickering, 1969). In this rich environment, students are able to engage in deep inquiry and challenge each other’s thinking, all within a context of trust and safety under the teacher’s watchful eye. In addition to the academic benefits, high relational capacity also helps create a culture of mutual support in students’ social and personal lives, which can often be intricately connected with their academic success.

When students have a high self-efficacy, see value in the activity, and are in a supportive environment, they achieve their highest levels of motivation (Ford, 1992; Hansen, 1989). A strong community with high relational capacity is essential to students reaping the full benefits of collaborative activities, such as Philosophical Chairs and Socratic Seminar. This context of high relational capacity—full of mutual trust and built on a foundation of safety—creates a climate ripe for preparing students for college readiness.

By the end of this chapter, the reader will be able to:

- Create a welcoming classroom environment full of energy and excitement.
- Build a culture of safety, honesty, and mutual trust.
- Engage students in creating and monitoring high expectations and norms for the classroom.
- Explain how student differences benefit the classroom community.

Pre-Assessment for Teachers

This pre-assessment is intended to assist teachers in assessing their current level of supporting relational capacity.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Create a welcoming classroom environment full of energy and excitement.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What adjectives would students use to describe your classroom environment?</i> • <i>How have you intentionally developed a safe environment?</i> 		
<p>Build a culture of safety, honesty, and mutual trust.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How are student differences recognized in your classroom?</i> • <i>Do students view their differences as being a liability or an asset in your class?</i> 		
<p>Engage students in creating and monitoring high expectations and norms for the classroom.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>Do students safely and positively manage conflict that arises during class activities?</i> • <i>Do students feel safe to volunteer novel ideas and solutions?</i> 		
<p>Explain how student differences benefit the classroom community.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What roles and responsibilities do students have in your class structure?</i> • <i>What steps have been taken to foster student ownership of the classroom?</i> 		

Foundations of Building Relational Capacity

The development of a purposeful and dynamic community high in relational capacity does not happen by chance. It is the product of intentional focus and refinement of each element of the physical and relational environment. Each class has the potential to be either a fractured group of individuals or a high-relational-capacity community that is tight-knit and works with a shared vision toward a common purpose.

The following are some components of developing a community high in relational capacity in the classroom:

Inclusive Room Design

Room design should not only mirror the teacher's preferences, but should also highlight the interests and backgrounds of the students. An optimal learning environment that is intentionally inclusive to all students can be created by paying attention to the desk or table arrangement and what is in the visual field of students.

Purposeful Themes

Creating a unit theme or a year-long theme can help focus the intent of the class lesson each day. It also helps keep the class connected to the shared vision and serves as a reminder of why everyone is there and where they are going.

Whole-Class Interactions

Whole-class interactions, such as [AVID Claps and Call and Response](#), can be another way to build unity and community within the classroom. Each of these should be tailored to match the personality and tone of the individual class and teacher.

Mutual Accountability

As community is established, students should begin feeling a shared responsibility for the success of all of their classmates. This shared accountability is another integral element in the system of support that is created to help students be successful.

Group Events and Traditions

Shared experience is one of the most powerful tools for building relational capacity. This can be accomplished through something as small as following daily rituals and traditions within the classroom or something as large as organizing a group cookout or community service project. Each group event or tradition creates a sense of belonging and group identity.

1.1: Committing to a Common Mission

Student Objective

Students will create a mission statement that captures the core beliefs of the class.

Overview

A core component of any group that is high in relational capacity is a focus on a common mission. Teachers can help classes begin the process of defining a communal purpose by providing, or allowing students to develop, a class mission statement, which will serve as a tool for focus throughout the year.

Materials/Set-Up

- One or more prepared mission statements, to share with the class as examples
- In advance of the activity, complete the following:
 - Find supporting resources of people who exemplify or live out the mission of their organization.

Instructional Steps

1. Present students with an established mission statement, such as the AVID mission statement, the mission statement of your school or district, or the mission statement of a business or nonprofit.
 - If using the AVID mission statement, consider showing videos of [Summer Institute student speakers](#) and debriefing how the speaker(s) embodied the AVID mission.
2. Work as a class to circle key words and phrases and, as necessary, determine the definition of the words. As a class, determine a concise description of the purpose of a mission statement, such as, “to state why an organization exists.”
3. Ask students to brainstorm elements of what to include in their class mission statement.
4. Ultimately, compile the best of the words and phrases that students brainstormed in order to develop a class mission statement. Refer back to this mission statement often throughout the year.

→ Extension

- To increase rigor:
 - Ask students to apply the class mission statement to hypothetical situations that may create conflict throughout the year.
 - Allow students to create a one-pager with a visual that illustrates the mission statement. As a class, vote to select a submission to serve as the official mission statement poster of the class.
- To integrate technology, have students search the web for corporate mission statements and logos, analyzing how the logo is representative of the mission. Then, have students use a drawing app, such as ShowMe or Brushes, to design their own logo to support the class mission statement.

1.2: Creating a Social Contract

Student Objective

Students will develop a sense of relational capacity and group buy-in by collaborating to develop a social contract.

Overview

Social contracts are one of the foundational components of developing relational capacity. They outline the rights and responsibilities of each member of the group. A social contract should be developed early, referred to often, and refined as necessary throughout the year.

Materials/Set-Up

- Chart paper
- Markers

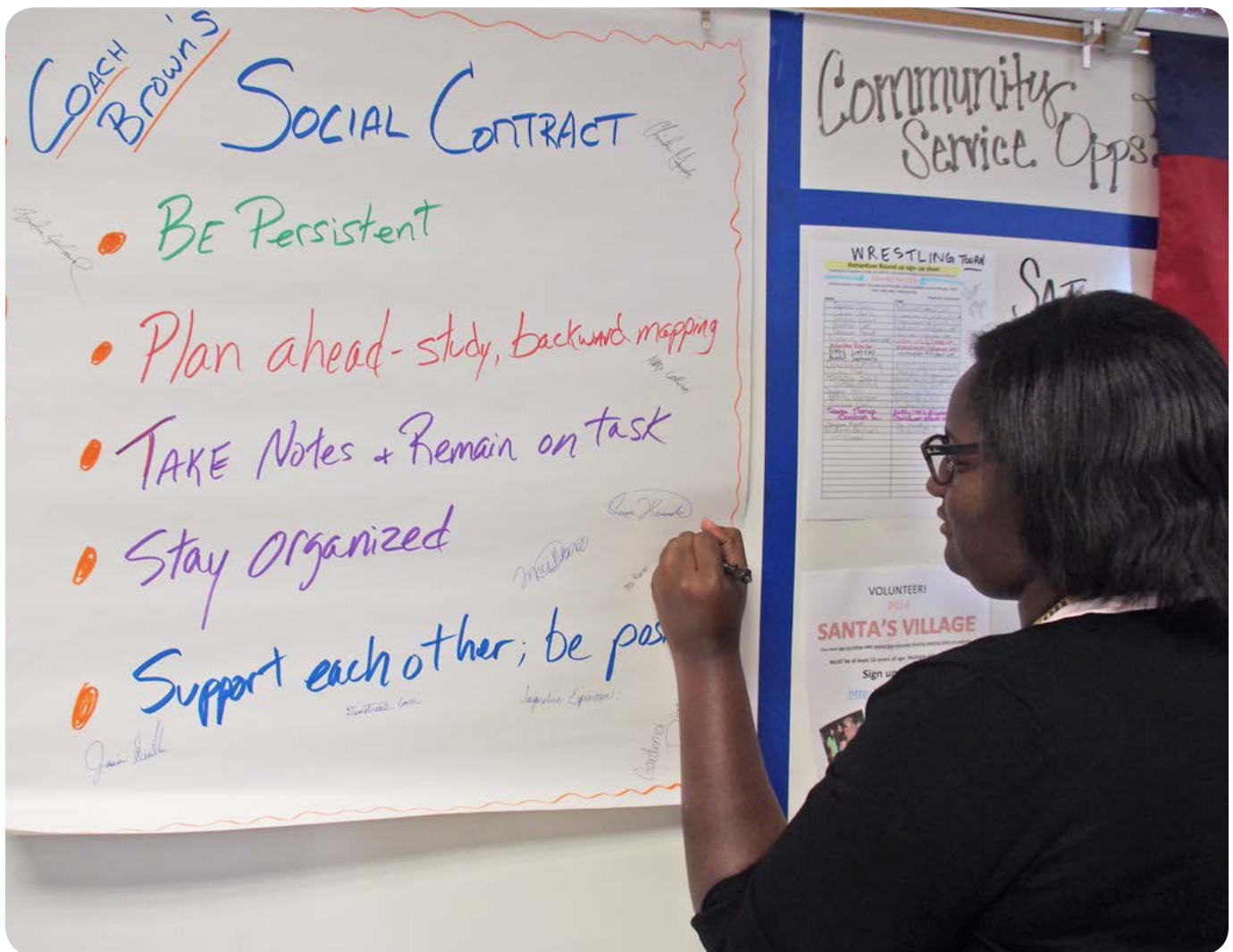
Instructional Steps

1. Divide the class into groups of three or four students.
2. Engage the class in a discussion about the purpose of your class. Consider reviewing the class mission statement during this discussion.
3. Tell the students, “In order for all of us to achieve our goals and adhere to our class mission statement, we will all have to live by an agreed-upon set of standards and expectations. We will call these agreed-upon standards our social contract.”
4. Instruct students to individually create a list of possible standards and expectations for the class. Encourage them to use positive words to phrase their **statements**.
5. Direct students to share all of their ideas with their group. Students should take turns reading the norms (i.e., identified standards and expectations) from their lists, as one group member records them all. As students begin to repeat ideas, instruct the note-taker to put checkmarks next to an idea every time that idea is repeated.
6. Each group will then choose their two or three most important standards and expectations.
7. Have each group share their top two or three expectations aloud. Record these on chart paper, refining as necessary. The finished document will serve as the social contract of the class.
8. Place the social contract on the wall. Have each student sign the contract as evidence that they agree to the social contract and will abide by it throughout the year.

ELL Integration: List a variety of words in a word bank and allow students to incorporate them into their social contract.

→ Extension

- To increase rigor, after recording all standards and expectations, challenge the groups to turn their list of norms into an acronym or acrostic by reframing or restating the norms as necessary. Have groups present these to the larger group, and then vote for the best one as a class.
- To integrate technology, use a collaborative document-creation tool, such as Google Docs, to compile group suggestions into a class social contract. Students can use the comments feature to fine-tune the proposed suggestions.



1.3: Establishing a Group Identity



Student Objective

Students will develop a sense of group ownership, which will foster a caring community.

Overview

One way for students to begin feeling connected with their classmates and focused on the class mission statement is through participating in a common experience. Student buy-in to collaborative activities, such as **AVID Claps** and class themes, will typically be limited at first, but as groups begin to progress through the stages of developing relational capacity, these activities will become one of the key elements in establishing a group identity and group unity.

Materials/Set-Up

- Aligned materials and set-up with the selected options for establishing a group identity

Instructional Steps

1. Choose one or more of the following options to aid in establishing a group identity:
 - **AVID Claps:** Teach students one or more of the AVID Claps and add them to a related poster in the classroom. When a student does an exceptional job and should be recognized accordingly, the student can choose the AVID Clap that they prefer.
 - **Call and Response:** Choose a short phrase, such as, “College ready.” Anytime that you need to gain the attention of students, call out the first word—“College!”—to which the students then respond with the second word—“Ready!”
 - **Recitations:** Choose a motivational quote or create a class mission statement related to the group’s identity. Have students memorize the quote and begin class each day by standing and reciting it.
 - **Class Themes:** Create class themes aligned with the class mission statement and content. Integrate the theme into as many activities, assignments, and room design elements as possible.
2. Introduce each of these concepts to students in a fun and engaging way in order to increase initial student buy-in.

ELL Integration: Using “Call and Response” strategies can help students increase their sensitivity to language patterns and better respond to changes in direction.

→ Extension

- To increase rigor, provide opportunities for students to modify or personalize the selected option in alignment with the class mission statement.
- To integrate technology, use a search engine, such as Google or YouTube, to have students find a positive example of verbal or non-verbal group identity from history or another culture. Post these or link them collaboratively into a bulletin board, such as Padlet, for class inspiration.

Four Stages of Building Relational Capacity

Developing a group of individuals into a caring, supportive community that uplifts all members can be a daunting task. The ideas presented within this section are grounded in the work of Bruce Tuckman (1965), whose research on group dynamics produced a valuable model describing group development. The following model, Four Stages of Building Relational Capacity, will assist teachers in developing the aforementioned caring, supportive community. The model presented here is not a linear path. There is no set route to successfully creating high relational capacity; rather, the model offers a guide to be used by reflective teachers. The teacher must assess and attune to the needs of his or her students and, in any given moment, be ready to apply a variety of strategies to guide the class through the stages, toward group actualization (Stage 4), until ultimately, the class hardly requires a teacher as the leader. Be mindful that even the greatest classes have moments of regression, and it is up to the teacher to make sure that these trends are identified and addressed as they arise.

The following self-evaluation questions may be utilized to identify a class' current stage of relational capacity. If all questions from a stage can generally be answered "yes," the class has progressed through that stage.



Stage 1: Safe Shaping

- Do students understand the class expectations, protocols, and procedures?
- **Do students feel as though they will be encouraged to be themselves, without pressure to assimilate?**
- Do students independently interact with other students and know the names of all their classmates?
- Are the students occasionally able to work in cooperative groups independently of the teacher?

ELL Integration: This question is especially important for students who are working through language acquisition.



Stage 2: Controlled Chaos

- Have students begun to focus on and support the group vision and mission?
- Do students view conflict as an opportunity to grow as an individual and as a class?
- Do students have the skills to manage conflict successfully?
- Does the general class morale feel high?



Stage 3: Scope and Sovereignty

- Do students independently praise other students without the teacher's prompting?
- Do students create a shared vision for accomplishing tasks?
- Do students self-regulate behaviors during tasks?
- Do students feel comfortable enough to share novel ideas with classmates in order to help solve complex questions?



Stage 4: Group Actualization

- Do students have a default “we” mentality when accomplishing tasks?
- Are students open and honest with each other? Are students comfortable with confrontation if it means addressing the greater good?
- Do students show a high level of respect, trust, and empathy for their classmates?
- Are students able to engage in intellectual discourse about topics and issues in a respectful manner?

Upon determining the current stage of the class, reference the corresponding section to access further information and activities to help increase the class' relational capacity.



STAGE 1: SAFE SHAPING

Stage 1 is the early stage of any community where individuals with varying experiences, motivations, backgrounds, and skill levels are thrown together. Group members are likely to be both excited and anxious. In this stage, the individuals in the group are searching for common purpose, orienting themselves to the group, and testing boundaries. Stage 1 is where almost all students and classes start. There are three priorities during Stage 1:

- Developing a safe environment
- Learning names and making connections
- Initiating student ownership of the classroom

Developing a Safe Environment

A safe environment lays the foundation for vulnerability and academic risk-taking in the future. The Stage 1 activities are designed to create a non-threatening environment where students can be themselves and the teacher can start observing group dynamics, the individual needs of the students, and how those needs fit into the community at large.

Learning Names and Making Connections

Starting with the first day of class, one of the most pressing needs is for the students to begin learning each other's names. In addition to learning names, students should begin learning about each other and sharing about themselves. A primary goal during Stage 1 is for students to find out that they share similarities with their community members.

Initiating Student Ownership of the Classroom

The sense of ownership in the classroom can ultimately determine the level of student buy-in to the community. If students do not feel as though they are valued members in the classroom community—instead interpreting the classroom as the “teacher’s domain”—efforts to motivate them and break down barriers will be met with resistance. Stage 1 is about helping students contribute to, and feel a sense of, ownership in the classroom community.

In Stage 1, to begin *safe shaping* the environment in order to build a foundation for high relational capacity, students should participate in a variety of activities that are low-risk, high-comfort, and engaging so as to initiate the process of forming connections.

1.4: Name Tents



Student Objective

Students will develop a foundational familiarity with their classmates.

Overview

Name tents allow the students and teacher to learn about each other, as well as demonstrate individual creativity, by creating a physical name card that stands up on each desk. This strategy should be used early in the year to facilitate introductions and assist group members in memorizing names.

Materials/Set-Up

- Cardstock or light-colored construction paper (if multiple sections are taught, consider assigning each class a different color)
- Markers
- A visual list of step-by-step instructions

Instructional Steps

1. Create and display a table tent for yourself ahead of time for students to view as an example.
2. Have students fold the paper in half lengthwise (aka, “hot-dog style”).
3. Students then open the paper slightly and stand it up on the table to see how it will be oriented.
4. Instruct students to write their name in large print in the middle on both sides.
5. **On one side, have students write a different fact in each of the four corners.**

Examples include:

- The elementary or middle school that the student attended
- The student’s favorite school subject
- The student’s favorite food
- The best thing that the student did over the summer
- The superpower that the student would you like to have
- The one thing that the student is most excited about this year
- The college that the student is hoping to attend
- The career that the student is hoping to have

6. Finally, students should open the name tent wide enough to stand it on their desk.

→ Extension

- To increase scaffolding:
 - Use these daily and encourage students to say each other’s name each time that they speak to one another.
 - In small groups, have students use their name tent to formally introduce **themselves**.
 - Collect the name tents each day and shuffle them randomly to re-seat students next to new peers, encouraging them to learn about a new student each day.

ELL Integration:
Encourage ELL students to write responses in their heritage language, as well.

ELL Integration:
Provide students with a sentence frame for their conversation with peers, such as: “Hello, my name is _____, and one interesting fact about me is _____.”



1.5: Blanket Name Game

Student Objective

Students will deepen their knowledge of their classmates' names through shared experience.

Overview

The process of learning names is the most foundational component of developing relational capacity. The Blanket Name Game not only helps students deepen their recall of their classmates' names, but it accomplishes this in a fun, team-building, competitive format.

Materials/Set-Up

- One large blanket or tarp, thick enough to avoid seeing through it
- Prior viewing of the Blanket Name Game video example

Instructional Steps

1. Divide the class into two teams and have them move to opposite sides at the front of the room.
2. Have two students hold up a large blanket or tarp between the two teams so that the opposing teams are unable to see one another.
3. Each team then quietly and anonymously sends one team member to the middle of the room resulting in two anonymous team members, one from each team, standing in front of one another, but unable to see each other because they are separated by the blanket/tarp.
4. When ready, instruct the two students holding the blanket to drop it to the floor. The first team member to say the other person's name wins a point for their team.
5. Repeat this process for each subsequent round.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

→ Extension

- To increase scaffolding, play to a set point total, and then mix up the teams.



1.6: Introduction Handshake



Student Objective

Students will develop an ability to formally introduce themselves while becoming more comfortable and familiar with their classmates.

Overview

The ability to formally introduce oneself is an integral skill not only in school but also in business and society. It is important for students to learn and practice formal introductions, especially at the beginning of the school year. Two variations of an Introduction Handshake activity are included here to give students the opportunity to practice this skill.

Materials/Set-Up

- A large, open space, possibly outside of the classroom
- Prior viewing of the Introduction Handshake video example

Instructional Steps

- 1. Begin with appropriate modeling by inviting a student to come up and model a professional introduction.** Coach the student and discuss the process aloud—squaring the shoulders with the person to whom they are introducing themselves, making eye contact, firmly shaking hands, and speaking at an appropriate volume as they state their full name.
- 2. For the Introduction Train variation of this activity:**
 - Have students line up in a single-file row.
 - Have the first student go down the row, offering a formal introduction to each student in the row.
 - Then, have the next student proceed down the row in the same manner.
 - Continue this process until all students have had an opportunity to introduce themselves.
- 3. For the Inner/Outer Circle Introductions variation of this activity:**
 - Divide the class into two even groups.
 - Have one group create a circle and face outward.
 - Have the other group create a circle surrounding and facing that initial, inner circle.
 - Begin the activity by having the students in the outer circle formally introduce themselves to the student across from them in the inner circle.
 - Have the outer circle rotate to the next person and repeat the introductions.

ELL Integration: Consider providing a list of set responses to support students' use of academic language.

ELL Integration: Provide time for students to rehearse and discuss how they could improve upon their introductions.

- Repeat this process until the outer circle returns to its original position.
- Now, have the inner-circle students switch roles and introduce themselves to the outer-circle students one at a time by rotating after each introduction.

4. Close the activity with **a debrief**, either verbal or written, using a few of the questions from the **Stage 1 Debrief Prompts**.

→ Extension

- To increase rigor, have students research introduction customs from other countries and cultures, and then compare and contrast those with introduction customs that are common in the United States. Then, have students analyze what types of introductions could be appropriate in different situations.
- To increase scaffolding, require students to introduce themselves whenever there is a guest in the classroom.



1.7: Koosh® Ball Name Toss



Student Objective

Students will deepen their familiarity with classmates.

Overview

Throughout Stage 1, students need to continue to reinforce their knowledge of classmates' names, as well as the commonalities that they share. Koosh Ball Name Toss is an activity that reinforces both of these components while allowing the group to bond through setting and achieving goals.

Materials/Set-Up

- A Koosh ball, a tennis ball, or any soft item that can be tossed from student to student
- A large, open space

Instructional Steps

1. Have students stand and form a circle, asking them to put their hands out in front of them. Tell them that they will need to remember who tosses them the ball as well as to whom they toss it.
2. Start by giving the ball to one student.
3. Ask that student to say their name and one fact about themselves. Then, ask them to say another student's name in the circle and toss the ball to that student. After they have tossed the ball, they should put their hands behind their back to indicate that they have already participated.
4. Ask the next student to repeat the previous step, saying the name of a student in the circle who still has their hands out and tossing the ball to that student.
5. Continue until all of the students have gone once. This establishes the tossing pattern for the circle.
6. Continue this same tossing pattern for two more rounds. During each new round, the students must say their own name and a new fact about themselves.
7. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

→ Extension

- To increase rigor:
 - Have students complete their tossing pattern backwards, with multiple balls, or by handing another ball clockwise around the circle.
 - Have students set a goal for how quickly they can complete the tossing pattern.
- To increase scaffolding:
 - Have students only share names and do not require them to include the facts about themselves.
 - Split the class into smaller circles and have each group establish a tossing pattern, seeing who can complete it most quickly.

1.8: Spider Web

Student Objective

Students will strengthen the connections between each member of the community.

Overview

The interconnectedness between students allows relational capacity to continue to develop and increase, as they realize and appreciate their similarities. In this activity, students create a visual example of their interconnectedness and use it as a platform to discuss and deepen their understanding of interconnectedness, leading to healthy interdependence.

Materials/Set-Up

- A large ball of yarn or string
- A large, open space

Instructional Steps

1. Utilizing the large, open space that was selected for the activity, have students form a circle.
2. Each student will need to identify one unique fact about themselves, such as:
 - A distinctive like or dislike of theirs
 - Somewhere unique that they've been
 - A special talent that they have
3. Once all students have come up with a unique fact, have one student start with the end of the yarn. **They will share their name and their fact with the group.**
4. Then, continuing to hold onto the end of the length of yarn, they will roll or toss the ball of yarn to someone else, who will then share their name and unique fact.
5. Continue this process until everyone has shared and passed the yarn. As each person holds their part of the yarn, a "spider web" should be created in the center of the circle.
6. To debrief the activity, ask students to reflect on what the web might represent. Consider using the following questions for discussion:
 - How does this activity represent our class?
 - How are we all connected together?
7. After instructing a few students to drop their part of the yarn, ask the final debrief question:
 - What happens when one person isn't pulling their own weight?
8. Close the activity with further debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase rigor, use a thick rope instead of yarn or string and end the activity by having one student lay in the middle of the string, with the rest of the class lifting that student three inches off of the ground. Finally, have students analyze how this serves as an analogy for being part of a community.

1.9: Mingle Bingo

Student Objective

Students will discover similarities with classmates.

Overview

Mingle Bingo combines social “mingling” with bingo. This activity is a fun way for students to learn names and begin discovering similarities. It also provides students with the opportunity for brief conversations around those connections. Teachers should utilize this game early in the school year.

Materials/Set-Up

- Handout:
 - 1.9a: Mingle Bingo Game Card (modify as necessary to represent your students’ interests and backgrounds)
- Lively music

Instructional Steps

1. Distribute copies of the Mingle Bingo Game Card.
2. While music is playing, students are to mingle with their classmates and find a category for which they can fill in their names. Inform students that they should keep going until the music stops, but remind them that this is not a race! **Encourage them to have a brief discussion with their peer about the corresponding category when they find a name to record in a box.**
3. Start the music and tell the students to begin.
4. Stop the music after 10–15 minutes or until most students have talked to all of their classmates.
5. Allow time at the end for students to share, either verbally or in writing, some of the facts and similarities that they learned about their classmates.
6. Close the activity with further debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

ELL Integration: Consider providing academic language scripts to support students’ ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase scaffolding:
 - Require students to practice formal introductions with each of their peers. The Introduction Handshake activity can provide a foundation for this.
 - Coach conversation skills by requiring that they ask a follow-up question and record the answer for each box in which they write a name. For example, Student A and Student B meet, and Student A tells Student B that she plays a sport. Student B might ask, “What sport do you play?” Student B would record Student A’s name in that box along with the answer to the follow-up question.
- To integrate technology, have students take a picture or short video of their classmate and import it into a grid that corresponds to the Mingle Bingo Game Card. Students can use a supported program, such as Google Docs or PicCollage.

Mingle Bingo Game Card

Name: _____ Date: _____

Get to know your classmates! For each category, find someone in the class and write their full name (first and last) in the box. Make sure that you spell their name correctly.

Favorite class is science	Has traveled to a different county	Likes chocolate	Speaks another language	Posted to social media within the last 24 hours
Is the oldest child in the family	Will be the first in their family to go to college	Plays a sport	Plays an instrument or sings	Is named after a relative
Likes to go to the movies	Read at least two books this summer	Has a dog	Likes to cook	Favorite food is pizza
Knows what college they want to go to	Knows how to roller skate	Has brown eyes	Is good at math	Has lived in a different state
Knows who Mary Catherine Swanson is	Has two or more siblings	Has an Instagram account	Exercises three or more times each week	Likes to watch football or fútbol games



1.10: Would You Rather...?

Student Objective

Students will discover similarities and differences between themselves and their classmates.

Overview

Would You Rather...? is a game in which the teacher poses a question that presents two options, and the students must choose one. The act of stepping to the side of the line that represents the selected choice gives a visual description of the similarities and differences between community members. Teachers should begin with light and silly questions before eventually progressing to more serious questions.

Materials/Set-Up

- Tape, to create a long line down the middle of the classroom

Instructional Steps

1. Have all students stand on the line. Read one of the “Would you rather...?” questions and inform students of the side of the line that they should move to based on their choices.
2. Have students move back to the line and repeat with the next question.
3. Sample “Would you rather...?” questions are included below:
 - ...eat broccoli or carrots?
 - ...watch television or listen to music?
 - ...own a lizard or a snake?
 - ...have a beach vacation or a mountain vacation?
 - ...be an apple or a banana?
 - ...be invisible or able to read minds?
 - ...make headlines for saving somebody’s life or for winning the Nobel Prize?
 - ...go without television or without fast food for the rest of your life?
 - ...always be cold or always be hot?
 - ...eliminate hunger and disease or be able to bring lasting world peace?
 - ...see the future or change the past?
4. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

➔ Extension

- To increase rigor:
 - Have one student from each side justify, in a sentence or two, why they chose that side. This can be a great introduction to a Philosophical Chairs activity.
 - Near the end of the activity, have students pose “Would you rather...?” questions, possibly related to either the content of the class or college. This will allow them to begin feeling ownership of the activity.



1.11: Mystery Student

Student Objective

Students will learn unique facts about their classmates.

Overview

Mystery Student is a fun, social game that enables students to learn about their peers and discover similarities. Rather than focusing on the entire class, this activity allows one student to be the focus of the class for a brief period.

Materials/Set-Up

- One small piece of paper or one 3" x 5" index card for each student

Instructional Steps

- 1. Have the students answer the following questions on an index card or small piece of paper:**
 - Were you born between January and June or between July and December?
 - Would you rather play in the snow or lay on the beach?
 - What is one unique thing or interesting fact about you that we might not know, that isn't likely to be true of anyone else in the class, and that you don't mind sharing with the entire class?
- 2. Provide some examples of a fact that is likely unique so students avoid broad statements that would apply to multiple people in their answers to the final question.**
 - "I ran a marathon," "I am colorblind," "I shook hands with the president of the United States," "I lived in Japan for a year," are all facts that are likely true of only that student.
 - "I love cookies," "I enjoy shopping," "I have one sister," are all facts that are likely true of many students.
- 3. Collect the cards and have every student stand up.**
- 4. Randomly choose one card and read the items one at a time. Students should sit down if the information that is read does *not* apply to them.**
 - For example, if you read "I was born between January and June," all of the students who were born between July and December would sit down.

ELL Integration: Consider requiring that answers be written in complete sentences. Provide sentence frames, as necessary, to support this.

5. Once you get to the last student still standing, have them say their name and talk about their interesting fact. Start out by only reading four to six cards. Spread out the remainder over the course of the next week.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 1 Debrief Prompts](#).

➔ **Extension**

- To increase rigor, once all cards have been read, have students generate no more than three to five positive categories—of which every student in the class falls into at least one—to show connections and commonalities between students.
- To integrate technology, have students use a website, such as Padlet or Google Docs, to post their information anonymously to a shared document, instead of using an index card.



Fist-to-Five is a quick, informal assessment tool where students show all five fingers to represent the positive end of the spectrum, a fist to represent the negative end of the spectrum, and three fingers to represent the middle. Example: “Students, give me a Fist-to-Five showing me how comfortable you feel with your understanding of the Rules of Engagement for our Philosophical Chairs. Five means that you’ve got it! A fist means that you feel lost. Three fingers mean that you could use just a little more clarification.”

ELL Integration: Consider providing academic language scripts to support students’ ability to dynamically introduce academic vocabulary and switch from social to academic language.



Stage 1 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 1 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity? (Spiral this question back to the activity’s Student Objective.)

Developing a Safe Environment

- During this activity, how safe did you feel in sharing with other students? (This may be completed as a written reflection or as a **Fist-to-Five** activity—five fingers held up meaning, “I felt totally safe,” and a fist (i.e., zero fingers) representing, “I did not feel safe at all.” How can we increase the physical, social, and/or emotional safety of our class?

Learning Names and Making Connections

- How did this activity help you learn your classmates’ names? Which classmates do you still not know? What can you do to make sure that you know all of your classmates’ names?
- How did this activity help you make connections with your classmates? From this activity, what similarities did you find that you share with other students?

Initiating Student Ownership of the Classroom

- What was your role in ensuring that this activity was successful? In what ways do you feel more confident as a result of this activity? What can you do differently next time to ensure that similar activities are even more successful and beneficial?

Troubleshooting

- Encourage students who are more reserved to participate.
- When doing any pairing activity where students need to partner with others randomly (e.g., Mingle Bingo), instruct students to automatically partner with anyone nearby if eye contact is made. In other words, make sure that students never walk by someone who is looking for a partner.
- **Coach students to say each other’s names when speaking to the other student or about them.** Never allow students to say “he” or “she.”

Visit the AVID Critical Thinking and Engagement: Relational Capacity webpage on MyAVID for opportunities to:

- View related materials for this chapter
- View and contribute to this chapter’s discussion forum

STAGE 2: CONTROLLED CHAOS

Stage 2 is a period of relational-capacity development often characterized by conflict. The honeymoon period of Stage 1 is over, and students will now begin asserting their own leadership. The conflict arising from this is a natural progression and shows that some students have begun to feel ownership for the community. While certain students have begun to take a personal stake in the class, cliques may form that begin to exclude others, potentially polarizing the class. This is a critical stage for the community, and these conflicts must be addressed in order to progress. Teachers can help the group continue its positive evolution by overseeing the following:

- Creating a safe space for conflict
- Managing conflict and teaching conflict management
- Maintaining a positive environment

Creating a Safe Space for Conflict

During Stage 1, the teacher—in conjunction with the students—created a safe environment where students could feel free to share and grow. The inherent contentious nature of Stage 2 challenges this environment. Now, the teacher must allow for conflict while reinforcing the standards and expectations agreed upon during Stage 1. The teacher should intentionally increase the risk and challenge in the relational-capacity-building activities in order to create space for conflict while frequently referencing the class mission statement, community vision, and social contract.

Managing Conflict and Teaching Conflict Management

As a conflict arises, it's important not to gloss over it by citing, "Respect others," ending a disagreement before it begins. Teachers should take a two-pronged approach to successful conflict management:

- The teacher must assertively manage conflicts and never allow an argument to progress past the point of being productive. During this stage, the teacher will need to demonstrate strong leadership in conflict management.
- The teacher should explicitly teach students various conflict management strategies, like exploring the role of self-interest in the conflict, productive communication during conflict, and how to help mediate conflict between other students.

Maintaining a Positive Environment

At this stage, class morale can bottom out as students lose sight of the group vision and their personal goals. It is imperative that the teacher, as the group leader, always maintains an outwardly positive attitude. Especially during this stage, teachers need to greet students at the door with a smile, make efforts to connect with all students, and publicly celebrate every small victory. If students complete a group task, celebrate it with an AVID Clap. A kind word and constant smile go a long way during Stage 2.

To continue building relational capacity through controlled chaos in Stage 2, students should participate in a variety of activities that are moderate-risk, moderate-comfort, and engaging in order to manage conflict and maintain a positive environment.

1.12: I Love My Neighbor

Student Objective

Students will take responsibility for the classroom as they choose the activity prompt and ensure that a safe and positive environment is maintained.

Overview

After students have learned names and discovered initial connections in Stage 1 activities, it is important that the teacher continues to scaffold responsibilities and ownership to the students. I Love My Neighbor reinforces the connections from Stage 1, and also allows students to select the prompt, monitor the activity, and appropriately scaffold the level of risk.

Materials/Set-Up

- One chair for each student

Instructional Steps

1. Have students arrange their chairs in a circle, making sure that there is one less chair than there are students.
2. Have one student stand in the middle of the circle. That student's job is to complete the phrase, "I love my neighbors, especially those...."
 - For example, a student might finish the phrase with, "...who are wearing blue."
3. In the example above, everyone in the group who is wearing blue must then stand up and move to a new chair that is at least two chairs away. The student in the middle of the circle must also try to find a seat.
4. The student left without a seat becomes the person in the middle, and then fills in the aforementioned phrase, "I love my neighbors, especially those...."
 - It's imperative to monitor that students are carefully going to a new seat and avoiding behavior that could cause injury.
5. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

→ Extension

- To increase rigor, require students to choose prompts that are increasing in positive risk (i.e., moving from phrases like, "...who are wearing blue," "...who have Converse sneakers on," and "...who wear glasses" to phrases like, "...who are afraid of failure," "...who get nervous speaking in front of an audience," and "...who hope that their life can make a positive difference"). Make sure that students are debriefed on avoiding inappropriate questions, which would cause the game to end immediately.

1.13: Life Savers® Go-Cart

Student Objective

Students will begin working in small, collaborative groups to foster ideas, manage conflict, and accomplish a goal.

Overview

The ability to work in small groups, set and accomplish goals, and manage conflict requires an increasing level of relational capacity. During this activity, the teacher should continue to reinforce the Stage 2 goal of creating a safe space for conflict by allowing students to work through their team dynamics as the risk and challenge of the activities increase.

Materials/Set-Up

- 10 Life Savers candies for each group
- 10 straws for each group
- 10 toothpicks for each group
- One pair of scissors for each group
- One sheet of paper or cardstock for each group
- Masking tape
- Electric fan

Instructional Steps

1. Organize students into groups of three or four.
2. Give each group 10 Lifesavers, 10 toothpicks, 10 straws, one sheet of paper or cardstock, a pair of scissors, and a long piece of masking tape.
3. Ask students to construct a go-cart using only the items that were provided.
4. Provide the students with an allotted amount of time and periodic updates as time winds down (e.g., “Five minutes remaining!”).
5. Using an electric fan, have students race the carts two at a time until there is a clear winner.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

→ Extension

- To increase rigor, measure distance, time, and speed, and then perform calculations aligned with the students’ current level of math.
- To increase scaffolding, recognize go-carts for excellence in other areas, such as most visually appealing, most creative design, etc.

1.14: Question Beach Ball

Student Objective

Students will continue developing their relational capacity by sharing different pieces of personal information and preferences in an impromptu and fun manner.

Overview

As students begin to increase their relational capacity, they start to feel comfortable sharing increasingly personal and vulnerable information. Question Beach Ball is an exciting activity that encourages students to go beyond sharing generic information and take risks in a fun, friendly, and positive environment.

Materials/Set-Up

- Teacher Resource:
 - 1.14a: Beach Ball Questions
- One beach ball with the numbers 1–40 written on it to correspond to the questions on Beach Ball Questions

Instructional Steps

1. Have a student volunteer hold the ball and knock it into the air.
2. Have the next three students knock it back into the air.
 - It might be helpful to have the class chant, “One” (when the first person hits it), “Two” (when the second person hits it), and “Three” (when the third person hits it).
3. The fourth student should catch the ball and announce the number that is closest to the index finger on their right hand.
4. Read the corresponding question from Beach Ball Questions.
5. Have students use the wording of the question to formulate the answer.
 - **For example, “The first thing that I do when I get out of bed is....”**
6. When the student has answered the question, repeat the previous steps, allowing a new student to respond to a question each time.
7. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

ELL Integration: Consider providing academic language scripts to support students’ ability to dynamically introduce academic vocabulary and switch from social to academic language.

➔ Extension

- To increase scaffolding, allow students to request to answer a different question.
- To integrate technology, use a beach ball without numbers on it. Once the fourth person catches the ball, use a random number generator to assign their question.

Beach Ball Questions

1. What is the first thing that you do when you get out of bed?
2. What is your favorite line from a movie?
3. What is your favorite joke?
4. What do Martians do for fun on Mars?
5. If your life was being turned into a feature-length movie, who would play you? Why?
6. Up to this point, what would you describe as your “15 minutes of fame?”
7. What is your favorite jelly bean flavor? Why?
8. What one object in your home are you most embarrassed about owning? Why?
9. When you dance, what do you look like?
10. If you could be a famous actor, writer, athlete, artist, or musician, what would you choose? Why?
11. What is the worst occupation in the world? Why?
12. What is your greatest fear? Why?
13. If you were given a canvas and water colors, what would you paint? Why?
14. Which celebrity irritates you the most? Why?
15. What is your lifelong dream? Why?
16. If you could ask the president of the United States one question, what would it be?
17. What was a moment in your life where you tried something and simply were not good at it?
18. What is the biggest advantage of being really tall?
19. How many minutes does it take you to get ready in the morning?
20. What hobby have you always wanted to pick up? Why?
21. What is it about you that people find irresistible? Why?
22. If you were any animal, what would you be? Why?

- 23.** What event or technological breakthrough do you think will revolutionize the future?
- 24.** What is the most beautiful word that you can think of? Why?
- 25.** What beverage do you find nauseating? Why?
- 26.** What three adjectives best describe you?
- 27.** What was your favorite book growing up? Why?
- 28.** What is the most common compliment that people give you?
- 29.** What is the best purchase that you have ever made?
- 30.** If you could add any word to the dictionary, what would it be?
- 31.** What commercial product would you refuse to endorse? Why?
- 32.** What word best describes your Internet knowledge?
- 33.** What occurred during the longest period of time that you have spent in a car?
- 34.** What is the best costume that you ever wore for Halloween?
- 35.** If you were a teacher, what subject would you teach? Why?
- 36.** What is the worst grade that you ever received, and in which class did you receive it?
- 37.** What would you like your nickname to be?
- 38.** What are you most proud of?
- 39.** What age were you when you had your most embarrassing hair style and what was it?
- 40.** What is the best advice that you have ever received?

1.15: React and Act

Student Objective

Students will develop their ability to create a safe and positive environment while taking personal risks.

Overview

React and Act is a game that continues the development of relational capacity through a fun and competitive activity. Students are required to continue the risk-taking process by acting in front of their peers, with the potential for intra-team conflict.

Materials/Set-Up

- One 3" x 5" index card for each student
- Timer

Instructional Steps

1. Pass out an index card to each student and have them write one “event,” encouraging them to be creative and use words that end in -ing to describe the event. Some examples include:
 - Being surprised by a dog on your way home from school
 - Making the game-winning pass at the Super Bowl
 - Winning a \$50,000 scholarship for college
2. Split the class into two random teams.
3. Collect the index cards, creating two separate piles.
4. Ask for five volunteers from each team to be the actors. Ask one actor to randomly select a card from the other team’s pile. The teacher should read the card first, and if necessary, modify it.
5. Choose a time limit—anywhere from 30 seconds to one minute.
6. Say, “Go,” and have the five volunteer actors perform their event simultaneously in the front of the classroom. They can use sounds and gestures, but no words.
7. The other members of their team must attempt to guess the event that is being acted out. The teacher should monitor to keep track of when the correct answer is guessed.
8. Alternate between teams and keep score.
9. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

→ Extension

- To increase scaffolding:
 - Make sure that each student is an actor at some point during the game.
 - Allow the other team one guess to “steal” any event that isn’t guessed.
- To integrate technology, divide students into small groups, assign each group an event, and then provide them with 10 minutes to spread out across campus to film their short video before returning to the classroom. Project the videos and have teams guess what is being acted out.

1.16: Making Words With Friends

Student Objective

Students will work as a team to accomplish a task while managing group dynamics and conflict.

Overview

By working in small groups focused on a specified task, students can continue growing their relational capacity and developing their conflict management skills. In Making Words With Friends, students will develop these skills as they have fun and compete as a team in an acting-based game.

Materials/Set-Up

- One sheet of paper for each student
- Markers
- Timer

Instructional Steps

1. Divide students into groups of six to eight and pass out one sheet of paper to each student.
2. Instruct each student to write one letter on each side of their paper. Encourage them to use the marker, write large letters, and choose common letters and some vowels.
3. Once every student has written a letter on each side of their paper, call out a category, such as, “A color.” Students then have 30 seconds to use their group’s letters to spell out a color. When time is called, the team stands in the correct order, holding their letters to spell the word.
 - Groups can create their “team name” by initially making a random word from their letters.
4. Other categories could include: foods, cities, animals, plants, sports teams, stores, toys, colleges, emotions, things in this room, etc.
 - **If large numbers of students speak another language, consider having them spell a word in their heritage language.**
5. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

ELL Integration: In classrooms with high numbers of ELL students, providing students with opportunities to strengthen their heritage language skills will increase their overall understanding of language and its usage.

➔ Extension

- To increase rigor:
 - Keep score by awarding one point for each letter in the team's word (e.g., "red" would earn three points, "green" would earn five points, etc.).
 - Rather than playing the game in groups, after all of the students have written their letters down, have them stand up. Call out a phrase targeting a certain number of letters, such as, "Three-letter words." Students then have to move around the room and find two peers with whom to create a three-letter word. Then, call out a different phrase, such as, "Five-letter words." Consider making this a game by eliminating any students who aren't able to make a word each round.
- To increase scaffolding, allow one student in each group to write an asterisk (*) on their paper, which can be used as a wildcard for any letter.



1.17: Telephone Pictionary

Student Objective

Students will engage in a non-competitive team activity to develop their communication skills.

Overview

Telephone Pictionary requires students to step out of their comfort zones as they collaborate in a drawing-based activity. Students will develop critical thinking skills and creativity as they have fun with their classmates.

Materials/Set-Up

- Approximately eight index cards for each student

Instructional Steps

1. Arrange students in groups of the same size, ideally six to eight students per group. Groups should be seated in a circle.
2. Pass out index cards to each student. Each student should have the same number of index cards as there are people in their group (e.g., in a group of eight, each student needs eight index cards).
3. Have students number their index cards—from “1” to the total number of cards that they have—in the top-right corner.
4. Ask students individually to come up with a common phrase or slogan, but not to tell anyone else. Have students write their phrase or slogan on their top index card (i.e., Card #1).
5. Have students pass their stack of cards to the left, and then silently read the phrase that is written on Card #1 of their new stack. Then, have students place Card #1 at the bottom of the stack, so they are now looking at blank Card #2. On Card #2, students draw a picture illustrating the phrase or slogan that was on Card #1, which they just moved to the back of the stack.
6. After about a minute, have students pass their stack to the left once again. They should then look at the picture that was drawn on Card #2 and move that card to the bottom of the stack. They should now be looking at blank Card #3. On Card #3, they should write their guess as to the phrase or slogan that they think was being illustrated on Card #2.

7. Repeat the previous two steps, alternating between drawing an illustration of the previous phrase or slogan (on Cards #4, #6, and #8) and guessing the phrase or slogan of the previous illustration (on Cards #5 and #7), until the stack of cards rotates back to the original owner.
8. Lastly, each group member will share their stack of cards in order—phrase, drawing, phrase, etc.
9. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

→ Extension

- To increase scaffolding, rather than having students participate individually, allow them to **work with a partner** in guessing the phrase or slogan and then drawing the guess.



1.18: Blue Square Challenge

Student Objective

Students will collaborate with a team to solve a complex challenge and manage conflict.

Overview

Logic problems are a great way for students to develop their critical thinking skills. Solving a logic problem with a group while physically acting out the solution creates an environment ripe for conflict and frustration. The teacher should constantly monitor groups to help them manage their conflict and frustration.

Materials/Set-Up

- Handout:
 - 1.18a: Blue Square Challenge Game Board and Rules
- Teacher Resource:
 - 1.18b: Blue Square Challenge Sample Solution
- Blue tape, to construct one game board on the classroom floor for each student group

Instructional Steps

1. Divide students into teams of at least eight.
2. Project the Blue Square Challenge Game Board and Rules. Have each team choose four students to be “1’s” and four students to be “2’s.” Then, have them arrange themselves accordingly, as shown in the starting position on their Blue Square Challenge Game Board and Rules.
3. Inform students of the game’s goal, which is for all of the teams to accomplish the task of swapping the location of Team “1” and Team “2,” while following all of the rules of the challenge.
4. Project the following rules for students:
 - You can only move forward.
 - Only one person can be in a square at a time.
 - You cannot pass anyone on your own team or more than one person at a time.
 - You can move into an empty space right in front of you or around a person facing you into an empty space (i.e., a person on Team “1” can “leapfrog” one person on Team “2”).
 - There is no talking for the first 10 minutes.
 - In order to prove your mastery of the game, you have to complete the puzzle three times.
 - Once you have mastered the challenge, you should observe other teams. You can only help if asked to, and you can only respond by asking questions.

5. Continue the activity until all of the teams have accomplished the task or until there are approximately five minutes left in class.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

➔ **Extension**

- To increase rigor, after each time that a team successfully completes the challenge, take away one sense for their next attempt (e.g., “No speaking,” “Eyes closed,” etc.).
- To increase scaffolding, allow students on each team to serve as coaches and help their team with solving.
- To integrate technology, use a Google timer—type “set timer to (number of seconds or minutes)” into the Google search bar—to give teams a defined amount of time to complete the challenge.



Blue Square Challenge Game Board and Rules

Game Board

Starting Position:

1		2
1		2
1		2
1		2

Goal:

2		1
2		1
2		1
2		1

Rules

- You can only move forward.
- Only one person can be in a square at a time.
- You cannot pass anyone on your own team or more than one person at a time.
- You can move into an empty space right in front of you or around a person facing you into an empty space (i.e., a person on Team “1” can “leapfrog” one person on Team “2”).
- There is no talking for the first 10 minutes.
- In order to prove your mastery of the Blue Square Challenge, you have to complete the puzzle three times.
- Once you have mastered the challenge, you should observe other teams. You can only help if asked to, and you can only respond by asking questions.

Blue Square Challenge Sample Solution

40 sample solutions for the Blue Square Challenge, each represented as a 4x3 grid. The numbers 1 and 2 are placed in the grid cells, with some cells shaded blue to indicate the solution.

1)

1		2
1		2
1		2
1		2

2)

1		
		2
1		2
1		2
1		2

3)

1		2
1		2
1		2
1		2

4)

1		2
1		
		2
1		2
1		2

5)

	1	2
1		
		2
1		2
1		2

6)

2	1	
1		
		2
1		2
1		2

7)

2		1
1		
		2
1		2
1		2

8)

		1
1		
2		2
1		2
1		2

9)

		1
1		2
2		
1		2
1		2

10)

	2	1
1		
2		
1		2
1		2

11)

	2	
1		1
2		
1		2
1		2

12)

	2	
1		1
2		2
1		
1		2

13)

	2	
1		
2		2
1		1
1		2

14)

	2	
1		2
2		
1		1
1		2

15)

	2	
1		2
2		2
1		1
1		

16)

	2	
1		2
2		2
1		
1		1

17)

2		
1		2
2		2
1		
1		1

18)

2		2
1		
2		2
1		
1		1

19)

2	1	2
2		2
1		
1		1

20)

2		2
		1
2		2
1		
1		1

21)

2		2
2		2
1		1
1		1

22)

2		2
1		
2		2
		1
1		1

23)

2	1	2
2		2
		1
1		1

24)

2		2
		1
2		2
		1
1		1

25)

2		2
		1
		2
2		1
1		1

26)

2		2
		1
1		2
2		1
		1

27)

2		2
		1
1		2
		1
2		1

28)

		2
2		1
1		2
		1
2		1

29)

		2
		1
1		2
2		1
2		1

30)

	2	
		1
1		2
2		1
2		1

31)

	2	2
		1
1		
2		1
2		1

32)

2		2
		1
1		
2		1
2		1

33)

2		2
1		1
2		1
2		1

34)

2		2
1		
		1
2		1
2		1

35)

		2
1		
2		1
2		1
2		1

36)

	2	
1		
2		1
2		1
2		1

37)

2		
1		
2		1
2		1
2		1

38)

2	1	
2		1
2		1
2		1

39)

	1	
2		
2		1
2		1
2		1

40)

		1
2		
2		1
2		1
2		1

41)

2		1
2		1
2		1
2		1

1.19: Partner Drawing

Student Objective

Students will develop communication skills as they work with a partner.

Overview

Partner Drawing focuses on the ability to work with a partner and communicate both clearly and descriptively. While the activity is fun and light in nature, it will create some frustration and anxiety in students as their individual communication and artistic skills are on display.

Materials/Set-Up

- Teacher Resource:
 - 1.19a: Sample Pictures
- A drawing utensil for each student
- One sheet of paper or cardstock for each student
- Simple pictures or figures for students to draw

Instructional Steps

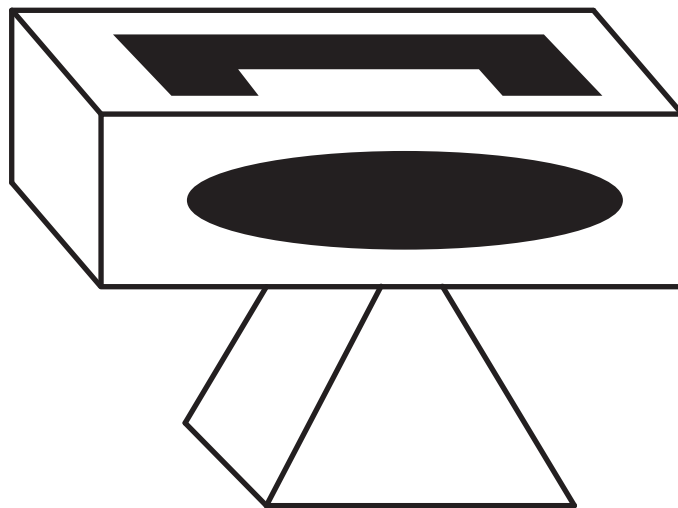
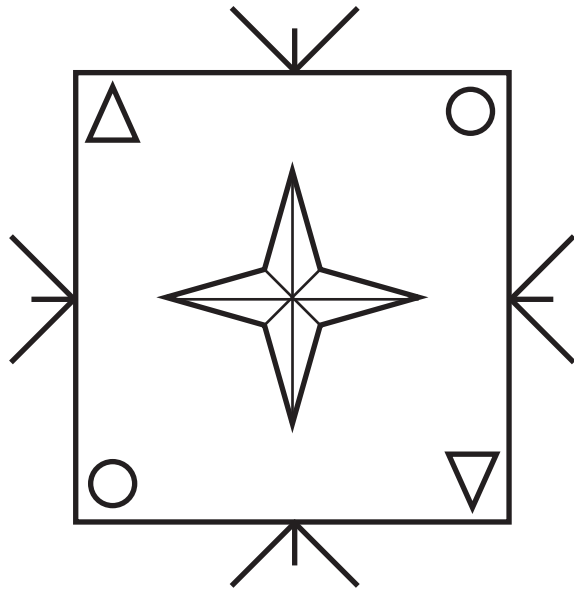
1. Each student will need a drawing utensil and a sheet of paper/cardstock on which to draw.
2. Have each student find a partner, and then sit back-to-back with their partner. One partner faces the front of the classroom and the other faces the back of the classroom.
3. At the front of the classroom, show one of the pictures. (See Sample Pictures for examples.) The partner facing the screen will have one minute to describe the picture. The partner with their back to the screen will draw as their partner describes.
4. After one minute, have both partners look at the screen to see how accurately they portrayed the actual picture. It's important to make this part of the activity fun.
5. Then, switch roles so the describer for the first picture (i.e., the person facing the front of the classroom) is now the drawer (i.e., the person facing the back of the classroom), and the first drawer is now the describer.
6. Show a second picture and repeat the previous steps.
7. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

➔ **Extension**

- To increase scaffolding:
 - Choose simpler pictures or figures to be drawn.
 - Conduct the activity multiple times with multiple pictures, having students change partners each time.
- To integrate technology, allow students to draw using a device and illustration software or a drawing app, such as Doodle Buddy, Draw Something, or handPaint.



Sample Pictures



1.20: Stage 2 Socratic Seminar and Philosophical Chairs

Student Objective

Students will engage in high-level dialogue and debate while learning to respect differing points of view. (See Chapter 4: Inquiry for a full description of Socratic Seminar and Philosophical Chairs.)

Overview

Depending upon how Socratic Seminar and Philosophical Chairs activities are prepared for, conducted, and debriefed, they can be Stage 2, Stage 3, or Stage 4 activities. In Stage 2 Socratic Seminar and Philosophical Chairs activities, a focus is placed on beginning the transition from a teacher-centered to student-centered activity and beginning the process of developing honest sharing in a safe and positive environment.

Materials/Set-Up

- Should be aligned with the type of Socratic Seminar or Philosophical Chairs activity being conducted

Instructional Steps

1. Text and Prompt Selection: For Stage 2 Socratic Seminar and Philosophical Chairs activities, select texts and prompts that are highly engaging and comfortable for all students.
2. Ownership: Stage 2 should be characterized by an increasing degree of student ownership and leadership of the activity, but with the teacher still playing a significant role in directing and monitoring. During the activity, look for opportunities to transfer a few responsibilities to carefully selected students.
3. Communication Expectations: During Stage 2 activities, the expectation is for students to be developing trust, honesty, and respect at all times. They will likely have momentary lapses in each of these areas, which may lead to student conflict. Teachers should seek to leverage each conflict as a means for student growth.
4. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 2 Debrief Prompts](#).

→ Extension

- To increase rigor, increase scaffolding, and/or integrate technology in a Philosophical Chairs or Socratic Seminar, see the Extension sections of the following activities: [4.6: Philosophical Chairs: Classic Style](#) and [4.10: Socratic Seminar: Classic Style](#).

Stage 2 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 2 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity? (Spiral this question back to the activity's Student Objective.)

Creating a Safe Space for Conflict

- How did this activity make you feel? Describe a moment during this activity when you or another student used an aggressive statement. What was the statement? How did this statement impact group performance? How could this statement be rephrased in the future?

Managing Conflict and Teaching Conflict Management

- Describe a conflict that arose during this activity in as much detail as possible. Was the conflict managed well or poorly? What conflict management skills were used or should have been used?

Maintaining a Positive Environment

- Did anyone make it challenging for your team to accomplish this activity's goal? Explain how a teammate impeded the success of the group. What could you do in the future if this happens again?

Troubleshooting

- This is a key stage where a teacher's skill in assessing group and individual needs and adjusting instruction accordingly is critical. Stage 2 can be an uncomfortable time for a number of students and teachers, as conflict must be embraced as a sign of student autonomy and ownership.
- Students should be taught conflict management strategies early in the year, and as emerging leaders, coached on how to manage conflicts within small-group projects and activities.
- Students who appear to push against or reject group norms should be individually consulted through informal discussion or written reflection to find out why they feel this way. Depending upon their responses, instruction should be adjusted accordingly. This may require revisiting the common mission statement and social contract or incorporating Stage 1 activities.



Visit the AVID Critical Thinking and Engagement: Relational Capacity webpage on MyAVID for opportunities to:

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

STAGE 3: SCOPE AND SOVEREIGNTY

During this stage, activities require students to have a shared vision. By implementing certain techniques learned during the first two stages, students can now problem solve and work through conflict without teacher intervention. Shared leadership becomes a central focus in the third stage of development. Students will begin taking on the roles and responsibilities to make the group successful, as well as allowing other students to facilitate as they become comfortable in a supporting role. The major focal points of Stage 3 become:

- Autonomous acknowledgment of success
- Adherence to a shared vision
- Creation of novel ideas and solutions

Autonomous Acknowledgment of Success

Up to this point, most validation comes from the teacher. In Stage 3, students start to become the support system for their classmates. Even though the teacher should still provide validation to students and the class as a whole, other students become a key piece of positive reinforcement. When the task of providing positive reinforcement falls on the students, the level of collaborative rigor can be increased exponentially.

Adherence to a Shared Vision

The activities that occur during Stage 3 are designed to have students create a shared vision, where their individual needs are superseded by the needs of the group. Stage 3 is also when students begin to regulate their own behavior and the behavior of their peers. For this to successfully occur, there has to be a foundation of trust built from the activities in the first two stages. If students do not feel comfortable around their fellow classmates, peer regulation can quickly turn to conflict and a regression back to Stage 2.

Creation of Novel Ideas and Solutions

Most of the activities in the first two stages of relational-capacity development have one solution to the problem. In Stage 3, activities will have multiple answers to the questions or challenges that students are asked to solve. For students to be successful in this stage, they must now generate novel ideas and solutions to the tasks at hand. Students must feel comfortable enough to have their ideas questioned and challenged for this stage to progress. Activities like Socratic Seminar and Philosophical Chairs—which will be further expounded upon in the Inquiry chapter—can help create a foundation for success. Teachers can help foster these ideas by reinforcing the importance of generating theories, and then testing hypotheses. Failure becomes an important theme in Stages 3 and 4.

To deepen relational capacity in Stage 3, students should engage in a variety of activities that are high-risk and low-comfort to increase their student-centered *scope and sovereignty* of the classroom.

1.21: Holey Tarp

Student Objective

Students will collaborate to solve a complex group task.

Overview

Tasks must be increasingly complex in order for Stage 3 groups to continue developing their relational capacity. Holey Tarp requires students to utilize the conflict-management skills developed in Stage 2 to adhere to a shared vision about how to complete the challenge.

Materials/Set-Up

- A king-sized sheet or a tarp at least 10' x 10'; the larger the surface area, the more difficult the activity becomes
- A ball similar in size and weight to a volleyball
- In advance of the activity, complete the following:
 - Lay the sheet or tarp out flat on the floor.
 - Pre-cut 10 holes—each large enough for the ball to fall through—in the sheet or tarp.
 - Number each hole using a permanent marker.

Instructional Steps

1. Have each student in the class hold a side or corner of the sheet or tarp, pulling it taut.
2. Designate a start and end point on two different edges of the sheet or tarp.
3. Students must then work together to navigate the ball around the holes in sequential order, with the tarp staying between waist- and chest-level on each student at all times, never touching the floor.
4. If the ball falls off the tarp or through any hole, the students must start over. At this point, pause the activity and encourage students to submit novel ideas and solutions on how to accomplish the task. Once a new idea is proposed, test it.
5. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

➔ Extension

- To increase rigor:
 - Use a smaller ball, such as a tennis ball or golf ball.
 - Make the holes larger, thus increasing the difficulty of navigation.
 - Forbid verbal communication throughout the entire activity and/or blindfold one or multiple members of the group.
 - Provide a directional requirement—either clockwise or counterclockwise—for the ball's path of travel around each hole.
- To increase scaffolding:
 - Divide students into teams and see who can complete the task in the quickest time.
 - One student can be strategically positioned under the tarp. If the ball falls through a hole and this student catches it before it hits the floor, the ball can be placed back on the tarp with no penalty. The ball must be placed so that the entire sequence can be completed.



1.22: Magic Carpet Ride

Student Objective

Students will formulate novel ideas and solutions in order to accomplish a complex task.

Overview

Magic Carpet Ride begins the process of removing physical boundaries as students work together to solve a complex challenge.

Materials/Set-Up

- A queen- or king-sized blanket or sheet
- Ample floor space, to lay the blanket or sheet out completely flat

Instructional Steps

1. Explain that this activity will require students to have enough trust in one another for them to feel comfortable letting certain students step up into a leadership role, while others follow.
2. Tell students that they will all stand on the sheet or blanket, and their goal will be to flip the sheet or blanket over without anyone having to step off of the sheet.
3. **Allow time for students to collaborate and propose novel ideas and solutions for the task.** Write the proposed solutions on the board.
4. Have all students stand on the sheet or blanket and try various solutions to accomplish the task.
5. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

➤ Extension

- To increase rigor:
 - Allow only one student to speak while the students flip the sheet or blanket.
 - Blindfold students.
 - Give students only a certain number of attempts to complete this activity.
- To increase scaffolding:
 - Allow students to complete the task in increasingly smaller groups, rather than as an entire class.
 - Provide a **word bank** and have students refer to it when describing their proposed solutions.



ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

ELL Integration: Consider having a variety of words in a word bank and allowing students to incorporate them into their written solutions.

1.23: Marbled Bandana



Student Objective

Students will work collaboratively to create and adhere to a shared vision.

Overview

Marbled Bandana requires students to adhere to a shared goal, even through failure. Teams hold sides of a bandana, put a cup upside down, and balance a marble on top of the cup. Teams must walk through a designated course without letting the marble fall off of the cup.

Materials/Set-Up

- One marble for each team
- One plastic cup for each team
- One bandana for each team

Instructional Steps

1. Have students form groups of four to six.
2. Ask for one team to demonstrate how to set up this activity:
 - Each team member should hold a side of the bandana, stretching it out as a flat surface.
 - One student places the plastic cup upside down on the center of the bandana.
 - One student places the marble on top of the upside-down cup. The team will attempt to move as one unit, keeping the marble balanced on the cup.
3. Have each team set up and practice balancing the marble on the bandana. Encourage students to communicate clearly and propose novel solutions to challenges that they encounter.
4. Create a simple course that each team must complete. Examples include, but are not limited to:
 - Walking down the hallway
 - Walking in and out of doorways
 - Walking through a maze of desks
5. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

→ Extension

- To increase rigor:
 - Allow only non-verbal communication during the entire activity.
 - Blindfold one or multiple members of the group.
 - Use a king-sized sheet, gallon bucket, and inflatable beach ball in the activity and have the entire class work as one team, and then have them compare and contrast their success with the original format.
- To increase scaffolding, teams can compete with one another for the quickest completion time.

1.24: Maze

Student Objective

Students will complete a group challenge where they each submit their own novel solution and learn from the successes and errors of their classmates.

Overview

Maze introduces the idea of overcoming failure as a key component of success. A large grid—big enough for a student to stand in each grid box—is created on the floor. Teams must use trial and error to decode the correct path through the grid. All members must follow the correct sequence in a timed scenario to be successful.

Materials/Set-Up

- Teacher Resource:
 - 1.24a: Maze Template
- A bell or noisemaker
- Tape, to create a 5 x 5 square grid on the floor, each square measuring approximately 1' x 1'

Instructional Steps

1. Create an answer key that shows the correct path through the maze.
2. Have all students gather on one side of the grid.
3. Tell students that the goal is for every student to walk across the grid, but since there is only one correct path through the grid, they must use trial and error to reach the other side of the grid.
4. When a student steps into a wrong space on the grid, ring the bell. When a student steps into a correct space on the grid, make no sound.
5. Once a student makes a mistake, that student must immediately move to the back of the group line. Each student must go once before a student can go again.
6. Only one person can be on the grid at a time.
7. Once the pattern is found, all students must follow that pattern to the other side.
8. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

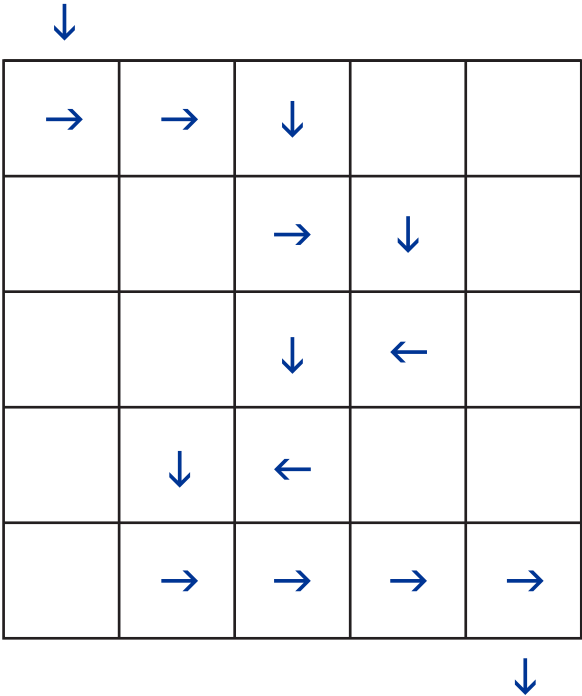
➔ Extension

- To increase rigor, after students successfully complete the first grid, create a “Correct Path #2” with a new correct path, adding one or more of the following restrictions: set a time limit, allow only non-verbal communication, blindfold students, and/or create a correct path that skips spaces.

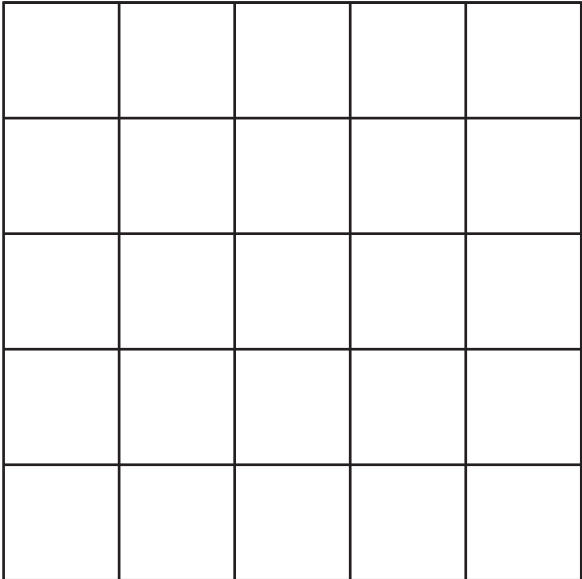


Maze Template

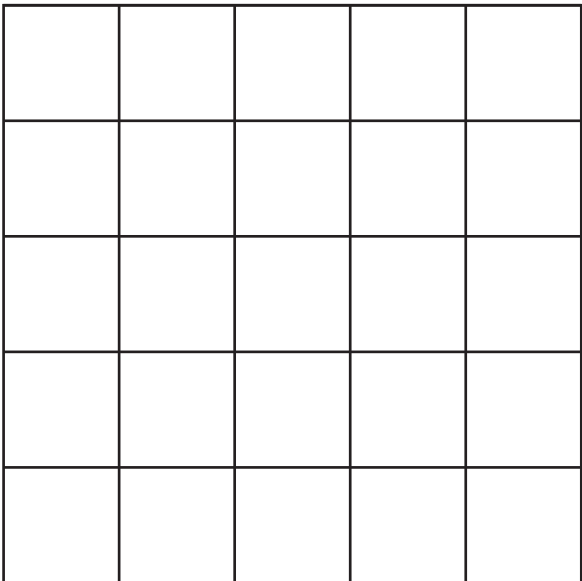
Sample "Correct Path":



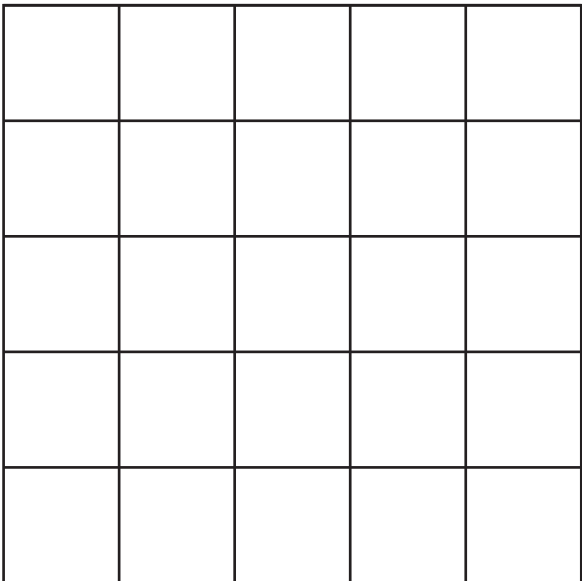
My "Correct Path #1":



My "Correct Path #2":



My "Correct Path #3":



1.25: Newly Friend Game

Student Objective

Students will apply their knowledge of their classmates to strengthen relational capacity.

Overview

It is important in Stage 3 to continue developing and reinforcing the skills from Stages 1 and 2. Now that students know each other well, they can start to test and deepen their knowledge of one another.

Materials/Set-Up

- A set of five questions for each round

Instructional Steps

1. Break up the class into groups of four or five members each.
2. Instruct groups to count off within their group, from “1” to either “4” or “5.”
3. Tell groups that they will find out how much they already know about each other.
4. Tell the students who are the “1’s” in their group to leave the classroom.
5. Ask the remaining students in the group a series of five questions, which they are to answer as if they were the first student in their group who left the room. The group must come to a consensus, as they can offer only **one answer** per question.
6. Once the group has answered all five questions and recorded their answers on a sheet of paper, the students who left the room return to their groups.
7. The returning teammates must then answer the questions for themselves.
8. The number of correct (matching) answers are tallied, and whichever group received the most correct answers will win the round.

ELL Integration: Utilize sentence frames to structure how students construct their responses.

9. Repeat the process for the remaining group members.
10. It's important to note that questions can range from very general to very specific, depending on the unique group environment and how well the teacher believes that the students know one another. Consider using question stems from the Would You Rather...? activity. Additional sample questions include:
 - What college does your peer want to attend?
 - What is your peer's favorite or least favorite subject?
 - What is your peer's favorite sport?
 - Would your peer rather vacation at the beach or on the ski slopes?
 - What is your peer's biggest fear?
11. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

➔ **Extension**

- To increase scaffolding, choose increasingly simple or difficult questions.



1.26: Fishbowl Speeches

Student Objective

Students will develop their ability to think creatively and speak extemporaneously in front of a group.

Overview

Extemporaneous, or impromptu, speeches are a great way to have students create structured communication “on the fly.” By doing this, teachers are requiring students to think creatively in a short duration of time.

Materials/Set-Up

- Teacher Resource:
 - 1.26a: Sample Topics for Fishbowl Speeches
- Timer
- Pre-selected topics for the speeches, based on the experience and comfort level of students
- A container to hold the printed topics, one topic per strip of paper

Instructional Steps

1. Place topics into a container and mix them up to ensure random selection.
2. Ask a student to select a topic from the container and read it out loud.
3. Allow 30 seconds for the student to brainstorm the content and delivery of their speech.
4. Provide one minute for the student to present their answer to the question or topic.
5. Provide students with details regarding the grading criteria for the presenter and guidance concerning constructive feedback from fellow students.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

→ Extension

- To increase rigor, have students help generate the list of speaking prompts, based on current class concepts.
- To increase scaffolding:
 - Choose increasingly difficult or simple topics.
 - **Give extra preparation time. For example, allow the first student who will present one minute to prep their speech. Then, have the second student who will present select their prompt right before the first student begins their speech.**
- To integrate technology, have audience members compile feedback for each speaker using a social media platform, such as Edmodo or Google Classroom.

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

Sample Topics for Fishbowl Speeches

Informational

- What is your favorite food, and why?
- What is your favorite thing to do in your free time?
- What is something that you could tell us that we wouldn't know just by looking at you?
- Which college would you like to visit or attend?

Persuasive

- Persuade everyone in the class to give you a dollar.
- What is the greatest song of all time, and why should everyone else feel the same way?
- Is Batman or Superman a better superhero?
- Should school be four days per week?
- Should colleges use only SAT[®]/ACT[®] scores for admissions?
- Why is [choose a college] better than [choose a different college]?
- Why is going to a community college initially after high school a good idea?
- Why is going to a four-year institution directly out of high school a good idea?
- You have decided to apply to a college that your parents said you cannot attend. What will you say to them when you are accepted?
- For more ideas of persuasive speech topics, see [Example Topics for Philosophical Chairs](#).

Entertainment

- Your best friend is getting married. What would you say during your toast?
- Tell us a story that will make us laugh.
- You have been selected to be the student speaker at a Summer Institute. Read us an excerpt from your winning speech.
- You have been asked to give the commencement speech at Harvard University. What would be the conclusion to your speech?
- Your autobiography was just published, and you have been asked to read it at a local bookstore. Read page 237 from your book.

1.27: Who Is Telling the Truth?

Student Objective

Students will further develop their ability to think creatively and speak extemporaneously in front of a group.

Overview

Groups in Stage 3 should continue to reinforce and deepen the skills from Stages 1 and 2. Who Is Telling the Truth? helps students develop their knowledge of their classmates, while concurrently allowing them to work on creative thinking and speaking skills.

Materials/Set-Up

- A writing utensil for each student
- A sheet of paper or cardstock for each student

Instructional Steps

1. Ask each student to compose a list of interesting information about themselves that they would be comfortable having shared with the group. Suggested topics include:
 - Unique facts about themselves or their family members
 - Injuries
 - Encounters with celebrities
2. Have each student submit their completed list, with their name written at the top.
3. Select four students to come to the front of the room. Make sure that you have one of the selected student's lists in front of you.
4. Read one of the pieces of information from the selected student's list (e.g., "One of these individuals broke their arm after trying to jump out of a tree.").
5. **Give each student 30 seconds to prepare their story.**
6. Then, give each student one or two minutes to tell the story related to that piece of information. Three of the students will be making up their stories, while one will be telling their real story.
7. Have all of the other students in the class vote for who they think was telling the truth. Then, have the person who was telling the truth raise their hand.
8. Repeat these steps with a new group of four students.
9. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 3 Debrief Prompts](#).

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase scaffolding, after each student has told their story, allow one or two audience members to ask a question about their story.
- To integrate technology, use a feedback tool, such as Poll Everywhere or Nearpod, for audience voting.

Stage 3 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 3 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity? (Spiral this question back to the activity's Student Objective.)

Autonomous Acknowledgment of Success

- How did you acknowledge your successes during this activity? Is the majority of positive feedback coming from you or from the teacher?

Adherence to a Shared Vision

- Whose vision did you use to help complete the activity? Why? Was it one person's vision or a shared vision amongst multiple people? Were you self-monitoring? How?

Creation of Novel Ideas and Solutions

- What novel ideas were generated for this activity? Who generated those ideas? How many hypotheses did you test before finding one that worked? Were there other novel ideas or solutions that were formed that could have also worked? How could you have pursued those ideas more fully?

Troubleshooting

- Stage 3 requires trust on the part of the teacher that students can begin working through problems on their own. Even though there will be a fair amount of struggling, teachers must be willing to allow extended periods of failure.
- Teachers must have a keen eye for when students begin to disengage due to multiple failed attempts. When this occurs, teachers must be able to immediately correct this behavior in students.



Visit the AVID Critical Thinking and Engagement: Relational Capacity webpage on MyAVID for opportunities to:

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

STAGE 4: GROUP ACTUALIZATION

The ultimate goal of developing a classroom high in relational capacity is that groups of students become self-directing, self-advocating, and self-monitoring—thereby actualizing their full potential. For students to be successful in Stage 4 activities, they must incorporate all of the skills that they have accumulated. Groups in this stage of development show high amounts of trust, honesty, empathy, and support. The teacher becomes only a resource for feedback while students are working on solving problems. Groups do not traditionally spend long periods of time in Stage 4, due to extraneous variables that affect the group dynamic. The major components in this stage are:

- Understanding the value of multiple perspectives
- Embracing high performance expectations
- Elevating trust and honesty

ELL Integration: For all students, but especially ELL students, using academic language scripts can provide the framework that students can use as conversation starters to gain a deeper understanding of another's perspective.

Understanding the Value of Multiple Perspectives

By working through the first three stages, a teacher can help students understand the **power of multiple perspectives**. Students who have bought in to the concept of effective group performance are more likely to elicit multiple perspectives and synthesize these ideas into a cohesive thought.

Embracing High Performance Expectations

Once a highly rigorous environment has been established in a classroom, the students expect everything to be done with a high level of purpose and intent. The expectations are not only set high, but they are followed through at the same level. At this stage, the expectations that the students set are often higher than the expectations that the teacher established originally.

Elevating Trust and Honesty

For this level of expectation to be set, students must feel that they are in an environment where they are respected and trusted by the teacher and their peers. Throughout the Stage 1, 2, and 3 activities, the concept of self-disclosure is frequently present, and the act is reinforced. Having implicitly set this expectation, in Stage 4, honest conversations can occur in a completely safe environment without emotional or personal ramifications. The environment that the teacher has created in the previous three stages is now sustaining—even without the teacher's presence.

To focus on *group actualization* in Stage 4, students should engage in a variety of activities that are very high-risk with low- to no-comfort, prodding them toward the highest levels of relational capacity.

1.28: Pens of Destiny



Student Objective

Students will develop trust through collaboration in order to accomplish a task.

Overview

Stage 4 represents the highest level of physical challenge and task complexity, requiring the highest level of relational capacity. Pens of Destiny will prove to be a challenging—and possibly frustrating—activity, but it will push students to deepen their level of trust and cooperation.

Materials/Set-Up

- A pen or new, unsharpened pencil of the same brand or model for each student, so they feel like they are all on a level playing field

Instructional Steps

1. Give each student a pen (or new, unsharpened pencil) and ask them to stand in a circle.
2. Have students hold the pen in their left hands, at shoulder height.
3. The pen should be held so that one end of the pen is pressed against the tip of the left index finger.
4. Each student places the tip of their right pointer finger against the other end of the pen held by the student standing to their right, thereby suspending the pen between only the tips of the two students' index fingers.
5. Then, have the circle of students complete simple tasks, such as:
 - Rotating the circle
 - Squatting
 - Standing up and sitting down
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase rigor, have students complete more challenging tasks—such as jumping or walking through a doorway—around your classroom or school, all while keeping the pens suspended between their index fingers.
- To increase scaffolding, allow students to support the pens with their index and middle fingers.

1.29: Progression Pipes

Student Objective

Students will understand and evaluate multiple perspectives for the best solution to a challenge.

Overview

Similar to Pens of Destiny, Progression Pipes is a very challenging physical activity that requires full cooperation in order to be successful. Groups should be encouraged to synthesize all of the perspectives and ideas in order to form cohesive and workable solutions to the challenge.

Materials/Set-Up

- A 12" PVC pipe of $\frac{3}{4}$ " or 1" diameter for each student
- One marble, with a diameter smaller than the PVC pipe's opening
- One cup

Instructional Steps

1. Give each student a PVC pipe.
2. Tell students that they must keep their hands on the pipe at all times.
3. Have students line up, and with each of their smaller portions of pipe, form a single pipe.
4. Tell them that the goal of the activity is to get the marble through each person's pipe and into a cup that is a specified distance away. Students may not touch each other's pipes.
5. After a student's marble has gone through the pipe, they are to move to the end of the line of pipes to continue the process of advancing the marble.
6. Students must start over if any of the following errors occur:
 - The marble falls out of the pipe.
 - A student touches another student's pipe.
 - A student's hand comes off of the pipe.
7. Before the activity—as well as any time that students have to start over—ask for multiple ideas from students about how the challenge can be completed successfully.
8. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase scaffolding:
 - Have students complete the activity in small groups, rather than as a whole class.
 - Vary the distance that students must traverse in their efforts to reach the cup.



1.30: Sum of All Skittles®

Student Objective

Students will share positive reflections on the year to foster the development of a caring community.

Overview

At the end of the year, community reflection plays an important role for students. Through Sum of All Skittles, students grow closer as a group in ways that would not be as effective if done at any other time of the year.

Materials/Set-Up

- A bag of Skittles, large enough for each student to have between one and five Skittles

Instructional Steps

1. This activity is best to do at the end of the year.
2. Have students arrange their desks into a large circle.
3. Pass a bowl of Skittles around the room and tell students, “Take as many as you would like, but no more than you need, up to five.”
4. **Once all students have taken their desired amount, tell them that each Skittle represents one sentence that they’ll need to share with the class:**
 - Orange: how one classmate has positively impacted you this year
 - Purple: one positive thing that you’ve learned about a classmate this year
 - Red: one great memory that you have from this year
 - Green: one thing that you’ve learned about yourself this year
 - Yellow: one thing that you appreciate about a classmate
5. After they have shared each comment, they can eat the corresponding Skittle.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

ELL Integration: Consider providing academic language scripts to support students’ ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase rigor, don’t allow students to duplicate anything that someone else has already said.

1.31: My Friends

Student Objective

Students will develop stronger peer relationships through appreciating their classmates.

Overview

The ability to feel and express appreciation for others is an important component of maturing as an individual. My Friends provides a structured format that allows students to reflect on how they have grown throughout the year and communicate appreciation to their peers for helping them in their growth process.

Materials/Set-Up

- A sheet of paper for each student

Instructional Steps

1. This activity is best to do at the end of the year. Remind students of the high performance expectations and mutual trust of the class.
2. Have students arrange their desks into a large circle.
3. Provide each student with a blank sheet of paper. Ask each student to write their first and last name in the top-right corner of their paper.
4. **Have students rotate their paper clockwise, and then write one positive comment about that paper's owner.** Some questions that they can consider when writing their comment include the following:
 - What is something that this person helped you with, which was very meaningful to you?
 - What is your favorite memory of this person?
 - What is this person's best trait or characteristic? (Be unique and make it meaningful.)
 - How has this person helped you to grow or become better this year?
5. After a minute or so, repeat this process. Continue rotating until each paper is back to its original owner.
6. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

ELL Integration: Provide students with sentence frames in order to strengthen their written responses.

→ Extension

- To integrate technology:
 - Use a collaborative editing format, such as Google Docs.
 - Have each student upload a self-portrait onto a program, such as ThingLink, where other students can go in and tag with comments.

1.32: We Wear the Mask



Student Objective

Students will share personal perspectives about their personality.

Overview

In Stage 4, students will be finalizing the process of elevating trust and honesty to the highest levels. In this activity, students are encouraged to self-examine the false facades that they put on, and, if they are willing, remove their masks. This activity requires a high level of safety and trust to be successful.

Materials/Set-Up

- Handout:
 - 1.32a: “We Wear the Mask” Excerpt by Paul Laurence Dunbar
- One paper plate for each student
- One rubber band for each student
- One 3” x 5” index card for each student
- One pair of scissors for each student

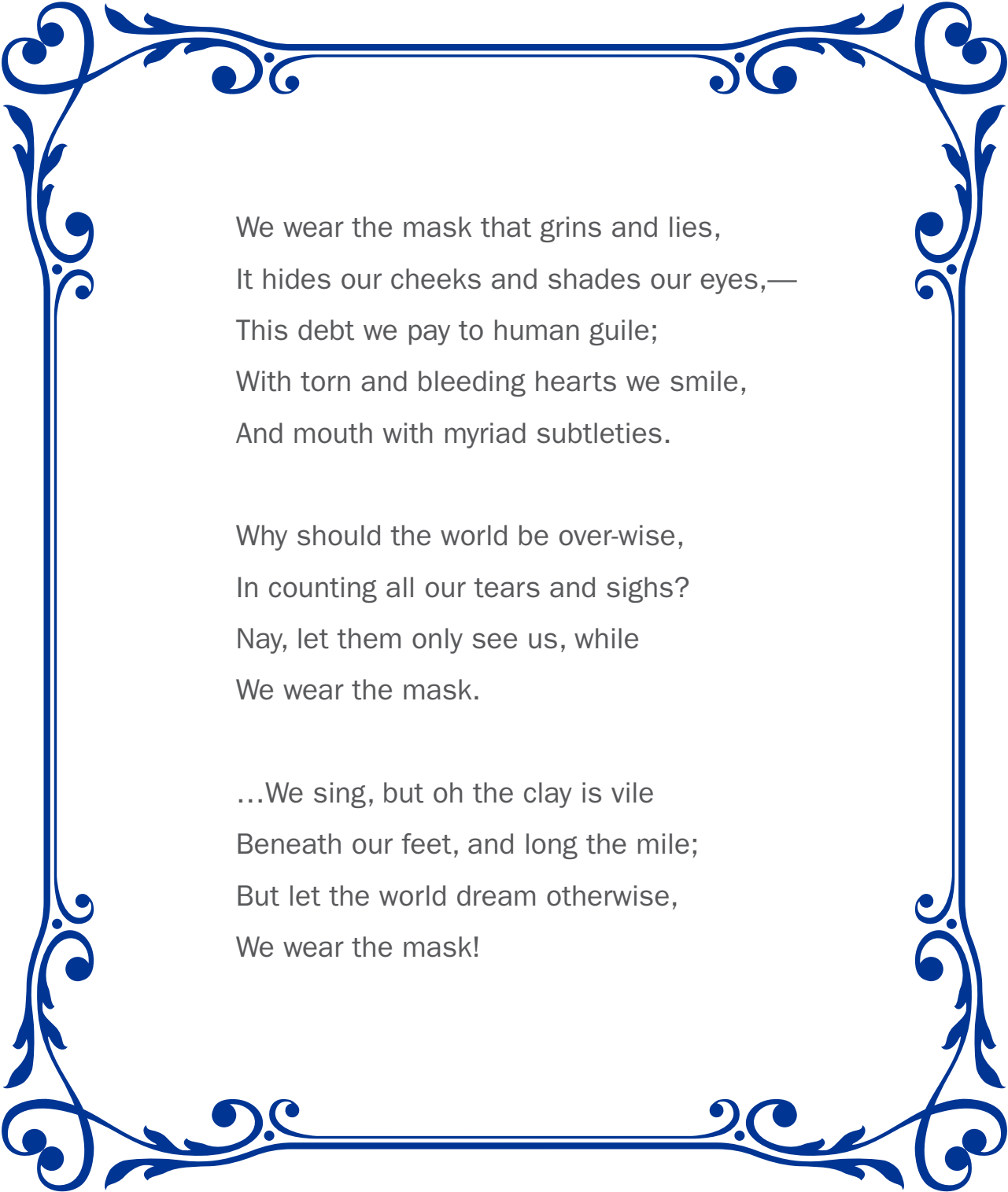
Instructional Steps

1. Have students create a mask by cutting out holes in their paper plate for eyes, a nose, and a mouth. Afterwards, have students cut a notch on each side of the paper plate, slide the rubber band into each notch, and then put on the masks by putting the rubber band all the way around their head.
2. Read the excerpt of “We Wear the Mask,” by Paul Laurence Dunbar, aloud to the class. Students can read along from the related handout.
3. Give each student an index card. Ask students, “If you could remove your mask and reveal something about who you really are to this class, what would that be?” Ask students to write a response to this question on their index card.
4. Tell students that this is an anonymous activity, and revealing which card belongs to them is entirely optional.
5. Collect all of the cards from students after they have had a chance to write something down.
6. Shuffle the cards well and keep the writing facing away from the students.
7. Read the first card aloud and tell the class that if they want to reveal that it is them, they should remove their mask.
8. Repeat this process. At the end, there will be a mixture of masked and unmasked students.
9. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase rigor, allow time for students to decorate their masks with visual representations of true and false perceptions that others have about them.

“We Wear the Mask” Excerpt by Paul Laurence Dunbar



We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

...We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

1.33: A New Classic

Student Objective

Students will utilize their critical thinking skills to collaborate and determine the best strategy for a modified game that is new to them.

Overview

Applying knowledge to new situations is a higher order thinking skill. A New Classic allows students to collaborate as a group, create strategies about how to best play a new game, and then reflect on how well their strategy worked and how they would adjust it to be more successful in the future.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Choose a classic game (e.g., Tic-Tac-Toe; Musical Chairs; Checkers; Duck, Duck, Goose; Heads Up, Seven Up; etc.) and collect all required materials to play the game. Think through various modifications that could be made to the original rules of the game. Potential modifications include the following:
 - Tic-Tac-Toe: the player to get three x's or o's in a row loses; play on a 4" x 4" grid; play on a 5" x 5" grid with four players.
 - Checkers: each player only gets four pieces, but they can place them anywhere that they'd like to start; all four players play at the same time.
 - Heads Up, Seven Up: guessers can "pass"; if they guess wrong, they are eliminated; if they guess correctly, their team gets one point.

Instructional Steps

1. Divide students into four groups of roughly the same size. Explain that they will be competing in the classic game of (the game selected for the day). When it is time to play the game, each group will choose one representative from their group (or multiple representatives, if required by the game) to play the individual(s) selected from the other groups.
2. Explain that today's game will be played with modified rules. Describe the modification that will be used, and then give groups a few minutes to determine the best strategy for the modified rules.
3. Ask each group to choose their representative(s) to play the game. Play the game, and after the game is complete, award points for the winner, second place, and third place, as appropriate.
4. If time allows, play the game again or add a new modification to the game. Allow time for teams to huddle and strategize again, before choosing their new representative(s).
5. Close the activity with a debrief, either verbally or in writing, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase rigor, allow students to submit their own rule modifications. As a class, hypothesize how the modification will play out, and then "beta test" the game. Students then reflect on whether their hypotheses were correct and why.
- To increase scaffolding, before playing a modified version of the game, play the classic version of the game in order to make sure that all students are familiar with the rules and procedures.



1.34: Class Olympics

Student Objective

Students will increase their ownership of the classroom by planning and executing their own activities in order to develop relational capacity.

Overview

The highest level of student ownership occurs when students are able to determine the structure and style of their learning. Class Olympics is a capstone activity in relational capacity, as it places the expectancy of success on the students and their ability to interact at a high level.

Materials/Set-Up

- Dependent upon the activities designed by the students

Instructional Steps

1. Either by volunteer or appointment, select three to five students to be the Olympic Committee.
2. Explain to the Olympic Committee that they will be responsible for the planning and execution of the Class Olympics. Their key decision points will be the following:
 - What games will be played—spur their thinking by reminding them of team-building activities in which they have previously participated in or common games (e.g., Tic-Tac-Toe, Musical Chairs, Checkers, Obstacle Course, etc.). If choosing a familiar game, encourage students to modify the rules of the game in order to increase the rigor and level of engagement.
 - How teams will be formed
 - The point-keeping system
3. Before the Class Olympics day(s), meet with the Olympic Committee to approve all of their decisions.
4. On the day of the Class Olympics, allow the Olympic Committee to explain and facilitate all of the games. As necessary, support their efforts.
5. Close the activity with a debrief, either verbally or in writing, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase rigor, divide the class into four small groups. Assign each group the responsibility of designing one game, and then facilitating the game as the other three groups participate. Rotate so that each group facilitates their one game, and then participates in the other three.
- To integrate technology, encourage students to use YouTube or other online resources for ideas and examples of the games from which they are choosing.

1.35: Human Inchworm

Student Objective

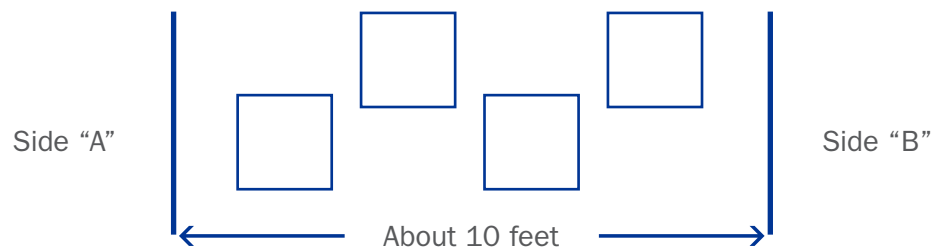
Students will use communication and teamwork to accomplish a complex task.

Overview

As students increase their comfort and willingness to take risks with each other, the element of physical challenges and proximity should be scaffolded accordingly. Human Inchworm requires students to work together and communicate effectively in tight quarters, while their ankles are connected.

Materials/Set-Up

- Materials (e.g., yarn, ribbon, rubber bands, blue tape, etc.) for connecting students' ankles
- Blue tape to create the game board
- In advance of the activity, complete the following:
 - Using blue tape, create the Human Inchworm game board on the floor, as shown below:



Instructional Steps

1. Arrange every student in the class on Side “A,” standing shoulder-to-shoulder. Connect each student’s left ankle with the ankle of the student to their left, and each right ankle with the person to their right, similar to a three-legged race. This will create a long “human inchworm” of students.
2. Explain to students that their task is for everyone to get to Side “B,” but as they cross, they must stay inside of the four squares. If anyone touches outside of the square, everyone must start over.
3. Allow students to discuss a strategy for how to best cross from Side “A” to Side “B,” and then modify their strategy as necessary during the activity.
4. Close the activity with a debrief, either verbally or in writing, using a few of the questions from the [Stage 4 Debrief Prompts](#).

→ Extension

- To increase rigor:
 - Rather than having students all connected together, split them into two groups, with one group starting on Side “A” and one on Side “B.” The two groups have to then cross to the other side simultaneously. Periodically pause the activity to discuss if the current strategy is working or how it should be modified.
 - Have groups set a goal for how quickly they can successfully accomplish the task, and then reflect on why they did or did not accomplish their goal.
- To increase scaffolding:
 - After explaining the rules, allow the students to strategically rearrange their order.
 - Divide students into three even teams and have teams go one at a time. Allow each non-participating group to observe the participating group for effective and ineffective strategies.

1.36: Stage 4 Socratic Seminar and Philosophical Chairs

Student Objective

Students will demonstrate their ability to engage in high-level dialogue and debate. (See Chapter 4: Inquiry for a full description of Socratic Seminar and Philosophical Chairs.)

Overview

Depending on how Socratic Seminar and Philosophical Chairs activities are prepared for, conducted, and debriefed, they can be a Stage 2, Stage 3, or Stage 4 activity. In Stage 4 Socratic Seminar and Philosophical Chairs activities, a focus is placed on completing the transfer from a teacher-centered to student-centered activity and continuing to deepen the level of trust, honesty, and valuing of all perspectives.

Materials/Set-Up

- Should be aligned with the type of Socratic Seminar or Philosophical Chairs activity being conducted

Instructional Steps

1. **Text and Prompt Selection:** For Stage 4 Socratic Seminar and Philosophical Chairs activities, select texts and prompts that deal with increasingly mature and controversial subject matter.
2. **Ownership:** Stage 4 should be characterized by a high degree of student ownership and leadership of the activity. In Philosophical Chairs, allow students to contribute to or create the prompt. In Socratic Seminar, allow students to choose the style of Socratic Seminar most appropriate to the text. During the activity that is being completed, strive for the activity to be entirely student-run and student-monitored, with little to no teacher guidance.
3. **Communication Expectations:** During the activity, students in Stage 4 should be expected to have a high degree of trust, honesty, and respect at all times. Students should be expected to articulate how they value the perspective and contribution of their classmates throughout the activity.
4. Close the activity with a debrief, either verbal or written, using a few of the questions from the [Stage 4 Debrief Prompts](#).

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

→ Extension

- To increase rigor, increase scaffolding, and integrate technology in a Philosophical Chairs or Socratic Seminar, see the Extension sections of the following activities: [4.6: Philosophical Chairs: Classic Style](#) and [4.10: Socratic Seminar: Classic Style](#).

Stage 4 Debrief Prompts

Select one or more questions from the following list to engage students in a reflective debrief after each Stage 4 activity. It is crucial that students understand the meaning and value of these activities as they relate to building a community that supports all students.

Introductory

- What was your favorite/least favorite part of this activity? What skills did we build or reinforce in this activity? (Spiral this question back to the activity's Student Objective.)

Understanding the Value of Multiple Perspectives

- Was there equal distribution of work and effort in this activity by all group members? How did you gauge that? Did you value multiple perspectives from all group members? Were you effective in synthesizing multiple perspectives into one shared vision?

Embracing High Performance Expectations

- Were your expectations in this activity at the highest level of your abilities? Did your performance meet your level of expectations? If you did this activity again, how could your level of performance be even higher?

Elevating Trust and Honesty

- Were you able to communicate honestly with a high level of trust? Did you feel respect between all members of the community at all times? Would you have had the same level of trust and honesty even without a teacher present?

Troubleshooting

- Stage 4 is the most difficult stage for students and will be filled with challenges as groups begin to develop trust and define their own identity.
- Allow groups to run with their ideas for personalizing or extending the activities, even if they weren't part of the original intent behind the assignment.
- As natural leaders in the group emerge, remind them to continue valuing and respecting the voices and perspectives of all the group members.
- Even if groups accomplish a designated task, encourage them to think through how they could come up with other solutions or resolutions that are more efficient or complex.



Visit the AVID Critical Thinking and Engagement: Relational Capacity webpage on MyAVID for opportunities to:

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

Post-Assessment for Teachers

This post-assessment is intended to assist teachers in assessing their current level of supporting relational capacity.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Create a welcoming classroom environment full of energy and excitement.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What adjectives would students use to describe your classroom environment?</i> • <i>How have you intentionally developed a safe environment?</i> 		
<p>Build a culture of safety, honesty, and mutual trust.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How are student differences recognized in your classroom?</i> • <i>Do students view their differences as being a liability or an asset in your class?</i> 		
<p>Engage students in creating and monitoring high expectations and norms for the classroom.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>Do students safely and positively manage conflict that arises during class activities?</i> • <i>Do students feel safe to volunteer novel ideas and solutions?</i> 		
<p>Explain how student differences benefit the classroom community.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What roles and responsibilities do students have in your class structure?</i> • <i>What steps have been taken to foster student ownership of the classroom?</i> 		

**Visit the AVID Critical Thinking and Engagement:
Relational Capacity webpage on MyAVID for opportunities to:**

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

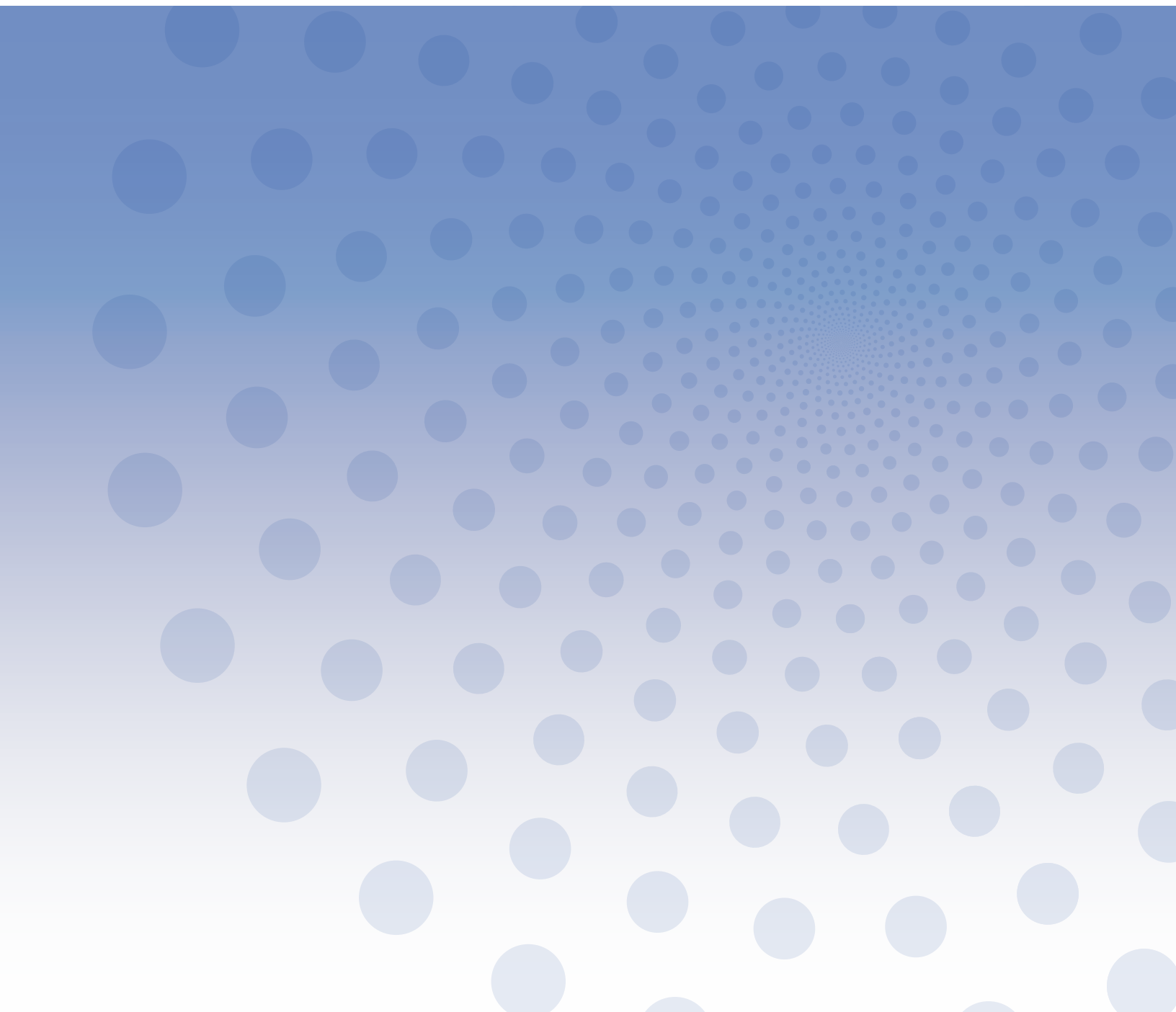
<https://my.avid.org/curriculum>





Chapter Two: METACOGNITION

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



CHAPTER OUTLINE: METACOGNITION

Pre-Assessment for Teachers

The Planning Phase: Planning the Approach for a Task – Activities, Handouts, and Teacher Resources:

2.1: Interpreting the Task

- 2.1a: Interpreting the Task Organizer
- 2.1b: Sample: Interpreting the Task Organizer

2.2: Project Planning

- 2.2a: Project Action Plan for Self-Directed Students
- 2.2b: Project Plan

2.3: Managing Component Tasks

- 2.3a: Component Task Organizer
- 2.3b: Sample: Component Task Organizer

2.4: Evaluating Personal Strengths and Weaknesses

- 2.4a: Personal Strengths and Weaknesses
- 2.4b: Sample: Personal Strengths and Weaknesses

2.5: Fixed vs. Growth Mindset

- 2.5a: Fixed vs. Growth Mindset: Self-Assessment Continuum
- 2.5b: Fixed vs. Growth Mindset: Self-Assessment Continuum Reflection

2.6: Backwards Mapping

- 2.6a: Backwards Mapping Plan
- 2.6b: Backwards Mapping Group Plan

2.7: Setting Goals

- 2.7a: Setting SMART Goals
- 2.7b: Goal, Plan, Action (GPA) Goal-Setting Outline

The Monitoring Phase: Applying Strategies and Monitoring Performance – Activities, Handouts, and Teacher Resources:

2.8: Displaying Tenacity

- 2.8a: My Tenacity

2.9: Logging Metacognition

- 2.9a: MeTACOG Log
- 2.9b: Sample: MeTACOG Log

2.10: Nameless Peer Binder Evaluation

- 2.10a: Nameless Peer Binder Evaluation Form

2.11: Setbacks to Success

- 2.11a: Setbacks to Success Sheet

2.12: Managing Your Memory

- 2.12a: Managing Your Memory Tip Sheet
- 2.12b: Memory Effects

2.13: Managing Stress and Anxiety

- 2.13a: Thinking Traps and Test Anxiety
- 2.13b: Strategies to Consider for Reducing Test Anxiety
- 2.13c: Realistic Thinking Log

2.14: During the Exam

- 2.14a: Test Formats

The Reflecting Phase: Reflecting on and Adjusting One's Approach – Activities, Handouts, and Teacher Resources:

2.15: My Test Performance Journal

- 2.15a: Reflective Test Journal

2.16: Peer Comparison Reflection

- 2.16a: Post-Test Reflective Log
- 2.16b: Post-Test Reflective Log: Venn Diagram

2.17: My Project Plan Reflection

- 2.17a: Project Plan Reflection

2.18: How My Thinking Changed

- 2.18a: How My Thinking Changed: Post-Assessment Paragraph
- 2.18b: How My Thinking Changed: 3, 2, 1

2.19: Attendance Matters

- 2.19a: Attendance Matters Reflection

Post-Assessment for Teachers

“*Metacognition is the act of thinking about how one is thinking.*”

David Conley

Metacognition

Metacognition is reflecting upon and directing one's own thinking (National Research Council, 2001). Empowering students to become self-directed learners takes focused, purposeful effort on the part of the teacher. In the work of Ambrose, Bridges, DiPietro, Lovett, and Norman (2010), five steps are outlined for achieving the full potential of metacognition. The first three steps comprise the planning phase, where a task is assessed, one's strengths and weaknesses are evaluated, and an appropriate approach is planned. The fourth step, the monitoring phase, is where strategies are applied to accomplish tasks. Finally, the fifth step brings the reflecting phase—consideration toward adjusting one's approach. The work that Ambrose et al. put forth to clarify these five steps is instrumental to this chapter.

Through the repeated teaching of the five steps of the metacognitive cycle, teachers will develop in students the habits of the self-directed learner. Because students tend to be either overconfident or under confident in their abilities, an inaccurate self-assessment tends to prevail. Engaging in metacognition provides students with the opportunity to self-assess and develop an understanding of, and a corresponding degree of comfort with, an assigned task. Having a strong skillset that students can pull from allows them to more effectively accomplish their assigned tasks (Marzano, Pickering, & Pollock, 2001). While students are working through their assigned task, there are constant efforts on the teacher's part to show students the aforementioned steps to effectively self-assess and monitor. It is a cyclical process—while students are self-monitoring and assessing the effectiveness of their efforts in accomplishing a task, they're further developing their metacognition skillset so that the next time they are faced with a similar, or even more complicated task, they will be even more effective in the design and execution of their approach.

Explicitly addressing metacognition is imperative. As students develop their metacognition, they increase their ability to self-monitor. Coupled with a strong skill base cultivated through quality content instruction, students are empowered to hone their own thinking and to independently improve the effectiveness of their problem solving for any given task. Teachers can guide students to develop this increased self-awareness and independence into what Dweck (2006) calls a “growth mindset.” Adopting a growth mindset leads students to expect more of themselves and to be more comfortable and confident with those expectations. As research conducted by Blackwell, Trzesniewski, and Dweck (2007) shows, this self-confidence makes students more likely to meet the increased expectations established by the teacher and increase achievement.

By the end of this chapter, the reader will be able to:

- Teach students to become self-aware of their own metacognitive growth regarding the five steps.
- Teach students to identify the strategies and skills that successful learners inherently employ.
- Coach students’ ability to dialogue with teachers and peers as they develop their metacognitive skills.
- Construct a support system for students in their classes.

Pre-Assessment for Teachers

This pre-assessment is intended to assist teachers in assessing their current level of supporting metacognition.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Teach students to become self-aware of their own metacognitive growth regarding the five steps.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>To what extent do students overestimate or underestimate their abilities?</i> • <i>Do students regularly assess where they are in the learning process and apply knowledge from past successes and failures?</i> 		
<p>Teach students to identify the strategies and skills that successful learners inherently employ.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How well can students analyze a task and create a realistic action plan?</i> • <i>Can students independently adjust the strategies that they use to complete a task?</i> 		
<p>Coach students' ability to dialogue with teachers and peers as they develop their metacognitive skills.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How effectively do students communicate with their teachers?</i> • <i>How effectively do students deal with miscommunications and misunderstandings?</i> 		
<p>Construct a support system for students in their classes.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>Do students independently seek out other students from their classes to support their success in the classroom?</i> • <i>Are students interacting with a peer group that will support or hinder their plans for college?</i> 		

The Planning Phase: Planning the Approach for a Task

As noted by Gall, Gall, Jacobsen, and Bullock (1990), “Learning how to learn cannot be left to students. It must be taught” (p. 7). For teachers, developing and nurturing students’ metacognitive abilities requires a large degree of teacher-centered activity from the onset. Only through seeing their teacher model particular strategies can students begin to understand the benefits behind the processes. By thinking aloud to model thought processes (“think-alouds”) while scaffolding other instructional techniques, teachers will slowly foster a sense of self-regulation within their students. As students initially become acquainted with each of the three steps of the planning stage of metacognition, the reliance upon the teacher to provide guidance through explicit instructional design will be high. In time, students will be ready to independently apply their skills to content-area classrooms, with the teachers now facilitating—instead of directing—the process.

Clarifying Project Purpose

Recognizing an instructor’s specific goal or the purpose behind an assignment is not always easy or natural for students. To be successful, students need to learn how to assess the task at hand. They need to practice incorporating their assessment of the task into their planning. Finally, they need timely feedback on the accuracy of their task assessments before they begin working on the given task (Ambrose et al., 2010). To support the planning phase within the classroom, it is important to be more explicit than one would assume, demonstrate what is not wanted, survey students’ understanding of the task, and inform students of how they will be assessed.

Student Self-Actualization

It can be challenging for students to accurately assess their own strengths and weaknesses. In fact, academically weaker students tend to severely overestimate their abilities. This inaccurate estimation of ability leads to an underestimation of the time that it will take for a student to reach a goal or complete a given assignment. With a more accurate understanding of their strengths and abilities, students will be better prepared for the rigors of course assignments and the time commitment needed to complete each assignment by the due date. Regardless of time given to a task, too many students choose to begin the night before a due date or create a plan that does not adequately match the task at hand. As students become more adept at planning, they become more effective at learning. AVID teachers can support their students by brainstorming ideas at the start of an assignment or during an exam announcement.

2.1: Interpreting the Task

Student Objective

Students will analyze a variety of tasks more effectively and plan their time more appropriately.

Overview

Providing students with time at the beginning of an assignment to analyze and plan out how they will approach the task is critical for student success.

Students may carry assumptions about the purpose or nature of an assignment from a previous experience that may not align with the given task. Allowing time to interpret and discuss the task at hand allows students to determine the most effective approach, which will ultimately increase the chances of successfully accomplishing the task.

Materials/Set-Up

- Handout:
 - 2.1a: Interpreting the Task Organizer
- Teacher Resource:
 - 2.1b: Sample: Interpreting the Task Organizer
- An authentic task from an upcoming course assignment

Instructional Steps

1. As a portion of the instructions when assigning a new task, give students class time to analyze and plan the action steps that will be needed to accomplish the assignment.
2. When students are first exposed to the Interpreting the Task activity, it is advised that they are all analyzing the same task, which should be relatively complex in nature.
3. Have students read through the assigned task, underlining its key aspects.
4. Students should use the Interpreting the Task Organizer to identify what is and is not needed in order to accomplish the task.
 - Consider creating a **word bank** for students to reference in their discussion.
5. **Allow time for students to discuss with peers and highlight their interpretation of the task.**
6. Have students share out their task understanding. Highlight any aspects deemed to be imperative.

ELL Integration: Consider having a variety of words in a word bank for students to incorporate in their analysis of the task and allowing students to incorporate them into their discussions.

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

➔ **Extension**

- To increase scaffolding, have students reflect on a few of the following questions:
 - What should I do first?
 - What is this material about, and what do I already know about this topic?
 - What questions do I already have about this topic?
 - What will challenge me the most?
 - What details should I look for in this reading?
 - What resources will I need to complete this task?
 - How much time will each step take to complete?
 - What are the key expectations that the assignment asks of me?
 - What specific steps will I need to follow to be successful?
 - What is the teacher not looking for with this assignment?
 - If I have done something like this before, how can I do a better job this time?
 - Where will I need the most help?

Interpreting the Task Organizer

Name: _____ Task: _____ Due Date: _____

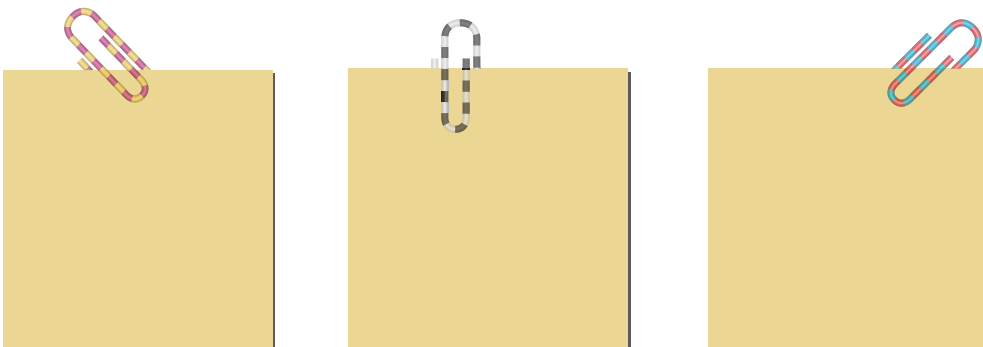
What is the purpose of this task?

What are the key expectations for this task?

What steps do I need to follow to be successful with this task?

What is **not** wanted, or does **not** meet expectations, with this task?

Notes to self (*What must I remember?*):



Three yellow sticky notes are arranged horizontally. Each note has a paper clip attached to its top edge. The first note on the left has a pink and purple paper clip. The middle note has a silver paper clip. The third note on the right has a red, blue, and green paper clip.

Sample: Interpreting the Task Organizer

Name: Aaron **Task:** College Plan Poster **Due Date:** November 12

What is the purpose of this task?

The College Plan Poster will help me understand what I need to do in middle and high school to better prepare for getting into college.

What are the key expectations for this task?

I have to find the answers to all of the questions on the list, including: course requirements for each grade; when I have to take the PSAT, SAT I, and SAT II; and when I should apply for college. I also have to create a poster that shows what I need to do over the next five years, by grade. Lastly, I have to present my poster to a small group of classmates.

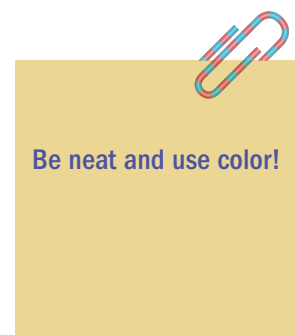
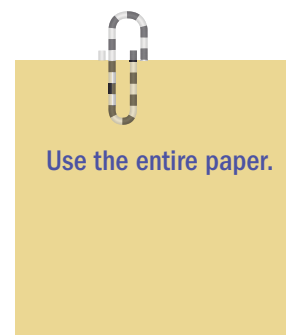
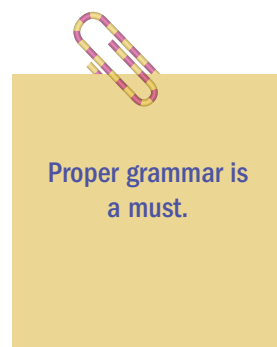
What steps do I need to follow to be successful with this task?

1. I need to research the answers to the questions on the list about college requirements and take notes.
2. I need to make a rough copy of my poster.
3. Then, I need to include my name as part of the poster and make sure that I divide it into five sections. Starting with my grade, I use one section per grade, but leave the middle open.
4. In the middle section, I will draw a picture of my career goal.
5. I will present it to a small group of students—my pod-mates.

What is not wanted, or does not meet expectations, with this task?

Just answering the questions for one or two grades is not enough, and only talking about the college that I want to go to or my career choice isn't what's needed.

Notes to self (*What must I remember?*):



2.2: Project Planning

Student Objective

Students will organize and prioritize project expectations to support greater success in task completion.



Overview

As students begin preparing for a large project, it is imperative to spend an adequate amount of time planning how to successfully accomplish all tasks. Students often jump directly into doing the work, which may result in inadequately assessing the appropriate amount of time and all of the tasks that need to be completed.

Materials/Set-Up

- Handouts:
 - 2.2a: Project Action Plan for Self-Directed Students
 - 2.2b: Project Plan
- A large, upcoming project prompt or test

Instructional Steps

1. Distribute Project Action Plan for Self-Directed Students to the class.
2. **Have students analyze and discuss the various suggestions in Project Action Plan for Self-Directed Students with a partner.**
3. Students highlight any suggestions that will be key in ensuring their success.
4. Distribute Project Plan and have students take out any resources that they have been given related to the project or test.
5. Have students create a goal. The goal should encompass more than just a specific grade and should indicate what they hope to learn, how much time they will spend, etc.
6. Have students share their goal with a partner or the entire class.
7. Students should identify team members for their success. It is important that students identify whom they can show their project to or study with, even if they do not have a formalized team.
8. Have the students break down the project into manageable tasks and identify resources.

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase scaffolding, create a smaller task breakdown with due dates for each subtask.
- To integrate technology, have students record task breakdowns in a digital calendar.

Project Action Plan for Self-Directed Students

Becoming a self-directed learner early in your academic career is invaluable, as you will be expected to apply these learned behaviors in college. To help you manage your next project successfully, be sure to follow as many of the suggestions below as you can:

- Know what is expected of you. Clearly explain the expectations of the project in your own words to your teacher in order to make sure that you have accurately covered everything.
- Ask your teacher what they do *not* want to see or receive with the project.
- Ask for specific information regarding how you will be assessed. Avoid simply asking, “How many points is this worth?” Instead, find out what your teacher is targeting with this project and what characteristics would result in a high-quality finished product.
- For projects that have multiple components or stages, ask for feedback immediately upon finishing the first component/stage. Use that feedback to improve upon both current and future work.
- Take the time to plan. Determine what needs to be done. Then, start with the due date and work backwards, setting benchmark dates by which to complete the various parts of your project (i.e., backwards mapping).
- Measure your progress against the assignment expectations and due date. Ask yourself, “Will I finish on time? What can I adapt or change if I am falling behind?”
- Review your plan often and make adjustments if necessary. Ask yourself, “Is my approach working? Am I getting the progress and results that I was expecting?” If not, try a new strategy or take a new approach. If you are not sure how to change direction, check with your teacher.
- Use feedback from classmates—not just your friends. Ask yourself, “What can be done to improve my project in their eyes?” Provide them with something specific to look for and ask for constructive feedback in return. Do not settle for, “It’s good.” Remember not to act defensively when you receive feedback, as you specifically asked for their suggestions and guidance.
- Take the time to reflect afterwards on what went well and what part of your approach could be improved for next time. Write yourself a note offering suggestions, and keep it in a safe spot where you will remember to reread it upon your next project being assigned.
- Review with your teacher how you could improve your project next time. Again, avoid defensive behavior. Actively listen to what your teacher has to say.
- Anytime that you interact with your teacher or another classmate, always show your appreciation and say, “Thank you.” It goes a long way.

Project Plan

Name: _____ Project: _____ Date: _____

Goal	
-------------	--

Key Project Components	Who is the intended audience?	
	What resources will I need?	
	When is the project due?	
	Where will I find the needed resources?	
	Why might I not be able to achieve my goal? (What risks are present?)	
	How will I prepare for the work?	

Team Members		

Tasks	Time Needed	Task Due Date

Tools and Resources		

2.3: Managing Component Tasks

Student Objective

Students will assess complex assignments and break them into smaller tasks.

Overview

Unless they are explicitly informed, students are quite commonly unaware that a specific component of a project or larger assignment requires several steps to complete successfully. Even when told, students often forget or neglect to address them adequately in project planning. The Component Task Organizer is intended to graphically illustrate the relationship between the assigned component and the necessary tasks associated with successfully meeting expectations.

Materials/Set-Up

- Handout:
 - 2.3a: Component Task Organizer
- Teacher Resource:
 - 2.3b: Sample: Component Task Organizer
- An authentic, assigned project, preferably one taking several weeks to complete

Instructional Steps

1. Distribute the Component Task Organizer to each student.
2. Choose an important component of the assigned project and instruct students to write it down in the Component box.
3. Students will then brainstorm and identify the various tasks associated with successfully meeting the expectations of that individual component. Students should consider grouping the more minute tasks under a larger **moniker or heading**.
4. In each Task Description box, have students write, in their own words, exactly what successfully addressing each task entails.

ELL Integration: Have students brainstorm the heading in pairs or as a larger group.

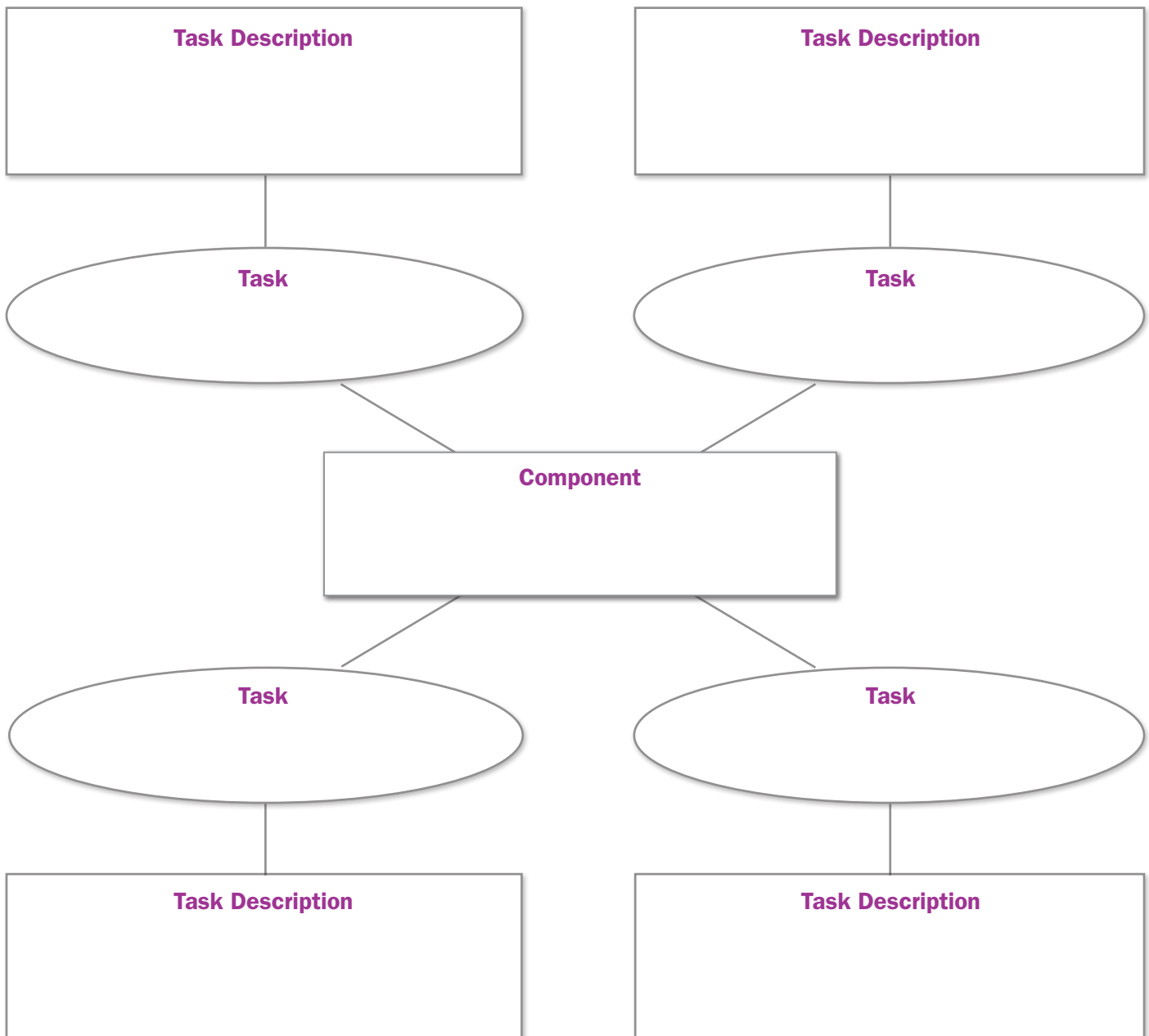
→ Extension

- To increase scaffolding:
 - Fill out a Component Task Organizer in advance to model how to approach that specific task.
 - Model this with the first component of a new project, and then have students begin to practice on their own with other components that you have identified.
 - Use tutors to quickly monitor the accuracy of student interpretations of the tasks for each project component.
- To integrate technology, utilize an electronic brainstorming app, such as SimpleMind, Mindly, or iBrainstorm.

Component Task Organizer

A component refers to a key part or expectation of an assignment or project. The task is the specific job that must be done within the larger context of the component. In the Component Task Organizer below, identify necessary tasks that upon completion successfully address a project component.

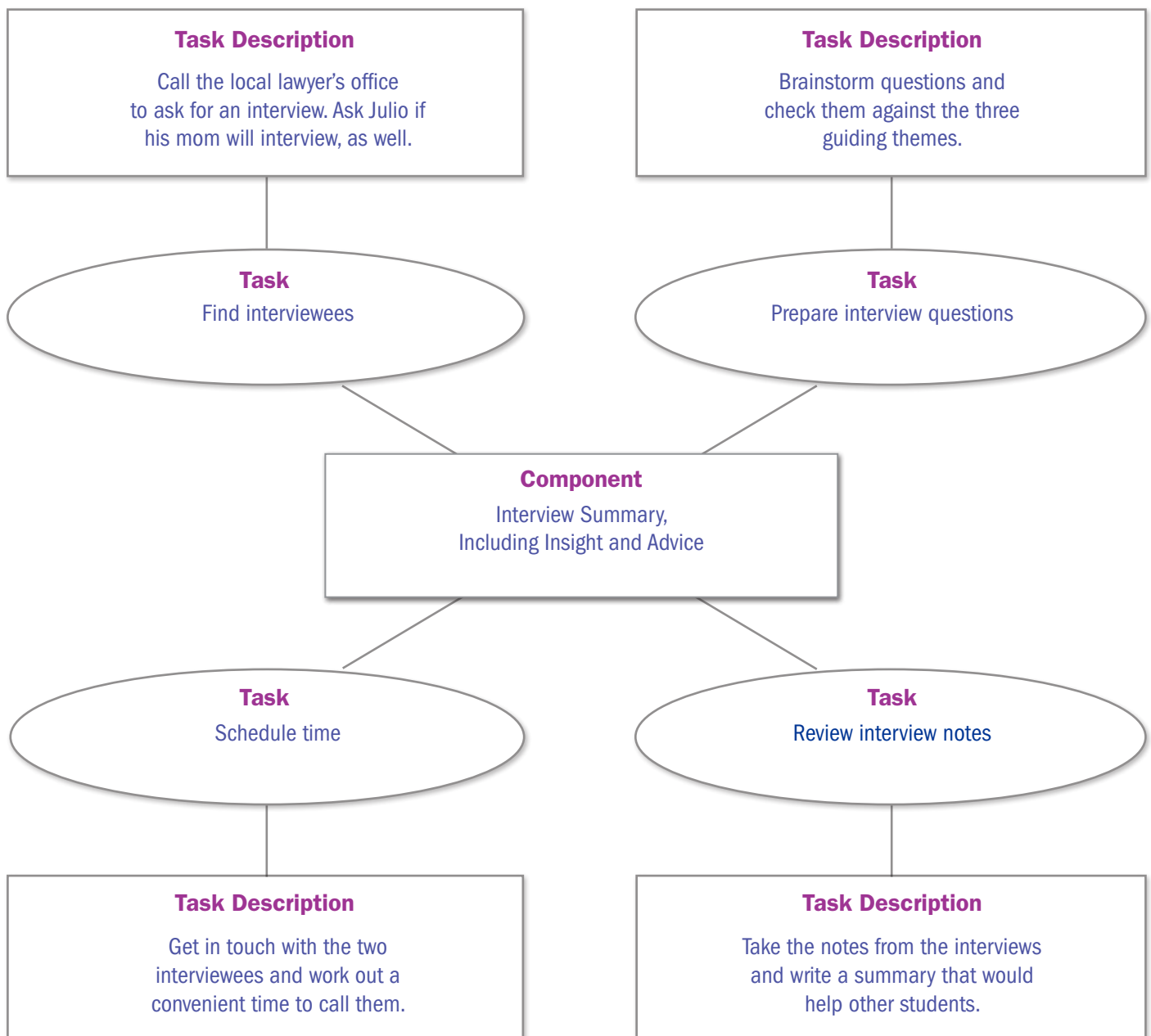
Name: _____ Project: _____



Sample: Component Task Organizer

A component refers to a key part or expectation of an assignment or project. The task is the specific job that must be done within the larger context of the component. In the Component Task Organizer below, identify necessary tasks that upon completion successfully address a project component.

Name: Katrina Project: Career Exploration Activity



2.4: Evaluating Personal Strengths and Weaknesses

Student Objective

Students will accurately assess their own strengths and weaknesses, to support academic achievement.

Overview

Students are often challenged when tasked with accurately assessing their own strengths and weaknesses. In practice, academically weaker students tend to severely overestimate their abilities. This overestimation of ability leads to an underestimation of the time that it will take for a student to reach a goal or complete a given assignment. With a more accurate understanding of their strengths and abilities, students will be better prepared for the rigors of course assignments and the time commitment needed to complete each by the assigned due date.

Materials/Set-Up

- Handout:
 - 2.4a: Personal Strengths and Weaknesses
- Teacher Resource:
 - 2.4b: Sample: Personal Strengths and Weaknesses
- A common complex assignment

Instructional Steps

1. Distribute Personal Strengths and Weaknesses to each student.
2. **Have students brainstorm a list of possible skills that they will need to accomplish the task.**
 - During the first couple of instances using this strategy, have students share out their list of needed skills.
3. Allow students to assess the strengths that they have in accomplishing the task.
4. It is critical that students not only assess their weaknesses, but also evaluate what they need to do in order to overcome those weaknesses.

→ Extension

- To increase scaffolding, have multiple students work together to assess their strengths and weaknesses on the same task or assignment.

ELL Integration: Provide students with sentence frames in order to strengthen their written responses.

Personal Strengths and Weaknesses

Name: _____ Date: _____

Self-Assessment

Employing the following skills will be critical to the successful completion of this task:

Looking at the list above, what are your two strongest skills? Specifically, explain how you have demonstrated those skills in your work on a previous assignment or project.

What are the two skills that are most in need of support? Elaborate on these. How will you get the needed support?

Sample: Personal Strengths and Weaknesses

Name: Charles Date: November 18

Self-Assessment

Employing the following skills will be critical to the successful completion of this task:

Understanding how to use anecdotes	Using figurative language to create rich detail
Varying sentence structure for purposeful effect	Employing a hook in the introduction
Using punctuation correctly	

Looking at the list above, what are your two strongest skills? Specifically, explain how you have demonstrated those skills in your work on a previous assignment or project.

I have had very good success in using hooks to gain the attention of my readers. When I wrote the essay for my Mandala assignment, my opening sentences used rhetorical questions to capture attention. I did the same thing, with success, for a history paper.

I like to tell stories, which comes out in my use of anecdotes. I see stories everywhere and in everything that I do, and I can relate those stories to whatever lesson I need to write. While preparing an English paper, I used an anecdote about my aunt and her apple-pie mistake to show how people can act when experiencing embarrassment. My teacher said that I had her attention. I've also used anecdotes in many of my introductions.

What are the two skills that are most in need of support? Elaborate on these. How will you get the needed support?

Using figurative language is a challenge. I'm not that creative. I know what similes and metaphors are, but I don't always know how to use them without it sounding like a cliché. I don't know what else is included with figurative language, but I hear that phrase all of the time.

I am not sure how varying sentence length can change how a person reads an essay or the impact that it can have on meaning. My English teacher says that I use mostly medium-length sentences, but when I use short sentences all of the time, it seems too simplistic. I will work directly with my English teacher to get the needed support to improve in this area.

2.5: Fixed vs. Growth Mindset

Student Objective

Students will integrate thinking that aligns hard work, rather than natural talent, with the path to success.

Overview

Carol Dweck's research has determined that people have one of two mindsets: fixed or growth. A fixed mindset is when a person believes that their basic abilities, talents, and intelligence are fixed traits. In brief, that success depends upon natural-born talent and intelligence. A growth mindset is based on the belief that a person's basic abilities and talents can be cultivated and refined through dedication, effort, and experience. As students are first approaching a new or novel task, it is critical during the planning stage that they understand that higher grades are the result of how hard they work and not the result of being "naturally gifted."

Materials/Set-Up

- Handout:
 - 2.5a: Fixed vs. Growth Mindset: Self-Assessment Continuum
 - 2.5b: Fixed vs. Growth Mindset: Self-Assessment Continuum Reflection

Instructional Steps

1. Briefly explain to students the **difference between a fixed mindset and a growth mindset**, without implying which mindset is more beneficial in life.
2. Distribute the Fixed vs. Growth Mindset: Self-Assessment Continuum and have students complete the activity.
3. Then, distribute the Fixed vs. Growth Mindset: Self-Assessment Continuum Reflection and have students address the written-response reflection questions.

➔ Extension

- To increase rigor, extend this activity by reading some of Carol Dweck's research as a class, and then have a Socratic Seminar on the selected reading.

ELL Integration: Preview the vocabulary on the Fixed vs. Growth Mindset: Self-Assessment Continuum.

Fixed vs. Growth Mindset: Self-Assessment Continuum

Name: _____ Date: _____

Directions: Circle the marker on each line that best represents where you see yourself at this point in time.

Fixed

Mixed

Growth

Taking on Challenges

You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long-range plans for new challenges.
----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------



Learning From Mistakes

You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you have learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks—something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------



Accepting Feedback and Criticism

You feel threatened and/or insulted by feedback and may avoid it altogether. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. The person who is giving the feedback, the level of difficulty of the task, or the personal feelings involved might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Fixed**Mixed****Growth****Practice and Applying Strategies**

<p>You do not practice and avoid practice when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.</p>	<p>You practice, but a big setback can make you want to quit. You are more willing to practice things that you are already considered “good at.” You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something that you are already “good at.”</p>	<p>You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Perseverance (Focus on Task)**

<p>You have little persistence on learning goals and tasks. You give up at the first sign of struggle.</p>	<p>You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.</p>	<p>You “stick to it” and have stamina for the task(s). You keep working confidently until the task is complete.</p>
------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

**Asking Questions**

<p>You do not ask questions or do not know which questions to ask, but you can usually say that you don’t “get it” if asked.</p>	<p>You might ask questions about a portion of the task if it is something that you feel you can do. If you perceive it to be out of your ability, you probably won’t ask questions.</p>	<p>You ask specific questions; ask questions about your own thinking; and challenge the text, the task, and the teacher.</p>
----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

**Taking Risks**

<p>You do not take risks, and if something is too hard, you turn in blank work or copied work, if anything at all. You are not engaged in the process or task.</p>	<p>You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.</p>	<p>You begin tasks confidently, risk making errors, and openly share the work that you produce.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------



Fixed vs. Growth Mindset: Self-Assessment Continuum Reflection

Name: _____ Date: _____

Based upon your ratings, how would you explain your current mindset to a (circle one):

...Classmate? ...Teacher? ...Grandparent? ...Younger sibling?

Provide a recent school-based example that demonstrates one of the continuum indicators.

Provide a recent community-based (i.e., out-of-school) example that demonstrates a different continuum indicator.

Looking at your ratings on the continuum, choose one indicator to work on moving closer toward a **growth** mindset.

The indicator that I will work on moving closer to a growth mindset is:

_____.

Some things that I can do—or need to do—to make my goal happen include:

2.6: Backwards Mapping

Student Objective

Students will analyze a project, breaking it down into major components and then into smaller tasks, as well as analyze the resources needed to accomplish the tasks and thereby complete the larger project.

Overview

When approaching any project, students often encounter two problems: not planning enough or planning inappropriately for the given situation. Regardless of time given to complete a project, too many students choose to begin the night before or create a plan that does not adequately match the task at hand. As students become more adept at planning, they become more effective at learning. Teachers can support their students by brainstorming ideas at the start of a project, assignment, or exam announcement.

Materials/Set-Up

- Handouts:
 - 2.6a: Backwards Mapping Plan
 - 2.6b: Backwards Mapping Group Plan

Instructional Steps

1. When first introducing students to the concept of backwards mapping, provide them with a plan to follow by demonstrating how more complex assignments can be broken down into manageable chunks.
2. When teaching students how to independently backwards map, provide a complex project with a minimal number of formal deadlines.
3. Have students use the Backwards Mapping Plan or Backwards Mapping Group Plan to analyze the project.
4. Have students determine what tasks need to be completed.
5. Students will then analyze the tasks that need to be completed and create task completion dates.
 - Students should be aware that not all tasks will have a formal deadline, but in the cases where they don't, they should create their own deadlines.
6. Have students periodically take out the Backwards Mapping Plan and analyze their progress.

→ Extension

- To integrate technology, utilize calendar and task manager apps to track completion of major project components.

Backwards Mapping Plan

Complex assignments can be broken down into manageable chunks. Analyze your task using backwards mapping and determine what tasks need to be completed. Once you have organized this information, periodically refer back to your Backwards Mapping Plan in order to analyze your progress.

Name: _____ Project: _____

Major Project Components 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Project Due Date:	
	5. <i>Tasks to Complete:</i>	<i>Complete Tasks By:</i>
	4. <i>Tasks to Complete:</i>	<i>Complete Tasks By:</i>
	3. <i>Tasks to Complete:</i>	<i>Complete Tasks By:</i>
	2. <i>Tasks to Complete:</i>	<i>Complete Tasks By:</i>
Potential Calendar Conflicts _____ _____ _____ _____	1. <i>Tasks to Complete:</i>	<i>Complete Tasks By:</i>

Post-Submission Response: Upon submitting your project, reflect and comment on the strengths of your plan and what you would do differently next time.

Backwards Mapping Group Plan

<p>Project: _____</p> <p>Group Members:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Major Project Components</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>
<p>Potential Calendar Conflicts</p> <p>_____</p> <p>_____</p>	

Project Due Date:		
5. <i>Tasks to Complete:</i>	<i>Group Member(s) Responsible</i>	<i>Complete Tasks By:</i>
4. <i>Tasks to Complete:</i>	<i>Group Member(s) Responsible</i>	<i>Complete Tasks By:</i>
3. <i>Tasks to Complete:</i>	<i>Group Member(s) Responsible</i>	<i>Complete Tasks By:</i>
2. <i>Tasks to Complete:</i>	<i>Group Member(s) Responsible</i>	<i>Complete Tasks By:</i>
1. <i>Tasks to Complete:</i>	<i>Group Member(s) Responsible</i>	<i>Complete Tasks By:</i>

Post-Submission Response: Upon submitting your project, reflect and comment on the strengths of your plan and what you would do differently next time.

2.7: Setting Goals

Student Objective

Students will create an action plan to achieve their goals.

Overview

For students to work toward and truly accomplish their goals, they must take the time to write them down and think them through. This activity provides a template for students to think through the creation of specific, measurable, action-oriented, realistic, and timely (SMART) goals, and then write those goals down in concise statements. As students are finalizing their plans for accomplishing the assignment, setting goals around certain concepts—such as grades, work quality, and time spent working—are key to a successful plan.

Materials/Set-Up

- Handouts:
 - 2.7a: Setting SMART Goals
 - 2.7b: Goal, Plan, Action (GPA) Goal-Setting Outline

Instructional Steps

1. Goal setting can be used multiple times each year for short-, mid-, or long-term goals.
2. Distribute Setting SMART Goals to each student, and then define the types of goals that they will be creating (e.g., short-term goals for organization, long-term goals for improving a grade in a class, etc.).
3. As a class, read through each of the “SMART” descriptors and answer any questions that students may have.
4. **Give time for students to write down one to three goals.**
5. Afterwards, have students share their goals with an accountability partner, and then archive their goals in their portfolio. This student portfolio, commonly a binder, should serve as the central location where students store all of their pertinent assignments and handouts.
6. When creating a loftier goal, such as being accepted to a four-year college, have students use the Goal, Plan, Action (GPA) Goal-Setting Outline.
7. Have students copy their goal under the “G” section.
8. Then, within the “P” section, have students explain a plan for how they will achieve their goal.
9. Finally, in the “A” section, have students identify concrete action steps that will move them toward their goal.
10. Allow students to then share with a partner and revise their action steps as needed.

ELL Integration: Provide students with sentence frames in order to strengthen their written responses.

→ Extension

- To increase scaffolding, have students backwards map the component steps in achieving their goals, and then write down the steps in their agenda or planner.

Setting SMART Goals

Name: _____ Date: _____

<p>S Specific</p>	<p>Goals should be specific and easily understood. What you are going to do? Why it is important? What do you want to accomplish?</p>
<p>M Measurable</p>	<p>Goals should have concrete criteria for measuring progress. What data will you use to measure your progress toward your goal?</p>
<p>A Action-Oriented</p>	<p>Goals should be action-oriented. What actions are you going to take to accomplish your goal?</p>
<p>R Realistic</p>	<p>Goals should be worth working toward and attainable. How do you know that it is reasonable for you to be able to accomplish your goal?</p>
<p>T Timely</p>	<p>Goals should be achieved within a specific time frame. When is your deadline for accomplishing your goal?</p>

SMART Goal #1:

SMART Goal #2:

SMART Goal #3:

Goal, Plan, Action (GPA) Goal-Setting Outline

Name: _____ Date: _____

Directions: Use the form below to complete the GPA outline.

G Goal	Use the space below to describe your goal .	
		<input type="checkbox"/> short-term goal <input type="checkbox"/> mid-term goal <input type="checkbox"/> long-term goal

P Plan	Use the space below to briefly explain your plan .	

A Action	Use the space below to list the action steps that are needed to achieve your goal.	
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

The Monitoring Phase: Applying Strategies and Monitoring Performance

Once a plan has been enacted, students must learn to monitor and re-evaluate the strategies that they are using (Ambrose et al., 2010). Studies show that learning gains are greater for students who monitor their own journey on an assignment and try to explain what they are learning along the way. As students are working on a task, it is critical to build in time for students to monitor their progress, so they grow their abilities to self-monitor and self-regulate.

Self-Monitoring

One method to develop self-monitoring ability is to incorporate time for reflection. Provide reflective questions, such as: *Am I on the right track? Have I met the expectation on the rubric? Am I including the important information as identified during planning? Should I consider doing this part differently?* The answers that students formulate will enable them to make needed adjustments to their working style. Eventually, students will be able to identify problems early and make corrections quickly to complete tasks with a higher degree of success. Another key piece in supporting the growth of a student's ability to self-monitor is to build in benchmark opportunities. Certain strategies—such as providing sample problems for tests or letting classmates compare their progress on an essay or project—can provide the opportunity for students to align their progress with others.

Peer Feedback

Providing students with time to reflect on their own work, as well as to review their peers' work, allows students to better calibrate their progress. Having students describe how they reacted to various challenges and how they would approach something differently next time forces students to become more cognizant of the reasoning behind their thinking. In AVID, this can be as simple as students having quick "check-in" conversations with their AVID Elective teacher or tutor. Additionally, providing time for students to analyze their peers' work and provide feedback encourages students to monitor their own work more effectively. AVID Elective teachers can build this time into the AVID class, both for assignments from the AVID Elective and content-area assignments.

Test Preparation

One of the trickiest aspects of effective self-monitoring is test preparation because students often perceive it as something that is done a day or two before a test. However, spacing the preparation over longer periods of time increases the likelihood of the material being retained. Finally, teaching students to effectively deal with memorizing material and managing test anxiety allows the students to be mentally prepared for examinations.

2.8: Displaying Tenacity

Student Objective

Students will learn to recognize and overcome obstacles that could hinder their success.

Overview

Since grit and tenacity—exhibiting perseverance and passion for the task at hand—are essential elements in students’ long-term success, it is imperative to help them in developing a proper perspective when facing challenges. This activity helps students to reflect on the following: challenges that they have faced, their response to those challenges, and lessons they can learn about themselves through those challenging experiences.

Materials/Set-Up

- Handout:
 - 2.8a: My Tenacity

Instructional Steps

1. Prompt students to reflect on the past year of their life—what has gone well and what challenges have they faced?
2. Distribute a copy of My Tenacity to each student and give them time to complete the assignment, encouraging them to write a few complete sentences in response to each question.

→ Extension

- To increase rigor, extend this assignment through a Socratic Seminar discussion on the questions, or alternatively, a writing assignment about the importance of grit and tenacity.
- To increase scaffolding, allow students to complete this activity in pairs—especially for Questions 3–5.

My Tenacity

Name: _____ Date: _____

Directions: Over the course of the year, you have faced challenges. Some of those challenges you took in stride and may not have missed a step. Other challenges may have slowed your journey to college success...but they did not halt your progress! Looking over your recorded setbacks from the year, write a few sentences to answer each of the reflective questions below.

1. What type of setback have you encountered most often in the past year?
2. What were your common strategies for coping with or overcoming the setbacks that you faced this year?
3. How can those strategies help you beyond middle school and/or high school?
4. What have you learned about yourself when it comes to assessing your personal grit and tenacity—your perseverance and passion—in conquering challenges?
5. What would be the one piece of advice that you would give to a younger student experiencing a similar setback to the one that you have overcome?

2.9: Logging Metacognition

Student Objective

Students will monitor their progress and adjust their actions on major tasks or assignments.

Overview

It is crucial to provide time for students to reflect purposefully and evaluate their progress on a task before the task is due. This allows students to self-monitor and determine what strategy adjustments might be needed in order to ensure that the task is completed successfully. The MeTACOG Log is a specific type of learning log which is designed to have students analyze their progress on a particular task in this purposeful way.

Materials/Set-Up

- Handout:
 - 2.9a: MeTACOG Log
- Teacher Resource:
 - 2.9b: Sample: MeTACOG Log

Instructional Steps

1. Students are to utilize the MeTACOG Log either weekly or at the midpoint of a major assignment.
 - It is important to note that this activity should be used in connection with a single major task. The MeTACOG Log is not designed as a general reflective tool on multiple tasks.
2. Have students reflect on their progress toward completing the given assignment.
3. Students should focus on their progress and where they will head next rather than focusing on potential missteps that they have made.
4. **Allow time for students to discuss their progress with other peers, which will allow students time to calibrate with others and come to a better understanding about where they are in the process in comparison to their peers.**

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

→ Extension

- To increase rigor, have students review their completed MeTACOG Log after the task is complete and assess how accurately they described their progress during their midpoint check.
- To increase scaffolding, use this as a whole-class activity on a common task or assignment.

MeTACOG Log

Name: _____ Date: _____

	Meeting Expectations
Me	<i>What expectation am I currently trying to meet?</i>
	Time
T	<i>Taking my current progress into consideration, am I on track to finish on time? If not, what do I need to adjust to increase the pace?</i>
	Action
A	<i>What is my next step? When will I get it done?</i>
	Collaborate
C	<i>What peer or teacher feedback do I need next?</i>
	Organize
O	<i>What do I have to figure out or research next?</i>
	Goal
G	<i>What specific component-based goal am I currently working toward?</i>

Sample: MeTACOG Log

Name: Lauren

Date: January 12

	Meeting Expectations
Me	<p><i>What expectation am I currently trying to meet?</i></p> <p>I need to get feedback—both verbal and written—on my first draft.</p>
	Time
T	<p><i>Taking my current progress into consideration, am I on track to finish on time? If not, what do I need to adjust to increase the pace?</i></p> <p>I am a little behind in getting feedback by a couple of days. If I get to revising right away after feedback, I should be back on track in a day.</p>
	Action
A	<p><i>What is my next step? When will I get it done?</i></p> <p>I will get Shae-Lynn and Carmen to look at my paper and provide written and verbal feedback. I can do this tomorrow morning, so I can begin revising that night.</p>
	Collaborate
C	<p><i>What peer or teacher feedback do I need next?</i></p> <p>I do need to talk to the teacher to figure out how to use the comma and semicolon correctly.</p>
	Organize
O	<p><i>What do I have to figure out or research next?</i></p> <p>I have to figure out a better hook for my introduction. I know that I have to vary my sentence length better, too.</p>
	Goal
G	<p><i>What specific component-based goal am I currently working toward?</i></p> <p>I am trying to polish my first draft and create a second draft of my paper with all of the grammar and punctuation fixed.</p>

2.10: Nameless Peer Binder Evaluation

Student Objective

Students will evaluate their peers' organizational skills in order to provide and receive feedback to help students organize more effectively.



Overview

One important aspect of the monitoring phase is the ability of students to organize their thought, material, and time. The intent of the Nameless Peer Binder Evaluation Form is for students to begin understanding the correlation between organization and academic success. Keeping the evaluator “nameless” allows peers to provide honest feedback on their observation of the student’s organization and how they think that may contribute to their overall success.

Materials/Set-Up

- Handout:
 - 2.10a: Nameless Peer Binder Evaluation Form
- Student binders and planners

Instructional Steps

1. Instruct students to take out their binder and planner. Distribute a Nameless Peer Binder Evaluation Form to each student.
2. Have students write their name and the date at the top of the Nameless Peer Binder Evaluation Form and place the form on top of their binders, as it will be filled out by the “nameless” evaluator.
3. Randomly pair each student with another student’s binder.
4. Have the “nameless” evaluators assess the binder and planner by completing the table at the top of the form and the questions at the bottom of the form.
5. Instruct students to return to their binder and review the feedback from their “nameless” evaluator.
6. Instructions for an optional method are included below:
 - Arrange all of the desks in a large circle and have students place their binder and planner on their desk.
 - Have students stand and then rotate around the circle until they hear, “Stop.”
 - Have each student examine the binder on the desk in front of them and evaluate one or several of the components from the Nameless Peer Binder Evaluation Form.
 - Then, call out, “Rotate,” and have students rotate again until they hear, “Stop.” Students then grade a few more elements of the new binder in front of them.
 - With this format, feedback is received from multiple students, rather than just one.

→ Extension

- To increase scaffolding, have students reflect on how they could improve their own organization based on what they saw from other students.

Nameless Peer Binder Evaluation Form

Name: _____ Date: _____

Directions: As you are examining the assigned binder, please pay close attention to what the student is doing well and also areas that need growth.

Area	Points Possible	Points Earned	Comments
Planner			
Goals			
Neatness			
Organization			
Cornell Notes			

What do you believe to be this student's strengths in terms of their organizational skills?

What do you believe are some key areas that this student can work on to improve their overall organization?

Based on what you have seen in this binder, what do you believe to be the student's overall grades?
What aspects of this binder specifically helped you arrive at that conclusion?

2.11: Setbacks to Success

Student Objective

Students will connect with the struggles of great leaders and how they overcame challenges through perseverance.

Overview

Students often feel as if they are the only person who has experienced challenges and setbacks. This brief research project is designed to help students realize that almost all successful individuals have faced setbacks, but were able to overcome them and learn from the experience.

Materials/Set-Up

- Handout:
 - 2.11a: Setbacks to Success Sheet
- Access to resources for research (e.g., Internet, library books, etc.)

Instructional Steps

1. Explain to students that setbacks and challenges are a normal part of life. Many people, though, do not productively confront these setbacks. Successful individuals and leaders, however, are resilient, learn from these setbacks, and find strength to persevere.
2. Explain that today, they will have a brief amount of time to research one leader of interest and the setbacks that they faced and overcame.
3. To aid students' choice of a leader, suggest a few leaders and detail the obstacles that they overcame:
 - Nelson Mandela's imprisonment on Robben Island
 - Martin Luther King Jr.'s imprisonment in Birmingham
 - Mahatma Gandhi's beating from peaceful protests
 - Franklin D. Roosevelt's fight with polio causing him to be in a wheelchair
4. Distribute the Setbacks to Success Sheet and allow students to research and complete the form.
5. Have students share the information that they learned with other students and connect this with how they can better persevere.

➔ Extension

- To increase rigor, allow students to prepare a brief oral presentation about their leader and how they overcame setbacks, as well as how they would apply the lessons learned from this leader to their own life.
- To increase scaffolding, allow students to work in pairs or triads to complete the activity.

Setbacks to Success Sheet

Name: _____ Date: _____

Setbacks are a natural part of the journey toward success. Whether in business, technology, medicine, or somewhere in between, many of our leading women and men in these fields have experienced setbacks of some sort, but they persevered and pushed their careers to greater heights.

Identify a leader in a field of interest to you and write down a brief list of his or her accomplishments or greatest successes.	Identify some of the setbacks that this leader experienced before becoming successful.	Respond to the information that you found. You may make personal connections, share feelings about the setbacks themselves, or make associations to other experiences and events that you know about.

2.12: Managing Your Memory

Student Objective

Students will improve their ability to recall information in order to support effective study habits.

Overview

Memorization and the recall of information play a large role in a student's academic success. When attempting to memorize information, it is important to realize there are a variety of tools to aid in the effective memorization of material. Although memorization by rote is one method to commit information to memory, there are many other techniques that students can utilize to recall information more effectively.

Materials/Set-Up

- Handouts:
 - 2.12a: Managing Your Memory Tip Sheet
 - 2.12b: Memory Effects
- A tray topped with a collection of approximately 20 small, random items (e.g., button, pencil, watch, napkin, etc.)
- A document camera, if necessary, to display the items in accommodating a larger class size

Instructional Steps

1. Set up the tray full of random items at the front of the class and cover it before students have seen it.
2. Ensure that all students will be able to see the tray clearly, either by having them gather around the tray or by projecting the items on a document camera.
3. Before uncovering the tray of items, tell students that they will have one minute of viewing time, with the goal of remembering as many items as possible.
4. Uncover the tray of items and give students one minute to memorize as many items as possible.
5. After one minute, cover the tray and ask students to write down as many items as they can remember.
6. Show the actual list of items and have students check it against their list.
7. Celebrate the student who memorized the most items.
8. Distribute the Managing Your Memory Tip Sheet and underline key ideas about the different methods of memorizing information.
9. Have students select one method that they will use to try and memorize the list.
10. Show the items again. Have students compare the number of items memorized this time.
11. Distribute the Memory Effects handout and encourage students to discuss how this information connects to memorizing information in class.

→ Extension

- To increase rigor, have students apply the memory techniques to memorize information from another content class, and then reflect on their subsequent assessments.

Managing Your Memory Tip Sheet

Even though organizing notes, studying readings, and actively listening will serve the majority of students well, there will still be times when the need to memorize specific details will be high.

Trying to memorize material often involves taking one of two general approaches. The first—but less effective—method is “rote memorization,” or the repeating aloud of the target information to oneself until it is remembered. The second approach is to use a memory aid, or mnemonic device. Mnemonic devices are techniques in which the unfamiliar target information is associated in some way with something familiar. Some common mnemonic devices include:

- **Acronym:** An acronym is one word in which each letter represents the first letter in words to be memorized. For example:
 - HOMES (Huron, Ontario, Michigan, Erie, Superior) is often used for students who want to remember the names of the Great Lakes.
- **Acrostic:** An acrostic is a group of words in which the first letter of each word stands for information that is desired to be memorized. The acrostic is often in a sentence or verse form. For example:
 - **S**tudy hard in order
To be
Up to the challenge of
Dutifully acing
Your next exam
- **Association:** This device uses a known sequence and connects the sequence components to information that is desired for recall. Sometimes called a “memory walk,” this memorization tool involves mentally walking through a known location, such as your house, and then connecting the information that you wish to memorize. For example:
 - To memorize the order of United States presidents, you might picture George Washington chopping down the cherry wood from your front door, a dam breaking and flooding your entryway for John Adams, etc.
- **Rhyme:** Making a poem out of the targeted information helps to recall specific rules or details. For example:
 - “I before E, except after C” is a rhyme used to remember a spelling convention.
- **Doodling:** Doodling can be channeled into a constructive way of learning for nearly anyone, as it represents an informal way of taking notes.
- **Analogy:** Comparing two things based on similar function or form can help create an image in the student’s mind that lends itself to greater comprehension. For example:
 - One can describe the bronchial tubes in the lungs like branches of a fruit tree (form) or the human heart like a water pump (function).
- **Grouping:** Sorting targeted information into easily remembered, logical categories in which items in each group have something in common helps to break down larger amounts of information into manageable chunks. For example:
 - Science students may group the periodic table into metals and non-metals.

Adapted from *Strategies for Studying: A Handbook of Study Skills* (1997) by Sandi Clay. Used with permission. All rights reserved.

Memory Effects

Memory has nuanced principles in the way that it biologically functions. Learning to capitalize on these functions, or effects, can lead to an increase in retained information. A more in-depth explanation of these effects is included below:

- **Primacy and Recency Effect**

The information contained at the beginning (primacy) and the end (recency) of a learning session is remembered with considerably greater frequency than the information presented in the middle portion of the lesson.

- **Similarity Effect**

When objects or ideas are sorted into common groups of some kind, the rate of recall is increased. This is also considered a form of Association Effect, in which the things that are linked are similar in a specific way.

- **Contextual Effect**

The location and environment in which a person studies new information or builds a memory leaves an imprint on the brain. Studying in multiple locations prior to a test is a way of storing information for recall in a variety of “brain locations.” When recall is slower to arrive, visualizing the location where the studying took place with specific details can help to trigger retrieval of the needed information.

- **Multisensory Effect**

When rehearsing or reviewing information, the more senses that a person involves in the study process, the greater the likelihood of embedding material into long-term memory. For instance, re-reading quietly to oneself involves one sense—sight—while reading aloud to oneself involves two—sight and sound.

Adapted from *Study Smarter, Not Harder*. www.studysmarternother.com. Used with permission of the author, Kevin Paul. All rights reserved.

2.13: Managing Stress and Anxiety

Student Objective

Students will effectively manage their stress and anxiety levels, both in preparation for and during tests.

Overview

For students, tests are often a source of anxiety. In fact, it would be unusual to find a student who does not approach a large test without some degree of apprehension. Test anxiety and other stressful emotions can interfere with a student's ability to absorb, retain, and recall information. Learning to identify the signs of test anxiety, along with coping strategies, can help students remove a common psychological barrier to academic success.

Materials/Set-Up

- Handouts:
 - 2.13a: Thinking Traps and Test Anxiety
 - 2.13b: Strategies to Consider for Reducing Test Anxiety
 - 2.13c: Realistic Thinking Log

Instructional Steps

1. Have students complete a **quickwrite** on the topic of anxiety. They can define it, talk about different types, or relay their personal experiences. Encourage students to use the full two minutes.
 - Consider providing a **word bank** to support students' use of academic language.
2. Distribute Thinking Traps and Test Anxiety to all students.
3. Have students read the handout and identify the thinking trap that they struggle with most.
4. Tell students to pair up and discuss what thinking trap they struggle with, how it might negatively impact their test performance, and what they could do to overcome it.
5. Distribute Strategies to Consider for Reducing Test Anxiety and have students highlight any strategies that they believe might help them deal with test anxiety.
6. Using the Realistic Thinking Log, have students track instances of anxiety over a two-week period.
7. **At the end of two weeks, allow students to volunteer to share out instances when they became anxious, their self-talk in those instances, and what language they used to bolster their confidence and cope with the anxiety.**

➔ Extension

- To increase scaffolding, have students reflect on their level of anxiety during a test and how they can prepare differently for future tests to improve test performance.

Quickwrite is a fluency activity where students write nonstop for two to five minutes on a specific topic that they are studying. The purpose of focused writing is for students to find out what they know about a topic, to explore new ideas, and to find out what they need to learn about a topic.

Example: "Before we start our lesson today, compose a quickwrite to the following prompt: What people in my life are encouraging me to go to college, and how are they supporting me in being college-ready?"

ELL Integration: Consider having a variety of academic words that may attribute to the cause of anxiety in a word bank and allowing students to incorporate them into their discussions.

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

Thinking Traps and Test Anxiety

Thinking Trap	Example
Fortunetelling —the prediction that things will turn out badly regardless of preparation.	<p><i>“I know I’ll mess up.”</i></p> <p><i>“I’ll never be able to pass math.”</i></p>
Black-and-White Thinking —the practice of looking at a situation only in terms of extremes (e.g., good or bad, success or failure, etc.) and ignoring the fact that the vast majority of situations are resolved in terms of moderation.	<p><i>“If I don’t get a good grade, I’ll totally fail.”</i></p> <p><i>“I planned to study for six hours, but I only studied for four. Now, there’s no way that I can pass!”</i></p>
Mindreading —the belief that a person knows what another person is thinking, with the attached assumption that one is thinking the worst of the other.	<p><i>“Everyone will think that I’m stupid.”</i></p> <p><i>“The teacher doesn’t like me.”</i></p>
Overgeneralization —the constant use of absolutes, such as “always” or “never,” to describe situations or events, despite the fact that absolutes seldom, if ever, represent reality.	<p><i>“I always fail schoolwork.”</i></p> <p><i>“I never pass tests.”</i></p>
Labeling —the practice of using a negative, mean-spirited, single word to describe oneself.	<p><i>“I’m dumb.”</i></p> <p><i>“I’m a loser.”</i></p>
Overestimating Danger —the continuing belief that an unlikely event is inevitable and will occur soon.	<p><i>“I’m going crazy.”</i></p> <p><i>“I will throw up.”</i></p>
Filtering —the practice of focusing exclusively on the negative things that happen to the detriment of any positive aspect or situation.	<p><i>“I completed 22 of the 25 questions, but I left the other three blank, so I’m already starting from behind! This isn’t going to go well.”</i></p>
Catastrophizing —the fixation that the worst-case scenario of any situation is about to happen and the inability to cope with its outcome will be prevalent.	<p><i>“I’ll freak out, and everyone will sit and watch me. No one will help.”</i></p> <p><i>“I’m going to look like such an idiot! The other kids will laugh, and I’ll die from embarrassment.”</i></p>
Should Statements —the continued practice of telling oneself how one “should,” “must,” or “ought” to feel or behave, regardless of how one truly feels, contributing to an ongoing sense of disappointment and anxiety in oneself and surrounding peers.	<p><i>“I should stop worrying about my tests.”</i></p> <p><i>“I must never make mistakes in my schoolwork.”</i></p>

Adapted from “Realistic Thinking & Test Anxiety Form” from AnxietyBC (www.anxietybc.com).

Strategies to Consider for Reducing Test Anxiety

Before the Test

- Being well prepared for the test is the best way to reduce test-taking anxiety.
- Space out your studying over a few days or weeks (i.e., distributed practice) and continually review class material and notes. Avoid relying on “cram” sessions.
- Attempt to maintain a positive attitude—with realistic, constructive self-talk—while preparing for and during the test.
- Get a good night’s sleep before the test.
- On the test day, avoid spending time with classmates who generate stress for you.
- Use the last few moments before the test to relax. Avoid last-minute cramming. Spend time reading for pleasure or some other minor distraction.
- Show up to class early, so you avoid worrying about being late.
- If experiencing physical tension, consider going for a brisk walk (not just a leisurely stroll) or other aerobic activity that will elevate your heart rate for 20 to 30 minutes.

During the Test

- Remind yourself that the test is only a test.
- Focus on integrating details into the main ideas.
- Tell yourself that you will do your best on the test, and that will be enough.
- If you begin to get nervous, take a few deep, slow breaths to relax yourself.
- Read the directions slowly and carefully.
- If you do not understand the directions on the test, ask the teacher to explain.
- Skim through the test so that you have a good idea of how to pace yourself.
- Use the margins on paper tests—or scratch paper on e-exams—to write down important formulas, facts, definitions, and/or key words in the margin first, so you don’t worry about forgetting them.
- Do the simple questions first to build positive momentum and confidence.
- Concentrate on your own test and pacing. Ignore classmates and how fast they may have finished their own test.
- You do not always have to get every question right. If you do not know an answer, skip the question for the time being and come back to it later.
- Focus on the question at hand, making sure not to let your mind wander to other things.

After the Test

- After completing the test, reward yourself with a favorite food item, a movie, or some other treat.
- Maintain positive self-talk and avoid dwelling on that one question that went unanswered.
- Reflect on one aspect of the test experience—a challenging question or tricky wording that you ultimately caught—and allow yourself a sense of pride for handling it to the best of your ability.

Adapted from “Realistic Thinking & Test Anxiety Form” from AnxietyBC (www.anxietybc.com).

Realistic Thinking Log

Name: _____

Directions: Use this log to regularly write down thoughts that make you anxious and provide corresponding realistic ones.

Situation or Trigger	Anxious or Worrisome Thoughts	Realistic Thoughts
<i>Math test tomorrow</i>	<i>I'm not good at math, and I'm terrible at tests. I will fail and never pass math!</i>	<i>I will study tonight and review my notes. I am fortunetelling and don't know for sure that I will fail. I did pass the last test, so I will probably pass math, even if I don't do well on this test.</i>

Adapted from "Realistic Thinking & Test Anxiety Form" from AnxietyBC (www.anxietybc.com).

2.14: During the Exam

Student Objective

Students will learn to vary their test-taking strategies in order to better prepare for tests.

Overview

A foundational element of successful test-taking is understanding how to best prepare for the various formats of tests. As students are monitoring their content knowledge in preparation for upcoming tests, they can adjust their study habits to best prepare for the types of questions that will be asked on each test.

Materials/Set-Up

- Handout:
 - 2.14a: Test Formats

Instructional Steps

1. Have students brainstorm the different testing formats that they have seen over the course of their education.
 - For example, multiple-choice, essay, fill-in-the-blank, etc.
2. Have students pair up and discuss which test formats are easiest for them, as well as which cause them the most struggle.
3. Distribute Test Formats.
4. Have students review the handout and highlight information that will be especially helpful for them with test preparation.
5. Remind students to pay special attention to the information about test formats with which they struggle.

→ Extension

- To increase rigor, have students group up according to their greatest testing weaknesses and brainstorm additional methods to better prepare.
- To integrate technology, have students research additional test-taking strategies using an appropriate search engine, such as Google Scholar, and share their findings.

Test Formats

True/False

True/false tests are the easiest to complete, as you have a 50% chance of choosing the correct answer.

- However, this kind of test can be tricky, since a single word can make a true sentence false. Read the statement carefully:
 - *True*: In the **story** “The Three Little Pigs,” the first little pig’s house is made of straw.
 - *False*: In the **poem** “The Three Little Pigs,” the first little pig’s house is made of straw.
- Some true/false questions make general statements that seem true, but are not **always** true.
- Certain words—such as often, usually, rarely, and sometimes—may indicate a true answer:
 - *True*: Fifth-grade students are **sometimes** loud.
- Watch out for certain words—such as all, only, always, never, and none. These words may make the statement false:
 - *False*: Fifth-grade students are **always** loud.
- Search for the word or detail that can make the statement false.

Matching

Some tests or parts of a test will ask you to match items in one list to items in another list. Even though you don’t know every item, you may be able to figure them out.

- Count to see which list has fewer items, since every item in the shorter list will have a matching item in the longer list, with a few left over.
- Answer the questions that you know with certainty first. Mark off each item as you use it, so you won’t use it again—unless the directions say that items can be used more than once.
- Make educated guesses for items that you aren’t sure of, using clue words to aid you:
 - If asked to find a match for “The French general who fought in the American Revolution,” look for a foreign name.
 - If asked to find a match for “Famous scientific research team,” look for an answer that contains more than one name.
 - If asked to find a match for “The famous man who gave the ‘I Have a Dream’ speech,” eliminate any women’s names as possible answers.
- Finding clues can help you match items that you don’t know.

Fill-in-the-Blank

Fill-in-the-blank questions usually require an exact answer. Read the sentences carefully, using the information in them to figure out the missing words or phrases.

- Watch out for tricky words like those used in true/false tests—often, usually, rarely, sometimes, all, only, always, never, and none.
- Be sure that your answer fits grammatically into the sentence.
 - “_____ is the capital of Colorado” would be filled in with a proper noun, so selecting an adjective—like smiling—shows that you did not read the statement clearly.
- Pay attention to the number and length of the blank spaces in the sentences. Although the length of the space can be at times misleading, most of the time, the space provided gives you a clue about the answer.
- If you are unsure of the answer, fill in the most likely answer, as you may get partial credit.

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The student success path*. San Diego, CA: AVID Press.

Test Formats

Multiple-Choice

- It is important that you read the answers first when answering multiple-choice questions.
- Answer all of the questions that you know first. Read all of the choices for each question and choose the one that answers the question or seems right, since only one answer is correct.
- Go back and look over the questions with answers that you did not know or of which you were unsure. Make an educated guess. Do not leave any items unanswered.
- Read the questions carefully, looking for trick words.
- Sometimes, one of the answer choices may be “all of the above” or “none of the above.” Use your common sense in these instances:
 - If you know that at least one choice is incorrect, then “all of the above” can’t be right.
 - If you know that at least one choice is correct, “none of the above” can’t be right.
- If this test has a “bubble” answer sheet, be sure to fill in the bubble in the correct space.

Vocabulary

Vocabulary tests ask you about the meaning of words, often directing you to pick out the word whose meaning is the same as the meaning of a given word.

- First, try to come up with a simple definition for the given word before you look at the choices.
- Eliminate choices that you know are wrong.
- If tasked with finding a word whose meaning is the *same* as a given word, think of a sentence using the given word. Then, replace that word in the sentence with your choice. If the sentence does not make sense, the word that you chose is not correct.
- If tasked with finding a word whose meaning is the *opposite* of a given word, think of a sentence using the given word. This time, look for the word that gives your sentence the opposite meaning.
- Sometimes, you can look at the parts of a word to help you figure out its meaning.

Essay

Essay tests ask for you to respond to a prompt with written paragraphs.

- Read each essay question carefully, looking at all of the words in each question: Does the test ask you to compare/contrast, to describe, to discuss, or to solve a problem? Be sure to respond to what the question asks.
- Keep track of your time so that you can finish all parts of your test.
- If some essay questions are worth more points than others, spend more time answering those more valuable questions.
- As you read the essay questions, look for key words that give you clues as to what you must write about.
 - Some key words tell you how to approach the subject, such as: comment, compare, define, describe, discuss, explain, prove, and respond.
 - Some of the words ask you to give your opinion.
 - Some of the words ask you to present information.
 - Some of the words ask you to focus on one idea.
 - Some of the words ask you to give several ideas or details.
- Be sure to answer all parts of the question.

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundry, J. (2011). *The student success path*. San Diego, CA: AVID Press.

The Reflecting Phase: Reflecting on and Adjusting One's Approach

Even when it is clear that students need to improve upon their approach toward accomplishing future tasks, it is not always easy for them to know how to adjust their future behaviors (Ambrose et al., 2010). Students weigh refinements in strategy against the perceived time and effort needed to make the switch. If too much effort is deemed necessary, following the familiar—but ultimately faulty—strategy becomes the likely response. It should also be noted that until practiced and tuned appropriately, new approaches to challenges do tend to underperform the students' habitual approaches over the short term. Though this “implementation dip” is a common phenomenon in classrooms and industries alike, it does present a challenge to the teacher who is trying to instill good habits within students (Fullan, 2009). One key is to learn to recognize that the benefits of the newly learned and practiced strategies outweigh the costs in effort and time.

Analyzing Past Performances

One method to ensuring that students are properly analyzing their performance is to include a component of the assignment or project that formally requires students to reflect upon their own performance. Through this analysis, students gain a critical opportunity to stop and explicitly gauge their own strengths and deficiencies while building metacognitive skills. Teachers can have students do this for each assignment or as a meta-reflection over all major assignments in all classes at the end of each grading period or semester. One key point when students should deeply reflect is after major tests or papers, utilizing common reflection tools.

Adjusting Future Approaches

Demonstrating to students that a task or problem can be conceptualized, represented, or solved in a variety of ways exposes students to multiple methods and avenues through which they can approach future problems. Instructing students to approach a task from multiple perspectives provides a critical forum through which students can analyze advantages and disadvantages of the various methods. AVID Elective teachers can give class time for students who were successful on a particular assignment to share their methodology for approaching the assignment with the class.

2.15: My Test Performance Journal

Student Objective

Students will reflect on their test performance and analyze the behaviors that contributed to their feelings of success or failure, with the goal of improving future test performance.

Overview

Many times, students view the completion of a test as the finish line, and all learning from that experience is in the past. However, it is important for students to reflect on their testing experiences in order to change and improve upon how they will prepare for future tests and to use active learning behaviors to provide specificity and direction to their actions as they do so.

Materials/Set-Up

- Handout:
 - 2.15a: Reflective Test Journal

Instructional Steps

1. Within one day of completing a test, have students work on examining their study habits to prepare for the test.
2. During students' first exposure to this strategy, have them discuss the differences between passive and active learning behaviors.
3. Provide students with a few examples of passive behavior, such as:
 - I attended class.
 - I looked over my notes.
 - I asked a classmate/my teacher to explain the material to me.
4. Then, show how these passive behaviors can be changed to active learning behaviors:
 - I sat in the front and asked the teacher to clarify when I became confused.
 - I used my notes and textbook to predict questions that might be on the test and areas in which I was least confident.
 - I set up a study group, and we discussed our questions and points of confusion about the test material.
5. Allow students to contribute a few additional examples. Write their ideas on the board.
6. Next, have students prepare two separate lists—one of the steps describing the actions that they used to prepare for the test and the other regarding what they could have done differently.

Team Huddle is a collaborative strategy to vary student groupings. Students stand and move or dance around the room while music plays. When the music is turned off, call out, “Huddle” and a number. For example, if you call out, “Huddle Four,” then students huddle in groups of four. Once students are in huddles, call out an action and a topic to discuss. After a few minutes, turn the music back on and continue calling out huddle groups of different numbers and providing discussion topics.

Example: As students mill about the room, stop the music and call out, “Huddle Three!” Once students are in groups of three, say, “For one minute, discuss one type of conflict in which you’ve been involved and whether it was managed well or poorly.”

7. Have students star all of the actions that they feel were active learning behaviors.
8. Distribute the Reflective Test Journal and have students complete the sentence frames.
9. Utilize a collaborative structure, such as **Team Huddle**, to enable students to share responses with their peers.
 - During this sharing time, students should add any information that is useful to their own sentence frame, especially strategies that could be used to improve their future performance.

→ Extension

- To increase rigor, have students review their Reflective Test Journal after they take the next test in order to analyze the changes made and evaluate effectiveness.
- To increase scaffolding, have students use a **Think–Pair–Share** to complete the various portions of the sentence frames.



Reflective Test Journal

After completing a test or exam, think about the strategies that you employed as you prepared for the test, including what worked and what could be improved upon for the next time. Using the following template as a guide, write a letter to yourself detailing your exam preparation and writing experience.

Dear _____,

You just finished a test/exam on _____. You prepared for
(state the topic area of the test/exam)

this exam by _____.
(identify the strategies used and the frequency of use)

The part(s) of the test that challenged you the most was/were _____

(state the topics, test sections, or question styles)

because _____.
(state the reasons that you found it challenging)

Thinking about your study plan, the part of your test/exam preparation that did not work so well was _____

(state the preparation components and reasons)

_____. Additionally, you should think about changing _____ because

(identify areas of change)

(identify the reasons for change)

One final piece of advice I have for the next test/exam would be _____ because

(identify a successful strategy that a classmate used or a different study technique to try next time)

(state the reasons for this)

Good luck.

Adapted from "Promoting Student Metacognition" (2012) by Kimberly Tanner. The work originally appeared in *CBE—Life Sciences Education* and was inspired by "The Expert Learner: Strategic, Self-Regulated, and Reflective" (1996) by Peg Ertmer and Tim Newby. Used with permission. All rights reserved.

2.16: Peer Comparison Reflection

Student Objective

Students will reflect on their own test preparation, compare it with other students' preparation, and determine what changes would improve their future test performance.

Overview

Students often approach test preparation from a very individualistic point of view and do not take the opportunity to discuss how others prepare for tests. This activity provides a structure for students to reflect on their own preparation and learn from others in order to share various methods to better prepare for tests.

Materials/Set-Up

- Handouts:
 - 2.16a: Post-Test Reflective Log
 - 2.16b: Post-Test Reflective Log: Venn Diagram
- Results from a recent test

Instructional Steps

1. Distribute the Post-Test Reflective Log and have students reflect on their test preparation using Questions 1–4.
2. Have students pair up with another student in the class and determine who is Student A and who is Student B. Distribute the Post-Test Reflective Log: Venn Diagram.
3. **Allow students to discuss how they prepared for the exam.**
4. If the test preparation strategy was unique to either Student A or Student B, have them record it under the first or third column, respectively.
5. If the strategy was used by both students, have them record it under the middle column, Common Approaches.
6. Have students individually reflect on what they learned from their partner and the strategies that they will utilize in the future.

➔ Extension

- To increase rigor, have students incorporate their test grade and reflect on how various levels of preparation affect test grades.
- To increase scaffolding, have two students share how they prepared for the exam and create a Venn diagram on the board.

ELL Integration: Consider providing academic language scripts to support students' ability to dynamically introduce academic vocabulary and switch from social to academic language.

Post-Test Reflective Log

Name: _____ Date: _____

1. Looking back at my plan, what were its strengths and deficiencies?
2. How much time did I spend preparing for this text or exam? How did I organize that time? What tools and techniques did I employ?
3. With what types of questions or content was I most successful?
4. What types of questions or content challenged me the most?
5. What is a study strategy that I learned from a peer for next time?

Post-Test Reflective Log: Venn Diagram

Directions: Create a vertical Venn diagram outlining your approach to test preparation compared to that of a classmate.

Student A	Common Approaches	Student B
<hr/>		<hr/>

What approaches did your classmate use that you will consider implementing in your study plan for your next test? If none, why are you hesitant to experiment with those approaches?

Explain how you will plan to study collaboratively for your next test. What process will you use? Why that procedure?

2.17: My Project Plan Reflection

Student Objective

Students will reflect on the strategies they employed, if those strategies were effective, and how they could adjust their methods of preparation in the future.

Overview

Students often struggle with reflecting on the strategies they employed to prepare for a test and might have a limited understanding about the different types of strategies they could utilize. Allowing students to examine their choices and review other options will help develop students' study habits.

Materials/Set-Up

- Handout:
 - 2.17a: Project Plan Reflection
- A recent test or large project

Instructional Steps

1. Have students take out a graded test or project.
2. Distribute the Project Plan Reflection to all students.
3. Have students reflect on their test or project preparation and write in the amount of time that they spent on each strategy.
4. Allow students to reflect on what they did and what they could change to be more effective.
5. After an appropriate amount of reflection time, have students discuss amongst one another how they approached the test or project and what they would do differently.

→ Extension

- To increase rigor, have students record the time spent on the various strategies throughout the test or project, analyze the strengths and weaknesses of each, and then rank them in order of effectiveness.
- To increase scaffolding, have students just complete the time spent on each strategy and allow them to create a goal to use one of the strategies more often.

Project Plan Reflection

Name: _____ Project: _____ Date: _____

Write the approximate amount of time spent on each of the following:

Creating a plan of action: _____	Researching: _____
Reviewing course notes: _____	Collaborating with peers: _____
Checking the expectations: _____	Clarifying with the teacher: _____
Looking over examples: _____	Thinking about approaches: _____
Organizing thoughts: _____	Assessing strengths: _____
Identifying weaknesses: _____	Seeking feedback: _____

After discussing the amount of time spent on various aspects of the planning phase and receiving feedback from your classmates, answer the reflection questions that follow:

Given the time spent on various aspects of the planning phase and the feedback that you received, what would you do differently if you were asked to do a similar project in the future? What strategies would you repeat?

To what degree did you follow your original plan to complete this project? If change occurred, what prompted it? If you chose *not* to change course, what strengths in your plan carried you the furthest toward its successful completion?

Consider the feedback that you received on your project plan. What feedback do you think is most valuable? Was there any feedback that you discarded? Explain your reasoning.

2.18: How My Thinking Changed

Student Objective

Students will analyze their thoughts and understanding of material before and after a test.

Overview

During initial learning, students occasionally arrive at misconceptions. Although these initial misconceptions are not inherently harmful, if left uncorrected, they can lead to greater educational struggles in the future. Asking students to reflect on their initial understanding and how their thinking has changed over time supports them in independently identifying their misunderstanding of material.

Materials/Set-Up

- Handouts:
 - 2.18a: How My Thinking Changed: Post-Assessment Paragraph
 - 2.18b: How My Thinking Changed: 3, 2, 1

Instructional Steps

- 1. Have students write to the following prompt: “What initial thoughts did I have about this topic, and how has my thinking changed?”**
2. With a partner, allow students to share their initial thinking about the topic and how some of that information was incorrect.
3. Record some of the thoughts on the board.
4. Following a large test or project, distribute How My Thinking Changed: Post-Assessment Paragraph and/or How My Thinking Changed: 3, 2, 1.
5. Have students use information from the previous Instructional Steps to reflect on their learning.

→ Extension

- To increase scaffolding, have students collectively brainstorm problem areas that they encountered during their learning.

ELL Integration: Provide students with sentence frames in order to strengthen their written responses.

How My Thinking Changed: Post-Assessment Paragraph

Name: _____ Topic: _____ Date: _____

Directions: Use the template below to write a paragraph comparing how you were thinking about the topic *before* the learning activity/unit with how you *now* think about the same topic. Feel free to write more than the space provides, using your own paper.

Before learning about _____, I thought
(topic of study)

_____. I based my thoughts on
(first impressions of the topic)

_____. Now, I think that this topic of study is
(reasons for your thoughts)

_____. I did/didn't change my mind because
(describe your current thoughts about the topic)

I realized _____.
(explain the reasons for your thoughts)

Adapted from "Promoting Student Metacognition" (2012) by Kimberly Tanner. The work originally appeared in *CBE—Life Sciences Education* and was inspired by "The Expert Learner: Strategic, Self-Regulated, and Reflective" (1996) by Peg Ertmer and Tim Newby. Used with permission. All rights reserved.

How My Thinking Changed: 3, 2, 1

Name: _____ Topic: _____ Date: _____

<p>3</p> <p>Ways in which my thinking about the topic changed</p>	
<p>2</p> <p>Things or events that caused these changes in my thinking</p>	
<p>1</p> <p>Question that I still wonder about</p>	

Adapted from “Promoting Student Metacognition” (2012) by Kimberly Tanner. The work originally appeared in *CBE–Life Sciences Education* and was inspired by “The Expert Learner: Strategic, Self-Regulated, and Reflective” (1996) by Peg Ertmer and Tim Newby. Used with permission. All rights reserved.

2.19: Attendance Matters

Student Objective

Students will analyze their attendance rates and monitor the effect that those rates have on their grades.

Overview

Teachers often mention to students the importance of attendance and punctuality, but students are infrequently offered the appropriate amount of time to deeply examine this concept. The Attendance Equals Achievement Reflection allows students to self-reflect on their own attendance and its correlation with their grades, future success, and employment opportunities.

Materials/Set-Up

- Handout:
 - 2.19a: Attendance Matters Reflection
- Records of current grades and attendance data for each student

Instructional Steps

1. Students will need access to their current grades and attendance data for this activity. If this data is not available, encourage students to make their best guesses.
2. Remind students of the importance of attendance and punctuality for their current grades, for the message they send to their teachers and peers, and for their future success and employment opportunities.
3. Distribute the Attendance Equals Achievement Reflection and allow students to individually complete the assignment.
4. Afterwards, debrief their responses, and then archive the reflection in their student portfolio.

→ Extension

- To increase rigor, utilize the completed Attendance Equals Achievement Reflection as the foundational text for a Socratic Seminar or a Philosophical Chairs activity with the following central statement: “Should students be required to attend classes in which they are already making good grades?”
- To integrate technology, allow students to access their grades and attendance data electronically throughout each grading period, complete an electronic version of the Attendance Equals Achievement Reflection, and then archive the form in a digital portfolio.

Attendance Matters Reflection

Name: _____ Topic: _____ Date: _____

Directions: Utilize this form to reflect upon your attendance up to this point in the school year. Pay close attention to the classes in which you are not performing up to your expectations and any attendance or tardiness issues in that class.

Class/Period	Grade	Absences	Instances of Tardiness

What correlation do you see between your grade and the number of absences/instances of tardiness in each class?

Do you feel that you were in school as much as you should have been?

Do you think that your grades are a good reflection of who you are as a student?

If colleges and employers looked at attendance and tardiness as vital to admissions and hiring, would they be pleased with your attendance? Why or why not?

Post-Assessment for Teachers

This post-assessment is intended to assist teachers in assessing their current level of supporting metacognition after incorporating concepts and activities from this chapter.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Teach students to become self-aware of their own metacognitive growth regarding the five steps.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>To what extent do students overestimate or underestimate their abilities?</i> • <i>Do students regularly assess where they are in the learning process and apply knowledge from past successes and failures?</i> 		
<p>Teach students to identify the strategies and skills that successful learners inherently employ.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How well can students analyze a task and create a realistic action plan?</i> • <i>Can students independently adjust the strategies that they use to complete a task?</i> 		
<p>Coach students' ability to dialogue with teachers and peers as they develop their metacognitive skills.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How effectively do students communicate with their teachers?</i> • <i>How effectively do students deal with miscommunications and misunderstandings?</i> 		
<p>Construct a support system for students in their classes.</p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>Do students independently seek out other students from their classes to support their success in the classroom?</i> • <i>Are students interacting with a peer group that will support or hinder their plans for college?</i> 		

**Visit the AVID Critical Thinking and Engagement:
Metacognition webpage on MyAVID for opportunities to:**

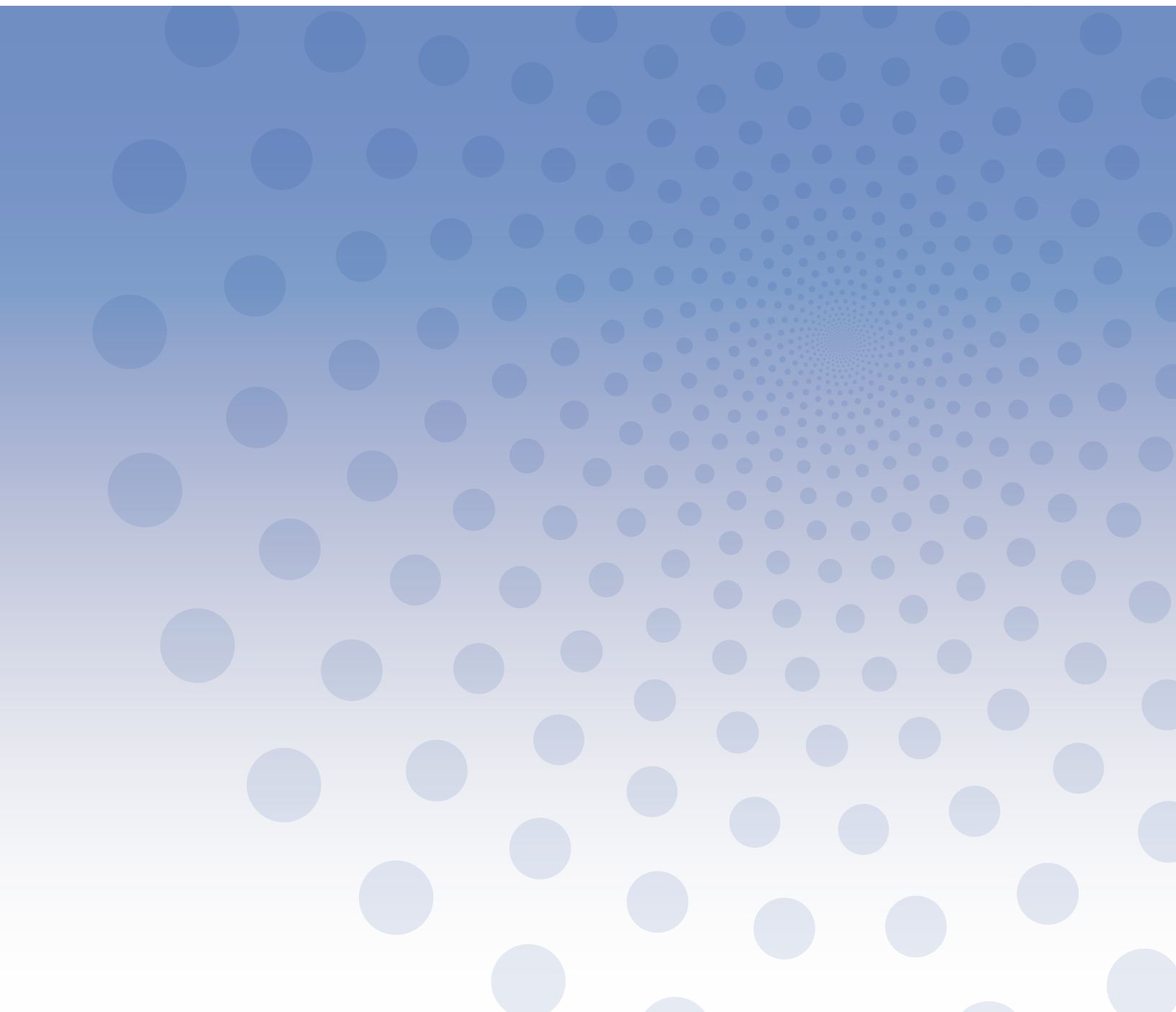
- View related materials for this chapter
- View and contribute to this chapter's discussion forum

<https://my.avid.org/curriculum>



Chapter Three: COLLABORATION

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



CHAPTER OUTLINE: COLLABORATION

Pre-Assessment for Teachers

Supporting Collaboration – Activities, Handouts, and Teacher Resources:

3.1: Creating a Collaboration Social Contract

3.2: Achieving Effective Collaboration

- 3.2a: Components of Effective Collaboration
- 3.2b: Academic Language Scripts
- 3.2c: Teaching the Components of Effective Collaboration

3.3: Group Roles

- 3.3a: Defining Group Roles
- 3.3b: Table Tents for Collaborative Group Roles

3.4: Collaborative Group Projects

- 3.4a: Collaborative Group Project Contract
- 3.4b: Collaborative Group Project Contract – Think-Aloud

3.5: Debriefing Collaboration

- 3.5a: Reflective Questions for the Components of Effective Collaboration

3.6: Collaborative Study Groups

- 3.6a: Collaborative Study Group Summary
- 3.6b: Collaborative Study Group Individual Reflection

Collaborative Structures – Activities, Handouts, and Teacher Resources:

3.7: Four Corners

3.8: Carousel Brainstorm

3.9: Fishbowl

3.10: Give One, Get One

3.11: Helping Trios

3.12: Jigsaw

3.13: Numbered Heads Together

3.14: Pairs Check

- 3.14a: Pairs Check Discussion Guide

3.15: Think–Pair–Share

3.16: WICOR Partners

- 3.16a: WICOR Partners Log

Post-Assessment for Teachers

“Coming together is a beginning, keeping together is progress, working together is success.”

Henry Ford

Collaboration

Collaboration centers on the effective sharing of information amongst individuals. In an educational context, collaboration affords students the opportunity to work with peers in various group configurations as they engage subject matter across content areas. Collaboration is essential for student success as it entails experiencing the challenges and opportunities associated with a diversity of perspectives and working styles, which can deepen metacognitive thinking, accelerate learning, and broaden perspective. Providing students with the opportunity to work with different peers—from diverse backgrounds and with varying experiences—strengthens not only the class community, but enriches the learning experience for every student involved.

Collaboration needs to be explicitly taught, as many students may not know how to engage appropriately and respectfully with one another. Each member of the class must take part in cultivating an environment based on trust, understanding, and support. Clear expectations for how to work collaboratively are essential, so creating, as a class, a social contract governing how to collaborate is advised. Additionally, proactively teaching components of effective collaboration will help students feel empowered when it comes to engaging with one another.

Collaboration is at the center of WICOR and the AVID curriculum, and remains a critical component of AVID’s instructional methodology. Collaboration allows students to grow and learn from one another, support one another, and appropriately challenge themselves and their peers to stretch beyond their limits—stepping out of their comfort zones if need be—in order to broaden their own understanding and worldviews. When students engage each other through the collaborative structures described in this chapter, they are afforded the opportunity to effectively, and respectfully, work together. The structures are designed to teach students to take responsibility for their own work and the learning of their classmates, as well as develop oral language, listening, writing, reading, self-advocacy, leadership, and higher level thinking skills, while achieving specific learning goals. This is all in support of the ultimate goal of student collaboration, which, according to Johnson and Johnson (1999), is the actualization of positive interdependence to promote interaction, encourage accountability, develop teamwork and individual skills, and encourage processing and self-assessment.

By the end of this chapter, the reader will be able to:

- Create a community through the use of collaborative structures.
- Explain how collaboration supports and honors student differences that benefit the classroom community.
- Engage students in creating and monitoring the norms for successful collaboration.
- Develop students’ abilities to utilize collaborative structures during projects.

Pre-Assessment for Teachers

This pre-assessment is intended to assist teachers in assessing their current level of supporting collaboration.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Create a community through the use of collaborative structures.</p> <p>Consider:</p> <ul style="list-style-type: none"> • How often do you use collaborative structures in your lesson plans? • Do you feel confident with understanding when and how to use each of the collaborative structures? 		
<p>Explain how collaboration supports and honors student differences that benefit the classroom community.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Do you feel as though you know how to use extension activities to accommodate students' needs? • How do you accommodate students when using collaborative structures? 		
<p>Engage students in creating and monitoring the social contract for successful collaboration.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What are the skills that need to be explicitly taught to enable successful collaboration? • How are students held accountable for effectively using collaboration? 		
<p>Develop students' abilities to utilize collaborative structures during projects.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What systems are in place for having students use collaborative structures? • How often are the students given opportunities to collaborate? 		

Supporting Collaboration

Deciding when students will collaborate is as important as deciding how students will collaborate. Oftentimes, this means predetermining what support is needed for the group or the task at hand to be successful. This includes taking group configurations into consideration, accommodating for larger projects, and defining responsibilities associated with each student's role. Having a clear understanding of what to do during a group assignment will afford students a greater chance of successfully completing an assignment efficiently and effectively.

Building Mutual Trust

In establishing a foundation of mutual trust—by way of intentional and consistent collaboration—teachers are able to better shape lessons and support how students engage in a learning activity. They can also structure the delivery of information to create an environment conducive to participation and engagement. Covey (2014) notes that the synergy of collaborative efforts greatly increases student learning. As a result of engaging in collaborative structures, students not only deepen their understanding of subject matter, but also deepen their understanding of themselves and their peers.

Debriefing

After completing an activity, take the opportunity to reflect upon what went well, what was a struggle, and what will further empower students to celebrate successes and take responsibility for navigating opportunities for growth differently next time. Debriefing collaborative efforts by answering questions and sharing with peers gives students their voice and reminds them that they will be held accountable for their participation. Reflecting on the process also encourages creatively determining how to enhance collaboration. Consider how to enrich collaboration opportunities by using technology synchronously or asynchronously in order to collaborate virtually and by creating collaborative study groups.

3.1: Creating a Collaboration Social Contract

Student Objective

Students will deepen their ability to utilize collaborative skills as they hold themselves and their peers accountable.

Overview

This activity will allow students to develop a set of collaboration norms regarding class interactions. By creating a collaboration social contract, students are more apt to take responsibility and hold their peers accountable, without making redirection of behavior or words personal.

Materials/Set-Up

- Chart paper
- Markers

Instructional Steps

1. At the outset of the school year, create groups of three or four students. Give groups time to brainstorm what their understanding/definition of collaborative work is and have them discuss expectations for collaborative work.
2. After the allotted time elapses, have each group share their brainstorming ideas with the class as one student captures each group's thoughts on chart paper for all to see.
3. Once each group has shared, determine if there are any patterns to what students are saying and compile these understandings/definitions and expectations on another piece of chart paper so students can see how all of the ideas are being honored and pared down based on commonalities.
4. Once the students' shared information has been compiled and codified, formulate it into a collaboration social contract.
 - This contract can be separate from the general social contract of the class or attached to it as an addendum.
5. The collaboration social contract should be posted in the classroom and referenced often throughout the year, drawing students' attention to the verbiage of the collaboration social contract in order to coach them.

→ Extension

- To increase rigor, after recording all standards and expectations, challenge the groups to turn the list of norms into an acronym or acrostic by reframing or restating the norms as necessary. Have groups present these to the larger group, and then vote for the best one as a class.
- To integrate technology, use a collaborative document-creation tool, such as Google Docs, to compile group suggestions into a collaboration social contract. Students can use the comments feature to fine-tune the proposed suggestions.



3.2: Achieving Effective Collaboration

Student Objective

Students will learn how to negotiate their own roles within a collaborative group through the use of effective elements of collaboration.

Overview

The following activity will aid with explicitly teaching students how to collaborate. The components of effective collaboration will provide common language among students for effectively communicating with one another during collaboration.

Materials/Set-Up

- Handouts:
 - 3.2a: Components of Effective Collaboration
 - 3.2b: Academic Language Scripts
- Teacher Resource:
 - 3.2c: Teaching the Components of Effective Collaboration

Instructional Steps

1. Provide a copy of Components of Effective Collaboration to each student and introduce the topic.
2. Go over the components as a class and determine if there are any vocabulary words or concepts that need to be discussed for further clarification.
3. Have students partner up with someone whom they have not yet spoken with that day and explain the components to one another.
4. Additional tips for initiating collaborative work throughout the year are included below:
 - As students engage in various collaborative activities during the school year, it will be important to provide them with a specific collaboration focus for the activity.
 - Pre-determine which component will be the focus of the activity and have students examine this component prior to the beginning of the group task.
 - Hold students accountable during the activity for using this component. As students feel more comfortable with using the components, consider challenging them to focus on two or more components in the next activity, until ultimately, the majority—if not all—of the components are used effortlessly as students engage with collaborative activities independently.
 - Once the activity has concluded, as a class, reflect upon that same component to determine what went well and what opportunities can be worked on next time.

→ Extension

- To increase scaffolding, hold students accountable for using academic language to accurately identify when one of the components was used. Refer to Academic Language Scripts.
- To integrate technology, have students mark the text digitally, using a PDF reader app or opening the document in Microsoft Word or Google Docs. Students can add digital remarks or comments as a reflection on their progress in that collaborative skill area.

Components of Effective Collaboration

Component	What Is It?	Tips
Positive and Productive Communication	Positive and productive communication includes verbal (speech) and non-verbal (body language/facial expressions) messages that are respectful and focused on the task or goal. This also includes active listening skills, speaking skills, and a team's communication using technology outside of class.	<ul style="list-style-type: none"> • Be aware of both tone of voice and body/facial expressions. • Use technology (e.g., email, Skype, FaceTime, Dropbox, Edmodo, Google Drive, etc.) to continue communicating outside of class.
On-Task Behavior	The team focuses on the task and avoids distractions.	<ul style="list-style-type: none"> • Make sure that the group is not too close to other groups. Find a private space if possible. • Invite team members to participate.
Equitable Work	Group members divide responsibilities fairly, and ensure that all students have the opportunity to share ideas.	<ul style="list-style-type: none"> • Be willing to listen to all ideas and decide, as a group, which idea (or combination of ideas) is best. • Do your share of the work. • Invite team members to participate.
Task Analysis	The team identifies the goal and plans out a course of action to meet the goal.	<ul style="list-style-type: none"> • As a team, read instructions carefully and mark the text (take notes on the instruction sheet) if possible. • Identify the goal/target and refer back to it each time that the group meets. • Use tools (e.g., collaboration social contract, agenda/planner, backwards mapping) to break up the assignment into logical parts.
Leadership	Group members (maybe more than one) encourage all students to participate and contribute, and may provide group with direction and a sense of purpose.	<ul style="list-style-type: none"> • Encourage others. • Identify team strengths and interests, and distribute work accordingly. • Share the leadership.
Conflict Management	When disagreements arise, group members use specific strategies to find a resolution.	<ul style="list-style-type: none"> • Utilize the conflict management process. • Use tools, such as the Conflict Mediator Rubric, to manage disputes.

Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to... (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

Interrupting

- Excuse me, but.... (I don't understand.)
- Sorry for interrupting, but.... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that....
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are ____ and ____ similar?
- Why is ____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that....
- In my opinion....
- It seems to me that....
- Not everyone will agree with me, but....

Building on What Others Say

- I agree with what _____ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder if...? I think.... Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that.... I agree, and also think....
- Based on the ideas from _____, _____, and _____, it seems like we all think that....
- That's an excellent point, and I would add....

Soliciting a Response

- Do you agree?
- _____ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- _____ [name], what did you understand from that answer?

Disagreeing

- I don't really agree with you because....
- I see it another way. I think....
- My idea is slightly different from yours. I believe that.... I think that....
- I have a different answer than you....

Offering a Suggestion

- Maybe you/we could....
- Here's something that we/you might try....
- What if you/we...?

Classroom Reporting

- _____ [name] explained to me that....
- _____ [name] pointed out that....
- _____ [name] mentioned that....
- _____ [name] shared with me that....
- _____ [name] brought to my attention that....
- _____ [name] pointed out something interesting/intriguing/surprising/etc....

Teaching the Components of Effective Collaboration

Intentionally and explicitly teaching the following components of effective collaboration to students prior to group assignments is critical. To accomplish this, a teacher must have a clear understanding of the following.

Positive and Productive Communication

Students must be skilled in the art of both verbal and non-verbal communication. For a direct resource on this topic, refer to Academic Language Scripts.

On-Task Behavior

In order for groups to successfully complete a task, team members must focus and avoid distractions. At the outset of the year, teachers will need to monitor this closely and coach groups to find ways for all students to participate. For example, if using roles, play the role of the facilitator in a group where a student does not seem to be actively engaged. Demonstrate how group members can invite students to participate in a non-threatening way: “We haven’t heard from you lately, what do you think about...,” or “I know you are really good at..., would you please help us...”

Equitable Work

Group members must learn how to break up assignments fairly and ensure that all voices are heard and valued. Consider discussing with the class what this would look like or sound like during a group assignment.

Task Analysis

This refers to the ability of a group to identify the goal and break up the task into logical parts. For more information and resources on this subject, refer to the [Project Action Plan for Self-Directed Students](#).

Leadership

Effective teams demonstrate shared and flexible leadership, and all students have the potential to develop into leaders with practice and explicit instruction. For concrete ways to develop student leaders, see the [Leadership Development](#) chapter.

Conflict Management

Conflicts will inevitably arise during collaborative work. For a variety of tools to effectively coach students in resolving conflicts, see the [Leadership Development](#) chapter.

3.3: Group Roles

Student Objective

Students will compare the various roles associated with collaboration.

Overview

The following activity affords students the opportunity to learn about each of the four roles associated with collaboration. Students will be assigned these roles throughout the year as they engage with various tasks.

Materials/Set-Up

- Handout:
 - 3.3a: Defining Group Roles
- Teacher Resource:
 - 3.3b: Table Tents for Collaborative Group Roles
- In advance of the activity, complete the following:
 - Print copies of the Table Tents for Collaborative Group Roles for each group on durable paper, such as cardstock.
 - Cut out each of the Table Tents for Collaborative Group Roles.
 - Ensure that each group is provided with a copy of each of the four roles.

Instructional Steps

1. Assign each student a role: facilitator, scribe, communications expert, or materials organization specialist (MOS).
2. Once each student has been assigned a role, ask them to take the corresponding table tent and stand it up in front of them.
3. In groups, provide time for students to discuss their current understanding of their assigned role.
4. Once students have shared, layer their understanding by providing them with additional information via Defining Group Roles.

→ Extension

- To integrate technology, have students use a digital calendar or spreadsheet to document the project tasks for each member, based on their assigned roles.

Defining Group Roles

Facilitator

Facilitators work to maintain focus and momentum throughout the task. They ensure that all voices are heard and considered, and encourage group members to keep the end product in mind. Facilitators serve as timekeepers and keep track of group progress toward stated goals. For students familiar with AVID tutorials, this role is similar to that of the tutor. This role is not “group leader.” Leadership is not a role that can be “assigned.”

Scribe

The scribe’s job is to take notes during group discussions, brainstorming, and planning meetings. Keeping a written log of communications, ideas, and research is critical to the collaborative effort. Students may need to refer back to prior meeting minutes to focus group efforts on achieving the final goal. The scribe also shares responsibility for overseeing any final written product.

Communications Expert

The communications expert represents the voice of each group. This student will lead efforts related to presenting information back to the class or larger community. This role is also tasked with communicating questions or concerns to the teacher. This person does not necessarily take on all of the presentation, just the leadership. In many group assignments, it would not make sense for a single person to present all of the findings—especially when the intent is that all students practice public speaking strategies.

Materials Organization Specialist (MOS)

The MOS role is essential to each group. This is not a glorified collector and returner of glue sticks, construction paper, and markers—although this is one of the tasks that the MOS oversees. The MOS is responsible for all group materials. Most importantly, this student is in charge of the effective utilization of non-human resources. The MOS ensures that all students are utilizing their notes to effectively contribute to the group discussion and encourages students to locate and share relevant resources. In addition, the MOS manages technology and coordinates group research.

Table Tents for Collaborative Group Roles

Directions: Print copies of the table tents for each group on durable paper (e.g., cardstock). Cut out the table tents and have each student stand up the table tent that describes his or her role. Students may refer to the table tents throughout the collaborative assignment.

<p>Jobs</p> <ul style="list-style-type: none"> • Maintain group focus • Ensure that all ideas are heard • Keeps goals in mind • Track progress and monitor time <p>Facilitator</p> <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "Janie, we haven't heard from you yet. What do you think?" • "How are you progressing with your assigned task? When do you think it will be ready?" • "That's really funny, but let's stay focused on our goals." 	<p>Jobs</p> <ul style="list-style-type: none"> • Maintain group focus • Ensure that all ideas are heard • Keeps goals in mind • Track progress and monitor time <p>Facilitator</p> <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "Janie, we haven't heard from you yet. What do you think?" • "How are you progressing with your assigned task? When do you think it will be ready?" • "That's really funny, but let's stay focused on our goals."
<p>Jobs</p> <ul style="list-style-type: none"> • Take all notes during group meetings • Keep a written log of communication • Take leadership for any written products <p>Scribe</p> <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "That was an awesome idea! Can you repeat what you said, so I can record it exactly as you said it?" • "Let's look at our meeting notes from yesterday before we get started." 	<p>Jobs</p> <ul style="list-style-type: none"> • Take all notes during group meetings • Keep a written log of communication • Take leadership for any written products <p>Scribe</p> <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "That was an awesome idea! Can you repeat what you said, so I can record it exactly as you said it?" • "Let's look at our meeting notes from yesterday before we get started."

For a source upon which this was adapted, see the "Cooperative Group Role Cards" lesson, provided by ReadWriteThink.org, a website developed by the International Reading Association and the National Council of Teachers of English.

Table Tents for Collaborative Group Roles

<p>Communications Expert</p> <p>Jobs</p> <ul style="list-style-type: none"> • Lead oral presentations • Represent the group during class discussions • Serve as a group representative when questions for the teacher arise <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "How should we say this?" • "I don't understand this section of the rubric. Can anyone explain it, or should I ask the teacher to clarify?" 	<p>Communications Expert</p> <p>Jobs</p> <ul style="list-style-type: none"> • Lead oral presentations • Represent the group during class discussions • Serve as a group representative when questions for the teacher arise <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "How should we say this?" • "I don't understand this section of the rubric. Can anyone explain it, or should I ask the teacher to clarify?"
<p>Materials Organization Specialist (MOS)</p> <p>Jobs</p> <ul style="list-style-type: none"> • Ensure that the group utilizes all necessary resources (e.g., notes, texts, Internet) to complete the task successfully • Compile the different contributions from each group member into one product (e.g., PowerPoint, poster board, website, brochure) • Gather and return necessary class supplies <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "Where do you think your article fits best on our team website?" • "Let's take out all of our notes on the topic and review before we start today." 	<p>Materials Organization Specialist (MOS)</p> <p>Jobs</p> <ul style="list-style-type: none"> • Ensure that the group utilizes all necessary resources (e.g., notes, texts, Internet) to complete the task successfully • Compile the different contributions from each group member into one product (e.g., PowerPoint, poster board, website, brochure) • Gather and return necessary class supplies <p>What It Might Sound Like:</p> <ul style="list-style-type: none"> • "Where do you think your article fits best on our team website?" • "Let's take out all of our notes on the topic and review before we start today."

For a source upon which this was adapted, see the "Cooperative Group Role Cards" lesson, provided by ReadWriteThink.org, a website developed by the International Reading Association and the National Council of Teachers of English.

3.4: Collaborative Group Projects

Student Objective

Students will learn to structure discussion and document their goals, expectations, skills, and action plan for completion of large collaborative projects or assignments.

Overview

Collaborative Group Projects provides a template for collaborative groups to follow as they plan, analyze the task, discuss group expectations, and share skills and interests. The template will ultimately provide the groups with information needed to assign appropriate chunks of work, set a timeline for execution, define success, and map out future meeting dates.

Materials/Set-Up

- Handouts:
 - 3.4a: Collaborative Group Project Contract
 - 3.4b: Collaborative Group Project Contract – Think-Aloud
- In advance of the activity, complete the following:
 - Determine how many students will be in each group. The size of the groups will depend on the project. It is important to remember that collaborative effort requires diversity in team members, and heterogeneous groups are a way to accomplish this.

Instructional Steps

1. After reviewing directions for the collaborative group project, distribute one copy of the Collaborative Group Project Contract and Collaborative Group Project Contract – Think-Aloud to each group.
 - The Collaborative Group Project Contract is a document that holds the group and group members accountable, as it provides the final agreed upon information.
2. The Collaborative Group Project Contract – Think-Aloud affords the group the opportunity to calibrate their understanding of the task at hand and their role in the project, so all group members have a clear understanding of their responsibilities. This document is a workspace for group members, as they consider how they will complete the task before they sign the contract. Provide time for each group to discuss and make decisions about each item on the Collaborative Group Project Contract – Think-Aloud.
3. Each group will need to capture their final decisions on the Collaborative Group Project Contract.
4. Have each group member sign the Collaborative Group Project Contract before submitting it.

→ Extension

- To integrate technology:
 - Have students use a collaboration site, such as Google Docs, Edmodo, or TitanPad, to create their Collaborative Group Project Contract.
 - Use technology, such as Google Keep, Google Calendar, Wunderlist, Orchestra, Evernote, or 30 Boxes, to create group task lists and calendars.
 - Require students to contact each other periodically (via instant messaging, text messaging, etc.) and keep a communication log as evidence.

Collaborative Group Project Contract

Directions: Complete this contract before you begin working on your project.

Today's Date: _____ **Project Due Date:** _____

Goals: Read aloud the directions for the project. Circle all key terms and underline the main ideas. Next, discuss your goals for the project. What will your finished product look like? What is your target grade as a group? Describe in detail what success will look like at the end of the project.

Group Expectations: Discuss the group expectations for collaboration and write down your rules. Questions for discussion: What do we expect of each other during this project? What rules and procedures should be in place to help us accomplish our goal?

Skills, Interests, and Roles: Take time to discuss and list the skills (e.g., computer-related, research, writing, speaking, etc.) and interests of each team member. If your group will be using roles (e.g., facilitator, scribe, communications expert, materials organization specialist), record each team member's role, as well.

Team Member Name	Skills and Interests	Role

Action Plan: Review the rubric for the assignment, refer back to the skills and interests of all teammates, and use your planner/agenda as you complete this section. Now that you know what the end product will look like, break up the project into chunks. Decide which group members are responsible for each chunk and when these will be due. Be sure to include how you will review the work of each group member.

Actions	Team Member(s) Responsible	Due

Collaborative Group Project Contract

We share this common vision and have collaborated to set clear expectations and a plan for our group's success. We all agree to the rules, procedures, and action steps set forth in this document.

Name	Signature	Contact Information

Collaborative Group Project Contract – Think-Aloud

Directions: Complete this contract before you begin working on your project.

Today’s Date: _____ **Project Due Date:** _____

<p>Goals: <i>Read aloud the directions for the project. Circle all key terms and underline the main ideas. Next, discuss your goals for the project. What will your finished product look like? What is your target grade as a group? Describe in detail what success will look like at the end of the project.</i></p>		
<ul style="list-style-type: none"> • Who is the target audience for the project (e.g., students, teacher, principal, adults in the community, etc.)? • Describe the product that you will create. What will it look like? Are you creating a PowerPoint or a different multimedia presentation? Will you present this aloud? • What grade will you earn? Are all team members in agreement? If your goal is to earn an “A,” do all team members have a clear idea of how you will earn that grade? 		
<p>Group Expectations: <i>Discuss the group expectations for collaboration and write down your rules. Questions for discussion: What do we expect of each other during this project? What rules and procedures should be in place to help us accomplish our goal?</i></p>		
<ul style="list-style-type: none"> • Brainstorm and list rules for collaboration. • How will you resolve any conflicts that arise? • How will you communicate with each other outside of class (e.g., text, email, Edmodo, etc.)? 		
<p>Skills, Interests, and Roles: <i>Take time to discuss and list the skills (e.g., computer-related, research, writing, speaking, etc.) and interests of each team member. If your group will be using roles (e.g., facilitator, scribe, communications expert, materials organization specialist), record each team member’s role, as well.</i></p>		
Team Member Name	Skills and Interests	Role
	What am I good at (e.g., writing, locating information online, keeping others focused and on-task, motivating others, creating multimedia presentations, public speaking, etc.)?	Which role is best for me, given my interests and skills?
<p>Action Plan: <i>Review the rubric for the assignment, refer back to the skills and interests of all teammates, and use your planner/agenda as you complete this section. Now that you know what the end product will look like, break up the project into chunks. Decide which group members are responsible for each chunk and when these will be due. Be sure to include how you will review the work of each group member.</i></p>		
Actions	Team Member(s) Responsible	Due
What should we do first as a group?	All team members	Today?
How can we break the work into pieces?	Who will lead each chunk?	When must my part be completed so my team can review and put the pieces together?
How should we handle group review?	Entire group? Specific team members?	
How do we go about synthesizing (i.e., combining) all parts?	Team?	

Collaborative Group Project Contract – Think-Aloud

We share this common vision and have collaborated to set clear expectations and a plan for our group's success. We all agree to the rules, procedures, and action steps set forth in this document.

Name	Signature	Contact Information

3.5: Debriefing Collaboration

Student Objective

Students will hone their collaborative skills by reflecting on personal experiences.

Overview

Debriefing the collaboration experience provides students with time to reflect on the quality of their collaborative session. Having students **answer debrief questions verbally or in writing** is an effective way to give them a chance to process their collaborative effort.

Materials/Set-Up

- Teacher Resource:
 - 3.5a: Reflective Questions for the Components of Effective Collaboration

Instructional Steps

1. For this activity, students will want to refer to their copy of Components of Effective Collaboration.
2. After the collaboration activity has commenced, remind students of the focus area from the Components of Effective Collaboration, which was provided before the collaborative process began.
3. **Provide students with the opportunity to engage in a quickwrite using the identified focus area's pre-determined questions from Reflective Questions for the Components of Effective Collaboration.**
4. After the time elapses, have students share their answers to the questions with a partner who is *not* in their collaborative group. Encourage students to integrate academic vocabulary that was used during class that day or is the focus of study.
 - For example, prior to engaging in a collaborative structure, identify for the students that the focus area will be “on-task behavior.” This is the same focus area that will be used during the reflection, as students answer the two questions associated with this area.

➔ Extension

- To integrate technology, push out questions using a quick assessment tool, such as Google Forms or Nearpod.

ELL Integration: It is advisable to provide time for students to first answer the debrief questions verbally in pairs, and then in writing.

ELL Integration: Provide students with sentence frames in order to strengthen their written responses.

Quickwrite is a fluency activity where students write non-stop for two to five minutes on a specific topic that they are studying. The purpose of focused writing is for students to find out what they know about a topic, to explore new ideas, and to find out what they need to learn about a topic.

Example: “Before we start our lesson today, compose a quickwrite to the following prompt: What people in my life are encouraging me to go to college, and how are they supporting me in being college-ready?”

Reflective Questions for the Components of Effective Collaboration

Ask students to explain any collaborative structures that they used during the project. They should explain whether they used roles, and if they did, which role that they chose.

Positive and Productive Communication

- Why is clear communication important during this activity?
- On a scale of 1–5—with 5 being the best—rate your own communication during the activity. Remember that communication includes active listening skills as well as speaking skills.
- On a scale of 1–5—with 5 being the best—rate your team’s communication during the activity. Explain with details from the activity.
- Describe your own or your team’s non-verbal communication during the activity.
- How would you characterize the group’s communication? Open and honest? Reserved? Judgmental? Provide examples to support your answer.

On-Task Behavior

- Did you remain on-task the entire time? Explain why or why not.
- Did all group members remain on-task? How did the on-task and/or off-task behaviors affect your group? Did you complete the task and/or accomplish the goal?

Equitable Work

- Explain what you did to contribute to the group.
- How do you feel when your success depends on others?
- How do you feel knowing that your teammates were counting on you?
- How did your group decide who would do what?

Task Analysis

- Describe what your group did first.
- How did your group decide what to do and how to do it?
- Did you read the instructions together as a group? Did you break the assignment into parts?

Leadership

- Describe the leadership of your group. Was there a single leader? Was leadership shared throughout the group? Explain using details from the activity.
- Did you accept any leadership during the activity? Describe what you did that made you a leader.

Reflective Questions for the Components of Effective Collaboration

Conflict Management

- Describe a conflict that arose during the activity. How did your group handle the conflict?
- What conflict management strategies did you use to resolve conflicts within your group? Were you successful? Explain in detail what happened and how you addressed it.
- Explain how ideas were shared and how the team decided on a course of action.

General Debrief Questions

- What went well today?
- What could your group improve upon in the future? Be specific. What would you do differently?
- What skills did you practice today? Explain what you did and how you developed that skill today.
- Explain how working in a collaborative group helped you learn something today.
- Evaluate the success of your group. On a scale of 1–5, how successful was your group? Explain using details from the activity.
- Explain how ideas are better through collaboration.
- What processes were used to collaborate?
- Did the group accomplish the goal? How?

3.6: Collaborative Study Groups

Student Objective

Students will learn to form and facilitate their own collaborative study groups.

Overview

Collaborative study groups are a powerful way for students to take ownership of their education and independently practice the use of a variety of collaborative structures.

Materials/Set-Up

- Handouts:
 - 3.6a: Collaborative Study Group Summary
 - 3.6b: Collaborative Study Group Individual Reflection

Instructional Steps

1. Consider running a collaborative study group during class so students learn how to run them independently.
2. Model how to create collaborative study groups by placing students who are taking the same course in groups of three or four.
3. Provide students with the following guidelines:
 - Groups should meet regularly, inside or outside of school, to discuss and study content.
 - Students are responsible for making wise choices in study partners.
 - For each collaborative study group session, expectations should be set, resources should be prepared, and a basic agenda should be created.
4. After students have participated in the collaborative study group, inform them that they will complete the summary and/or individual reflection.
 - Distribute one copy of the Collaborative Study Group Summary to each group and one copy of the Collaborative Study Group Individual Reflection to each student before they participate in a collaborative study group.
5. Verbally debrief with them on the experience and how it can be improved upon for next time.

→ Extension

- To increase rigor, after participating in a collaborative study group session, have students reflect on the activity outcomes and how the group can more effectively study in future group sessions.
- To integrate technology, have students complete the Collaborative Study Group Summary and Collaborative Study Group Individual Reflection digitally, and then archive in a digital portfolio.

Collaborative Study Group Summary

Directions: After concluding a collaborative study group session, complete this summary.

Topic of Study: _____

Names of Those Who Attended	Date of Meeting: _____
	Location of Meeting: _____
	Time of Meeting: _____
<p>Describe the material that you covered (e.g., types of problems, topics, AP review, review for a test, etc.) and any technology that was used before, during, or after the collaborative study group session (e.g., texting, social media, videoconferencing, etc.).</p>	

Signatures:

Collaborative Study Group Individual Reflection

Name: _____ Date: _____ Role: _____

Directions: After concluding a collaborative study group session, complete this reflection.

Subject Area	
Topics Discussed	
Individual Expectations Going Into the Study Group	
Resources Used, Including Any Technology Resources	
Reflect: Were Your Expectations Met?	
Goals for Next Collaborative Study Group	

Collaborative Structures

Collaborative structures are effective methods to work together in a way that brings collaboration to life, especially for teachers and students who are new to a classroom environment in which students will come to own most of the talking and interactions. The following structures can be embedded into any lesson or content area to increase collaboration and student engagement—with both the content and the collaboration itself. The value and effectiveness of collaborative structures will increase throughout the year as teachers and students become more comfortable with collaboration and these structures, eventually allowing teachers to tweak or enhance the current collaborative structures to better meet the needs of the group or the task at hand.

Preparing Collaborative Structures

Teachers can greatly increase the likelihood of success when using collaborative structures by providing students with clear instructions—including a time limit—before they move into their groups. Additionally, teachers should establish a specific routine for moving students into groups. Students may need to practice this routine until they master moving into their groups quickly, with the proper proximity and physical arrangement. If students do not understand the task and its desired outcome, the time frame, or how to efficiently move into groups, chances are that the efforts of the group will be unsuccessful.

Conducting Collaborative Structures

It is natural for conflict to arise when conducting collaborative structures. In response, teachers often feel the need to intervene, oftentimes too early. Instead, students should be taught about properly dealing with conflict through conflict management styles. Additionally, students should be referred back to the [Collaboration Social Contract](#) to celebrate successes and guide missteps. At the end of the group task, time should be allotted for reflection and a debrief of the process. The main points from the reflection can be used as initial goals for the next collaborative activity.

3.7: Four Corners



Student Objective

Students will deepen their knowledge about a topic by working collaboratively with others who possess similar baseline levels of understanding.

Overview

This structure can be used as a tool for students to evaluate both ideas and products. Use Four Corners to check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Set up the room by placing one of four topical posters in each of the four corners of the classroom. For example, if the purpose of the activity is to have students evaluate an idea, make four “posters” (e.g., Strongly Agree, Agree, Disagree, and Strongly Disagree) and post them in the four corners of the room.

Instructional Steps

1. Read a statement aloud (e.g., “Failure is an important part of life”), and have the students **write down** whether they strongly agree, agree, disagree, or strongly disagree with the statement and why.
2. When finished writing, have the students move to the corner that most accurately represents their stance.
3. Students then engage in a group discussion justifying why they chose their corner.
4. Each group will need to identify a spokesperson who will summarize their group’s position for the rest of **the groups**.
5. Allow each group to share and engage in a debate with each other, ensuring that before a group shares their next point, they summarize the point of the group that preceded them.

➔ Extension

- To increase rigor, use this collaborative structure to evaluate a product (e.g., an anonymous Cornell notes sample) and replace the agreement posters with grades (e.g., A, B, C, and D/F instead of Strongly Agree, etc.). Pass out copies of the product in question and ask students to assign it a grade and explain why in writing. Have students move to the corner that matches their assigned grade and discuss their reasoning. After each group discusses why they chose that corner, have groups (or a group representative) debate their position with the other groups.
- To integrate technology, have each corner group (or small groups in each corner) use a social media or blogging platform to post their reasons justifying why they chose their corner, and then read the other corners’ posts in lieu of a verbal share-out.

ELL Integration: Consider providing a word bank, so students have the vocabulary to formulate why they feel the way that they do. Ensure that all words in the word bank have been defined as a group with the students.

ELL Integration: Have students rehearse the summary with a partner, and then share out to the larger group.



3.8: Carousel Brainstorm

Student Objective

Students will contribute information and opinions in response to pre-determined questions/stimuli located on chart paper around the room.

Overview

This structure is used to build background knowledge, review material, or generate opinions. Carousel Brainstorm encourages students to build upon one another's ideas, with maximum participation.

Materials/Set-Up

- Chart paper
- Markers or other writing utensils
- In advance of the activity, complete the following:
 - Compile several stimuli (e.g., topic, question, image, quotation) based on a previous or upcoming lesson/unit.
 - Write a different stimulus at the top of each sheet of chart paper and post these around the classroom.

Instructional Steps

1. Create as many groups as there are stimuli posted around the room (e.g., for seven stimuli, create seven groups of students).
2. Send each group to a different piece of chart paper. It may be helpful to assign each group a color of marker, to differentiate each group's contributions.
3. Give each group a short amount of time to brainstorm as many ideas as possible for the question/stimulus before them.
4. After the allotted time is up, have all groups rotate to the next poster. Each group will now review the ideas on the chart and add their own ideas and questions.
5. Repeat this process until all of the groups have recorded ideas for each question/stimulus.
6. Once all of the groups have been to all of the posters, have students complete a **Gallery Walk** to review all of the posters, discussing ideas that other groups added.

Gallery Walk is a structured activity for sharing group products. Have students/groups either post or place their products around the perimeter of the room. Then, have the students slowly circulate around the classroom and peruse each group's product.

Example: "Select one member from your group to take your one-pager about Costa's Levels of Thinking and stand against a wall of the classroom. Once they get there, the rest of us will Gallery Walk around the room. Make sure to pay attention to how they illustrated each Level of Thinking."

➔ Extension

- To increase rigor, use this collaborative structure as a technique for review the day after students complete Cornell notes. The topics on the posters could come from their notes, and students can then use their notes to generate ideas.
- To integrate technology, use a collaborative word processing tool, such as Google Docs, with one document for each prompt. For the Carousel Brainstorm, groups can "visit" each of the documents and add their own ideas—either with a new color/different font. For the Gallery Walk, they can review the documents and use the comments feature to layer on a discussion.

3.9: Fishbowl



Student Objective

Students will model a process or concept for others, either in groups or for the whole class.

Overview

This structure emphasizes the collaborative process as much as the content discussed. Fishbowl is typically used to model a process and for giving groups the opportunity to have a structured discussion, while others have an opportunity for structured listening.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Prepare the room for where the “fish”—or inner circle of students—will sit. This may include moving desks to create the circle.
 - Encourage those who aren’t “fish” to have a writing utensil and paper ready to capture notes and thoughts.

Instructional Steps

1. Identify a collaborative process or concept to be demonstrated (e.g., task completion, problem solving, group discussion, group brainstorm).
2. Select a group of students to demonstrate the process—the “fish” inside of the fishbowl.
3. Explain to the remaining students that they are on the outside of the fishbowl, looking inward. Their goal is to observe both the content and the process. Have this group of students form a circle or semicircle around the “fish.”
4. Give a set of instructions to the “fish” and allow them to work through the assignment. As necessary, provide guidance to the fishbowl group.
5. As the “fish” work and communicate, the observers should take notes.
6. Debrief the activity with the entire class, relying on the student observers to share insights into the collaborative process used by the “fish” to complete their task.

→ Extension

- To increase rigor, create an assessment sheet for observers to note, for example, how often the “fish” spoke, what level of questions or comments the “fish” shared, how the “fish” conducted themselves verbally and non-verbally, and whether the fish used proper tone and eye contact. Then, allow the observers to provide positive and constructive feedback.
- To increase scaffolding, use Fishbowl when a new collaborative strategy is introduced.
- To integrate technology, have students take their observation notes electronically and possibly keep a backchannel using TodaysMeet or a Twitter hashtag. The Fishbowl can also be videotaped, with the group then adding commentary and other features to analyze the collaborative process.

3.10: Give One, Get One

Student Objective

Students will draw upon their own prior knowledge in order to share information with their peers.

Overview

This structure is intended to foster critical thinking and collaboration. Give One, Get One is an interactive method for reviewing content, eliciting background knowledge, or processing newly taught information. It challenges students to go through their own metacognitive process as they build knowledge.

Materials/Set-Up

- A sheet of paper for each student
- A writing utensil for each student

Instructional Steps

1. Give students a topic or question over which to brainstorm.
2. Have students **write down as many of their ideas as possible** in a given amount of time.
3. After students are finished writing, have them draw a line underneath the last item that they wrote down.
4. Tell students to find a partner.
5. Explain to students that they will each take a turn sharing one of their ideas.
6. Inform students that, below the line they drew, they should write down the idea that their partner shared with them, along with their partner's name.
7. Once both partners have shared and recorded each other's ideas, students should find new partners and continue to add new ideas to their notes. Students will continue this process until time is called.
8. If time permits, ask students to share what they "gave" and what they "got."

ELL Integration: Consider providing sentence frames with a word bank of possibilities to support this step.

→ Extension

- To increase rigor, challenge students to go deeper with their thinking and move past their "safe" ideas.
- To increase scaffolding, create a class list using the student-generated lists of ideas for all to see and learn from collectively.
- To integrate technology, have students post two or three of the ideas they "got" from other classmates to a class bulletin board or collective transcript, such as TodaysMeet, Padlet, or Popplet. On a later date, have students revisit online space to view postings of other classes and find a few new ideas to add to their lists.

3.11: Helping Trios



Student Objective

Students will develop active listening and speaking skills, and will learn how to provide and receive feedback.

Overview

This structure is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both the time and space to do so.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Pre-determine the topic of discussion.

Instructional Steps

1. Divide the class into groups of three.
2. Instruct groups to assign each member one of the following letters: A, B, and C.
3. Give groups a topic (e.g., “My challenges this semester,” “My successes this year,” etc.) to discuss as follows.
4. Student A is in the “hot seat,” and should discuss the topic for two minutes while Students B and C silently employ active listening skills.
5. Next, Students B and C offer feedback for two minutes, while Student A remains silent.
6. All three students then engage in open dialogue for two minutes.
7. Repeat this process with Student B in the hot seat, and then with Student C in the hot seat.
8. If appropriate to the task/topic, consider having the active listening partners take notes about what the speaker has shared.

→ Extension

- To increase rigor, this activity can be modified to provide evaluative feedback. Utilize this structure to rehearse a college or job interview. Student A will be the interviewee, and Student B will be the interviewer. Student C observes and takes notes. Student B interviews Student A for a set amount of time, while Student C remains silent. After the allotted time, Student C provides Student A with evaluative feedback. Switch the roles and repeat for all of the group members.



3.12: Jigsaw

Student Objective

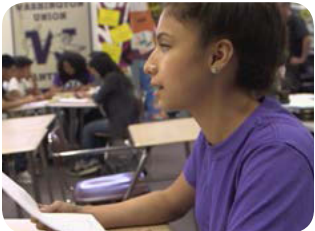
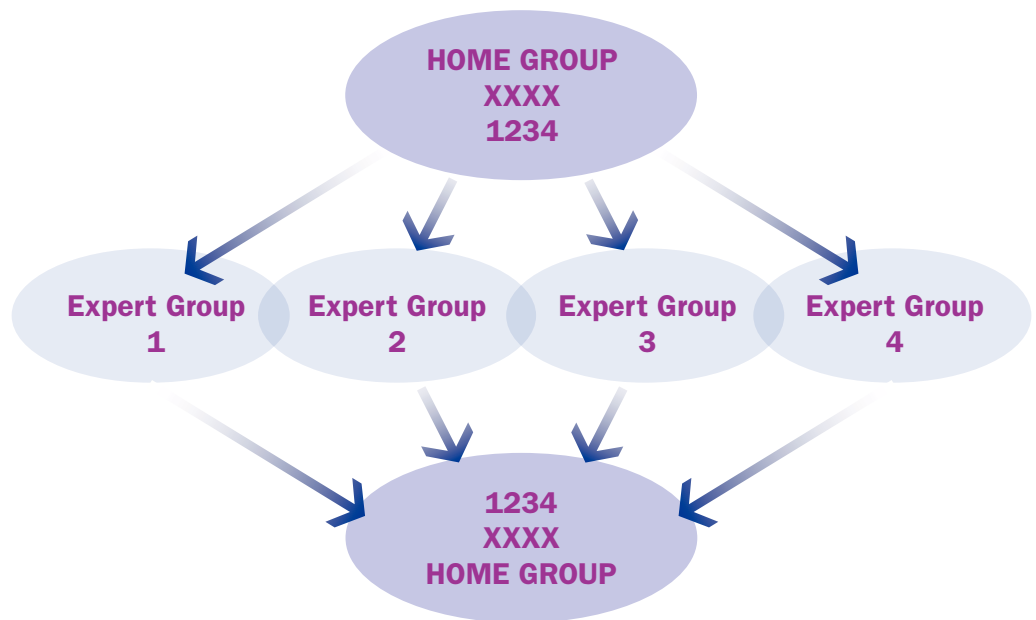
Students will share in the learning by deconstructing information into smaller parts and working together in order to learn about the whole.

Overview

This structure is used to provide students with the opportunity to learn from one another. A given topic is divided into aspects/areas, and each student becomes an expert on one. They then present their learning to the other students so that, ultimately, all students achieve complete coverage of the topic. Allowing students to target one aspect of the larger topic will prevent them from feeling initially overwhelmed which, in turn, helps students to focus, continue forward progress, contribute to the group, and be held accountable for learning.

Materials/Set-Up

- A topic or task, substantial enough to be broken down into smaller chunks for students to analyze (e.g., a reading, a project-based learning assignment, etc.)
- In advance of the activity, complete the following:
 - Determine where students will break into their expert groups to work.



Instructional Steps

1. Divide students into small groups (home groups). The number and size of the home groups is determined by the number of sections of the text to be read or the number of concepts to be introduced/reviewed.
2. Assign each home group member a number that corresponds to the section of the text to be read or to the concept to be mastered. Each member of a given home group is responsible for reading one part of the whole text or for mastering one of the assigned concepts. Each home group should have a member assigned to “1,” another member assigned to “2,” and so on.
3. To start, ask students to leave their home groups and form expert groups with other students who have been assigned the same number.
4. Ask each expert group to read/review its assigned part of the larger topic. Expert group members assist each other with questions, clarifications, and summaries as they read/review information. Encourage students to take notes during this process. Ultimately, expert group members will return to their home groups as specialized experts. To prepare for that, each student should have an opportunity to rehearse and teach the lesson to their other expert group members.
5. Signal students to return to their home groups to teach other members about their specialization (i.e., to share what they learned in their expert groups).
6. Instruct home groups to synthesize the lessons from each expert group into a comprehensive understanding of the whole text or topic by summarizing the main ideas of each section/concept and identifying how all of the parts are related. (The synthesis of compartmentalized information into a bigger picture is analogous to assembling a jigsaw puzzle, hence the activity name.)
7. Students reassemble as a whole class and share their responses and thoughts.
8. Debrief after the Jigsaw to address both process and content.

→ Extension

- To increase scaffolding:
 - Have two “experts” at each home group so that students can work together to gather and teach their expert information.
 - Use the Jigsaw collaborative structure with various texts, current events, social issues, etc.
- To integrate technology, have students apply their expert group learning to create a digital product. Depending on the content, this could be a drawing, a text box, a digital image with a caption, etc. Upon returning to their home groups, students will combine their expert learning pieces together using PicCollage, Microsoft Publisher, or other software platforms.



3.13: Numbered Heads Together



Student Objective

Students will engage in discourse about a topic/question, and if called upon, represent the group in sharing a summary of the discussion/answer with the whole class.

Overview

Numbered Heads Together is meant to be used for quick collaborative discussion with group and individual accountability.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Ensure that there is enough room in the classroom for students to be able to move around quickly, yet safely.

Instructional Steps

1. Prior to utilizing this structure for the first time, explain to students that they will be working in groups to make sure that all of the students understand the material or know the correct answer. Take time to share ideas on how students can hold each other accountable for the information (e.g., quizzing each other, asking students to paraphrase the answer, asking group members to explain why an answer is correct, etc.).
2. Form groups of three to five students using any grouping strategy.
3. Have each student number off accordingly (e.g., in a group of four, students will number off from 1–4).
4. Verify that groups have completed this by asking all 1's, 2's, etc., to raise their hand when prompted.
5. Provide the students with a question or idea to discuss.
6. Students will put their “heads together” to discuss the answer to the question and ensure that all students in the group understand the correct answer.
7. Call out a number randomly and ask all of the students with that number to step forward—or if groups are seated, to stand up. **These students then share their answers with the class.**
8. Repeat this process with new questions or ideas to discuss.

ELL Integration: Consider providing sentence frames for students to formulate their answers.

→ Extension

- To integrate technology:
 - Use a random number generator to decide which number will need to speak or which topic the students will discuss.
 - Have students share their answers digitally through a social media platform, such as Edmodo, Google Docs, Poll Everywhere, Twitter, or another technology tool that supports posting information.

3.14: Pairs Check

Student Objective

Students will solve problems through inquiry and coaching.

Overview

Pairs Check allows students to practice solving any type of problem, and this structure gives them the opportunity to get immediate feedback. The increased number of students who check the work ensures a higher degree of accuracy.

Materials/Set-Up

- Handout:
 - 3.14a: Pairs Check Discussion Guide
- One copy of a teacher-created set of practice problems for each pair
- In advance of the activity, complete the following:
 - Configure the desks for collaboration.
 - Distribute a whiteboard, if readily available, to each pair.

Instructional Steps

1. Divide students into groups of four. Direct each group to form two sets of partners.
2. Distribute one set of practice problems and a copy of the Pairs Check Discussion Guide to each pair. Use the Pairs Check Discussion Guide to explain that students will take turns solving and coaching. If time allows, model what this process will ultimately look like.
3. One student begins by solving the first problem. This student should think aloud while solving the problem so their partner can hear the thought processes at work.
4. While this student works to solve the problem, the other partner will check the work and coach using inquiry.
5. Have partners then switch roles and continue to solve the problems.
6. After completing all of the problems and agreeing on the answers, each pair should take turns presenting a problem to the other pair in the group.

→ Extension

- To increase rigor, use this collaborative structure for more challenging content-area problems, such as calculating GPA, working out math questions, balancing chemical equations, or solving physics problems.

Pairs Check Discussion Guide

Directions: Use this resource to guide your discussion during your Pairs Check activity.

1. In your group of four, split up into two pairs.
2. Within each pair, choose who will be the “solver” and who will be the “coach.”
3. The “solver” begins by starting to work out the first problem while speaking the thought processes involved in the problem aloud.
4. The “coach” listens to the “solver” and helps out by asking questions.
5. After each problem, switch roles.
6. When all problems are complete, meet back in your group of four. Each group member must then present the solution to at least one of the problems. This will help you all check to see if you got the problems correct.

	Solver	Coach
Job Description	<ul style="list-style-type: none"> • Solve the problem by utilizing all of the available resources. • Think out loud so the “coach” can identify what is known and what might cause confusion. • Ask questions. 	<ul style="list-style-type: none"> • Carefully observe as the “solver” works through the problem. • Listen as the “solver” shares thought processes. • Ask questions.
What It Might Sound Like	<ul style="list-style-type: none"> • “As I look over my notes, I can see that I first must....” • “When I multiply these two numbers together, I get....” • “I know that ____ means....” • “This is where I get stuck....” • “I understand how to do the first three steps, but I need help when I get to the fourth step....” • “May I look at your notes?” 	<ul style="list-style-type: none"> • “Why don’t you start by reviewing your notes to see if you can identify the first step in the problem?” • “What other resources can you use to solve the problem?” • “What do you think ____ means?” • “Can you explain why you are supposed to do this?” • “What else could you try?” • “How can you check to see if you got it right?”

3.15: Think–Pair–Share

Student Objective

Students will think about a topic or question, and then discuss with a partner to come to a better understanding of the topic.

Overview

This strategy can be used as a quick processing activity and/or a check for understanding. The thinking and writing steps are critical, as they provide time for students to process their understanding prior to sharing.

Materials/Set-Up

- A writing utensil for each student
- A sheet of paper for each student
- In advance of the activity, complete the following:
 - Model for the students the concept of thinking about a topic first, until the allotted time has elapsed, and then sharing with a partner.

Instructional Steps

1. Give students a topic or question.
2. Direct students to generate ideas or an answer, and then **write the ideas or answer down on paper.**
3. Have students find partners utilizing whichever grouping strategy is most appropriate for the class. Having students find the person closest to them is normally an efficient and convenient way to accomplish this.
4. Instruct one partner to share his or her answers and any evidence that supports the idea while the other partner listens.
5. Partners should then switch roles.
6. After adequate time has been allotted for discussion, elicit student responses for whole-class sharing.

ELL Integration: The addition of writing is especially important for English language learners, as it offers “rehearsal” time before creating final thoughts and speaking.

→ Extension

- To increase scaffolding, use this collaborative structure independently within smaller groups to focus on generating ideas for an assignment. Also, when students are sharing their answers with the class, encourage them to share not only their own ideas, but also the ideas of their partner. Students may use sentence frames, as well (e.g., “During my conversation with Sheila, she said...,” “Jalen had a great idea. He argued that...,” etc.).
- To integrate technology, have students follow up with their partner via technology (e.g., texting, social media, etc.) to continue the conversation.

3.16: WICOR Partners

Student Objective

Students will develop a group of collaborative partners for future projects.

Overview

WICOR Partners is a structure that provides students with a variety of partners who can provide feedback over an extended period of time.

Materials/Set-Up

- Handout:
 - 3.16a: WICOR Partners Log
- A writing utensil for each student
- In advance of the activity, complete the following:
 - Prepare several “Would you rather...?” statements (e.g., “Would you rather have a cat or a dog?” “Would you rather read the book or watch the movie?” “Would you rather call someone or text them?” “On a day off, would you rather stay inside or go outside?” “Would you rather go to college in-state or out-of-state?” “Would you rather give a presentation to the class or write an essay?”).

Instructional Steps

1. Distribute a copy of the WICOR Partners Log to each student.
2. Instruct students to move to a specific side of the room according to the statement chosen.
 - For example, “Would you rather have a cat or a dog? If you would prefer a cat, go to the front of the room, but if you would prefer a dog, go to the back of the room.”
3. Once the students have made their selection and moved accordingly, direct them to find a partner and record their name—as well as a distinguishing feature if the students do not know everyone by name yet—next to the “W” on the paper.
4. Continue to call out more “Would you rather...?” statements and have students regroup and find new partners. As they find new partners, have each student record the new partner for each letter of WICOR on the WICOR Partners Log.
5. Subsequently, any time that students need a partner, call out one of the WICOR Partners options.
 - For example, the teacher might instruct students to work with their “W” partner on a day when they are revising their Cornell notes.

→ Extension

- To increase rigor, provide further criteria for partner selection. For example, once students are on a side of the room according to their answer to the “Would you rather...?” question, have students try to find someone from the same math class—preferably from the same period, as well. Students can create partners for each academic class, and the teacher can leave one partner as a free choice at the end.
- To integrate technology, rather than having students physically meet during class, have students “meet” with their partner via a technology medium (e.g., texting, social media, Skype, FaceTime, etc.) either during or after class.

WICOR Partners Log

Directions: For each partner that you find, write down her or his name next to the letter that the teacher gives. If you do not know your partner well, you may want to write down a distinguishing feature.

W _____	I _____
C _____	
O _____	R _____

Post-Assessment for Teachers

This post-assessment is intended to assist teachers in assessing their current level of supporting collaboration after incorporating concepts and activities from this chapter.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Create a community through the use of collaborative structures.</p> <p>Consider:</p> <ul style="list-style-type: none"> • How often do you use collaborative structures in your lesson plans? • Do you feel confident with understanding when and how to use each of the collaborative structures? 		
<p>Explain how collaboration supports and honors student differences that benefit the classroom community.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Do you feel as though you know how to use extension activities to accommodate students' needs? • How do you accommodate students when using collaborative structures? 		
<p>Engage students in creating and monitoring the social contract for successful collaboration.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What are the skills that need to be explicitly taught to enable successful collaboration? • How are students held accountable for effectively using collaboration? 		
<p>Develop students' abilities to utilize collaborative structures during projects.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What systems are in place for having students use collaborative structures? • How often are the students given opportunities to collaborate? 		

**Visit the AVID Critical Thinking and Engagement:
Collaboration webpage on MyAVID for opportunities to:**

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

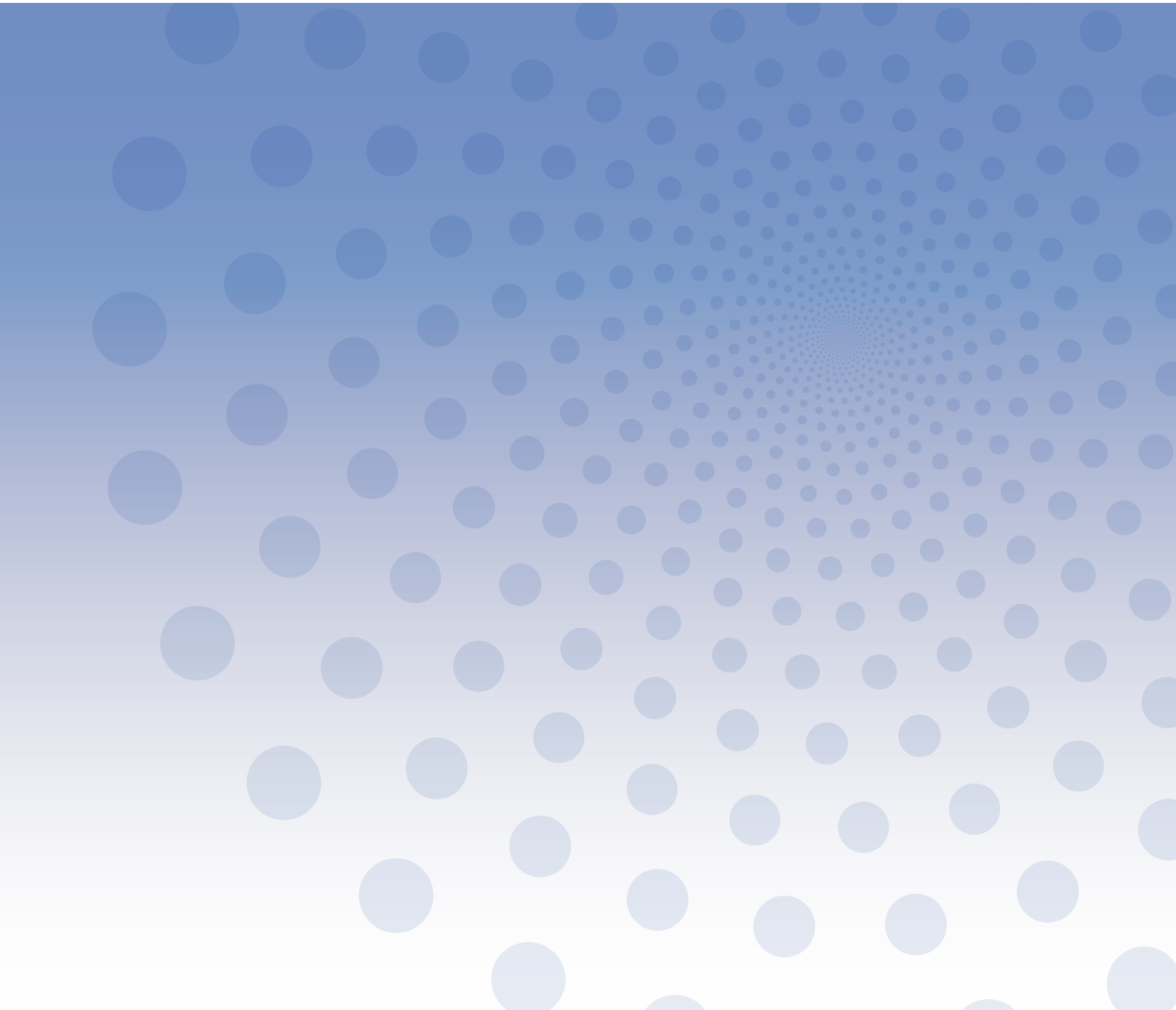
<https://my.avid.org/curriculum>





Chapter Four: INQUIRY

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



CHAPTER OUTLINE: INQUIRY

Pre-Assessment for Teachers

Inquiry and Levels of Thinking – Activities, Handouts, and Teacher Resources:

4.1: Focused Observations and Inquiry

4.2: Costa’s Levels of Thinking: Level 1

- 4.2a: Costa’s and Bloom’s Levels of Thinking: Comparison Chart
- 4.2b: Costa’s Levels of Thinking: Vocabulary
- 4.2c: Costa’s Level 1: Quiz Game

4.3: Costa’s Levels of Thinking: Levels 2 and 3

- 4.3a: Content Area Levels 1, 2, and 3 Questions
- 4.3b: Predicting Levels of Intellectual Function

4.4: Teacher-Driven Inquiry

- 4.4a: Costa’s Levels of Thinking: Math
- 4.4b: Costa’s Levels of Thinking: English
- 4.4c: Costa’s Levels of Thinking: Science
- 4.4d: Costa’s Levels of Thinking: Social Studies
- 4.4e: Promoting Rigor Through Higher Level Prompts
- 4.4f: Problem-Solving Example

4.5: Thinking Aloud

- 4.5a: Think Aloud With Text

Philosophical Chairs – Activities, Handouts, and Teacher Resources:

4.6: Philosophical Chairs: Classic Style

- 4.6a: Pre-Discussion Organizer for Philosophical Chairs
- 4.6b: Rules of Engagement for Philosophical Chairs
- 4.6c: Creating a Prompt That Works
- 4.6d: Source Material for Prompts
- 4.6e: Example Topics for Philosophical Chairs
- 4.6f: Tips for Philosophical Chairs

4.7: Philosophical Chairs: Jury Style

4.8: Philosophical Chairs: Speed Formation

4.9: Philosophical Chairs: Debriefing

- 4.9a: Participant Reflective Checklist for Philosophical Chairs
- 4.9b: Written Reflection for Philosophical Chairs

Socratic Seminar – Activities, Handouts, and Teacher Resources:

4.10: Socratic Seminar: Classic Style

- 4.10a: Dialogue vs. Debate for Socratic Seminar
- 4.10b: The Role and Responsibilities of the Socratic Seminar Participant
- 4.10c: Rules of Engagement for Socratic Seminar
- 4.10d: Academic Language Scripts for Socratic Seminar
- 4.10e: The Elements of Socratic Seminar
- 4.10f: Text Selection for Socratic Seminar
- 4.10g: Sample Class Arrangements for Socratic Seminar
- 4.10h: Tips for Socratic Seminar

4.11: Socratic Seminar: Fishbowl (Inner/Outer Circle)

- 4.11a: Observation Checklist for Socratic Seminar

4.12: Socratic Seminar: Triad Formation (Pilot/Co-Pilot)

4.13: Socratic Seminar: Debriefing

- 4.13a: Rubric for Socratic Seminar

4.14: Analyzing the Flow of Dialogue in a Socratic Seminar

- 4.14a: Tracking Form for Socratic Seminar

Post-Assessment for Teachers

“*The harder we question, the harder we hunt. The harder we hunt, the more we learn.*”

Patrick Rothfuss

Inquiry

Inquiry is about thinking: thinking that is revealed in questioning, analyzing, and constructing knowledge and understanding. Inquiry in a classroom is both teacher- and student-driven. Teachers pose questions and guide students into deeper levels of thought. Students use questioning processes to probe the meaning of texts, solve problems, or design investigations.

Inquiry puts students at the center of an active learning process in which the teacher is the facilitator of learning. Inquiry engages students with their own thinking processes (i.e., metacognition). It teaches them to think for themselves instead of chasing the “right answer.” The result is student ownership of the learning process and a better understanding of concepts and values (Donohue & Gill, 2009). Derek Bok (2008), former president of Harvard University, says that “the ability to think critically—to ask pertinent questions, recognize and define problems, identify the arguments on all sides of an issue, search for and use relevant data and arrive in the end at carefully reasoned judgment—is the indispensable means of making effective use of information and knowledge.”

One of the tenets of AVID’s philosophy is that inquiry is fundamental to rigorous teaching and deep learning. AVID uses Costa’s Levels of Thinking as a framework for inquiry. The three levels provide a concise approach to the levels of intellectual functioning represented in the framework. Students thinking at higher levels of cognition is at the heart of classroom rigor. Many AVID strategies—such as tutorials, Socratic Seminars, and Philosophical Chairs—are built around students asking higher level questions to clarify, analyze, and synthesize material and discuss with each other in a logical, reasoned manner. Conley (2007) emphasizes the necessity of inquiry and thinking processes for students’ college readiness: “In order for students to be prepared for success in college classes, they must be able to engage in complex problem solving, understand and analyze research, and reason with precision and accuracy.”

By the end of this chapter, the reader will be able to:

- Use effective questioning techniques in the classroom to promote students’ critical thinking or higher order thinking skills.
- Create a classroom culture that nurtures thinking and inquiry.
- Engage students in using Costa’s Levels of Thinking to think more deeply and broadly.
- Teach students to identify and employ the strategies and skills of successful learners.

Pre-Assessment for Teachers

This pre-assessment is intended to assist teachers in assessing their current level of supporting inquiry.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Use effective questioning techniques in the classroom to promote students' critical thinking or higher order thinking skills.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What activities do you use to teach inquiry/thinking skills?</i> • <i>How might you incorporate more thinking and questioning processes?</i> 		
<p>Create a classroom culture that nurtures thinking and inquiry.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How do students view themselves as learners—as active or passive participants?</i> • <i>Do students feel safe asking questions and responding during thought-provoking discourse?</i> 		
<p>Engage students in using Costa's Levels of Thinking to think more deeply and broadly.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What scaffolds are in place to teach higher level thinking skills to students?</i> • <i>Do students understand how thinking at higher levels promotes deep learning?</i> 		
<p>Teach students to identify and employ the strategies and skills of successful learners.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>Do students frequently participate in inquiry-based, structured debates and dialogues?</i> • <i>How are students taught academic skills, such as active listening, self-reflection, and structured discourse?</i> 		

Inquiry and Levels of Thinking

A tenet of AVID's philosophy is that inquiry is fundamental to rigorous teaching, on par with such skills as reading and writing. Inquiry, simply put, is about effective questioning, and the product of regular inquiry is students who can think critically.

Aspects of Student-Driven Inquiry

One aspect of inquiry in the classroom is student-driven. Development of students' college-readiness capabilities must include learning how to ask thought-provoking questions about content. Making focused observations is a thinking skill that helps students make sense of content material, experiences, or their environment and leads to authentic questioning. This provides a natural transition into the thinking-level models proposed by Arthur Costa (2001) and Benjamin Bloom (1956).

AVID uses Costa's Levels of Thinking as the framework for inquiry. The three levels present a concise, direct approach, which aids accessibility for students over other expanded models. The gathering/recall (Level 1), processing (Level 2), and application (Level 3) levels involve intellectual functions of increasing complexity. The thinking skills and inquiry-based strategies can be taught to students at all grade levels and all subject areas, but they must be scaffolded so that students learn incrementally and with support.

Aspects of Teacher-Driven Inquiry

A second aspect of inquiry in the classroom is teacher-driven, as teachers pose interesting, open-ended questions to draw students into the content material and "kick-start" student-driven inquiry. Well-formed questions provide for diverse responses that incorporate content and thinking skills. Teachers can then use the student responses to frame their follow-up questions—"How?" "Why?" and "What if?"—and guide students to develop and refine their thinking competencies (Valdez, Carter, & Rodgers, 2013). The think-aloud process is another strategy that teachers can use to model the inquiry inherent in many thought processes, such as analyzing a text.

Students can learn how to pose, respond to, and identify higher level questions as teachers model these processes in the classroom. Writing higher level or critical thinking questions based on subject matter material must be deliberately and strategically taught to students so that they become aware of their own cognitive processing.

4.1: Focused Observations and Inquiry

Student Objective

Students will develop inquiry skills through focused observations and analyses.

Overview

Inquiry is natural to humans, as it is how we construct an understanding of the world around us. An authentic method of drawing students into the inquiry process is through focused observations that lead to their natural “wonderings” about the observations. This process is enhanced through collaboration.

Materials/Set-Up

- Items to observe (e.g., charts, graphs, or tables; short texts or poems; pictures; political cartoons; science demonstrations; postcards; posters; artifacts; sound recordings or video segments; etc.), about which students may be curious and can make multiple observations
- Cornell notepaper

Instructional Steps

1. Select items that are appropriate for the grade level and content area of the class for the focused observations.
2. Briefly discuss with students why observation and questioning skills are important in their lives as well as in academic areas. Topics for the discussion can include involvement of multiple senses, attention to detail, prompting thinking and learning, and observation as a gateway to analysis and discovery.
3. Ask students to rate their observation skills with a **Fist-to-Five**—a fist (zero fingers) indicates a very marginal perceived rating, while five fingers held up indicates an excellent perceived rating.
4. Model the observation and questioning process for students so they have a chance to view a demo.
5. Ask students to individually record, in the right column of Cornell notes, every observation that they can make of the assigned item. Prompt their thinking with encouragement to notice the less obvious details.
6. Also, ask students to pose “I wonder... (why, what if, when, how)” questions in the left column of the Cornell notes, while making the observations.
7. Have students share with a partner, adding to their own lists (using a pen of a different color) any additional observations and questions that were shared by their partners.

Fist-to-Five is a quick, informal assessment tool where students show all five fingers to represent the positive end of the spectrum, a fist to represent the negative end of the spectrum, and three fingers to represent the middle.

Example: “Students, give me a Fist-to-Five showing me how comfortable you feel with your understanding of the Rules of Engagement for our Philosophical Chairs. Five means that you’ve got it! A fist means that you feel lost. Three fingers mean that you could use just a little more clarification.”

-
8. Have a few student groups share their observations and questions with the class, and ask all of the students to record any items that were shared.
 9. Solicit ideas from the class on how their questions might be investigated.
 10. If Costa's Levels of Thinking have previously been introduced, ask students to identify each of their questions (i.e., wonderings) as being Level 1, 2, or 3.
 11. Debrief the activity by having students reflect and write, in the summary section of the Cornell notes, about their learning using sentence frames, such as the following:
 - Observation and questioning skills are important in my (content) class because....
 - Learning about observing and questioning will help me....

➔ **Extension**

- To increase rigor, have students conduct research or an investigation on the questions generated through the observations.
- To increase scaffolding, require a certain number of observations to be made, so students will look more deeply at the item.
- To integrate technology, use Internet sources or videos as items for observation and question writing

4.2: Costa's Levels of Thinking: Level 1

Student Objective

Students will identify and formulate questions at Level 1 of Costa's Levels of Thinking.

Overview

Costa's Levels of Thinking offer a framework for inquiry. This framework helps students ask thought-provoking questions about academic content, make connections among concepts, and deepen understanding of the content. Students' application of the Levels of Thinking is supported by an incremental approach to evaluating and using the levels.

Materials/Set-Up

- Handouts:
 - 4.2a: Costa's and Bloom's Levels of Thinking: Comparison Chart
 - 4.2b: Costa's Levels of Thinking: Vocabulary
- Teacher Resource:
 - 4.2c: Costa's Level 1: Quiz Game
- In advance of the activity, complete the following:
 - Become familiar with Costa's and Bloom's Levels of Thinking: Comparison Chart, as well as Costa's Levels of Thinking: Vocabulary. AVID primarily promotes Costa's three levels, instead of Bloom's six, because of the greater simplicity and ease of use that they afford students.

Instructional Steps

1. Discuss with students the benefits of deep thinking and posing/responding to questions using information, which may include: developing increasingly independent learning, rather than reliance on provided information; becoming stronger critical readers and thinkers; processing information and constructing knowledge; and making inferences, recognizing different viewpoints, and forming individual conclusions.
2. Introduce students to Costa's Levels of Thinking through Costa's and Bloom's Levels of Thinking: Comparison Chart and Costa's Levels of Thinking: Vocabulary, and then briefly describe the differences in thinking between the levels. Emphasize that the words associated with each level are the tasks that the brain is doing (i.e., intellectual function) at each Level of Thinking.
3. Guide students in writing questions about Level 1 intellectual functions through a quick quiz game.

Quickwrite is a fluency activity where students write non-stop for two to five minutes on a specific topic that they are studying. The purpose of focused writing is for students to find out what they know about a topic, to explore new ideas, and to find out what they need to learn about a topic.

Example: “Before we start our lesson today, compose a quickwrite to the following prompt: What people in my life are encouraging me to go to college, and how are they supporting me in being college-ready?”

4. Using Costa’s Level 1: Quiz Game as a guide, prepare a grid of responses for which students will write corresponding Level 1 questions. Display only the first example phrase: “New York.”
5. Show students how the game is played by working through the first example where “New York” is the answer; they are to write the question to which the phrase “New York” would be the answer.
6. Ask students to work quickly with a partner to use the Costa’s chart to locate the vocabulary terms that identify the intellectual functions associated with their questions. Examples include the following:
 - Where is the Statue of Liberty? (*locate*)
 - What is the largest city in the United States? (*recall, identify, or recognize*)
7. As you discuss this activity with students, identify Costa’s terms as academic vocabulary, as well as intellectual functions. Briefly discuss the necessity of understanding the meaning of academic vocabulary terms in addition to terms related to specific content material.
8. Have students debrief the activity in the form of a journal entry, **quickwrite**, or **Think–Pair–Share**.

➔ Extension

- To increase rigor, use content words and phrases related to the vital concepts of the topic of study.
- To increase scaffolding:
 - Review the Level 1 terms in order to be sure that students understand what is meant by each term.
 - Introduce only the broad description of Costa’s Levels of Thinking (e.g., gathering/recall) and have students work in small groups to determine the definition and level of four or five terms from across Costa’s Levels of Thinking. Have groups share out their definition and the level that they assigned to each of the terms. Group the terms by level on a whiteboard. Lead a class discussion on the degree of thinking required for each Level of Thinking as you adjust any inaccurate definitions or wrongly categorized terms as provided by groups.

Costa's and Bloom's Levels of Thinking: Comparison Chart

LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS LEVELS OF THINKING		
Higher Order Thinking Skills HOTS	(OUTPUT) Applying Information: Applying and evaluating actions, solutions and connections made in order to predict	Creating: <i>Can the students:</i> <ul style="list-style-type: none"> • Create/generate new ideas, products or points of view • Combine ideas/thoughts to develop an innovative idea, solution or way of thinking 	Assemble Build Construct Create Design	Develop Devise Formulate Imagine Invent	Make Plan Produce Write
		Evaluating: <i>Can the students:</i> <ul style="list-style-type: none"> • Justify a stand or decision • Judge the value of an idea, item or technique by creating and applying standards/criteria 	Appraise Argue Check Critique Defend Detect	Forecast Generalize Hypothesize If/Then Judge Predict	Select Speculate Support Test Value Value
	(PROCESSING) Processing Information: Making sense out of information; processing the information gathered by making connections and creating relationships	Analyzing: <i>Can the students:</i> <ul style="list-style-type: none"> • Distinguish between the different parts • Explore and understand relationships between the components/parts 	Attribute Classify Compare Contrast Criticize Deconstruct	Differentiate Discriminate Distinguish Examine Experiment Infer	Integrate Organize Outline Question Sort Structure
		Applying: <i>Can the students:</i> <ul style="list-style-type: none"> • Use the information in a similar situation • Apply learned concepts, strategies, principles and theories in a new way 	Carry out Choose Demonstrate Do Dramatize	Employ Execute Illustrate Implement Interpret	Operate Schedule Sketch Solve Using
		Understanding: <i>Can the students:</i> <ul style="list-style-type: none"> • Explain ideas or concepts • Understand information provided 	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
	Lower Order Thinking Skills LOTS	(INPUT) Gathering Information: Identifying and recalling information	Remembering: <i>Can the students:</i> <ul style="list-style-type: none"> • Recall or remember the information • Recognize specific information 	Define Duplicate List	Memorize Recall Repeat

Adapted from Comparison by Andrew Churches at <http://edorigami.wikispaces.com> and http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Daws, T., & Schiro, P. (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.

Costa's Levels of Thinking: Vocabulary

LEVEL 1					
Remember	Define	List	Recall	Match	
	Repeat	State	Memorize	Identify	
	Name	Describe	Label	Record	
Show Understanding	Give examples	Rewrite	Review	Tell	
	Restate	Recognize	Locate	Extend	
	Discuss	Explain	Find	Summarize	
	Express	Report	Paraphrase	Generalize	
LEVEL 2					
Use Understanding	Dramatize	Use	Translate	Interpret	
	Practice	Compute	Change	Prepare	
	Operate	Schedule	Pretend	Demonstrate	
	Imply	Relate	Discover	Infer	
Examine	Apply	Illustrate	Solve		
	Diagram	Question	Analyze	Criticize	
	Distinguish	Inventory	Differentiate	Experiment	
	Compare	Categorize	Select	Break down	
	Contrast	Outline	Separate	Discriminate	
Create	Divide	Debate	Point out		
	Compose	Draw	Plan	Modify	
	Design	Arrange	Compile	Assemble	
	Propose	Suppose	Revise	Prepare	
	Combine	Formulate	Write	Generate	
LEVEL 3	Construct	Organize	Devise		
	Decide	Judge	Justify	Assess	Summarize
		Value	Decide	Select	
		Predict	Measure	Estimate	
		Rate	Choose	Conclude	
Supportive Evidence	Prove your answer.	Give reasons for your answer.	Explain your answer.	Why do you feel that way?	
	Support your answer.		Why or why not?		

Donohue, J., & Gill, T. (2009). *The write path I: Mathematics*. San Diego, CA: AVID Press.

Costa's Level 1: Quiz Game

Questioning, by individual students or in classroom groups, is a vital part of students' interaction with content material. Learning to think by means of questioning can be a challenge to students; thus, it is important to intentionally teach question writing and scaffold students' learning.

The intellectual functions represented in Costa's Level 1 require students to gather or recall information. The grid below contains examples of words and phrases that can be used to provide a game-like atmosphere in learning about Level 1 thinking.

Example Words and Phrases

Answer Word/Phrase	Example Question	Intellectual Functions
New York	Where is the Statue of Liberty?	Locate
Superman	What superhero is "faster than a speeding bullet?"	Identify
Bread, milk, and eggs	What are common breakfast foods in the United States?	List and give examples
3-D objects with 6 equal faces	What is a cube?	Recognize, describe, and define
Texting	What is the most common modern way to communicate with friends?	Identify and state
Noon	What is the usual time for lunch?	Recognize
72	What is the product of 9 times 8?	Memorize
Distance divided by time	How do you calculate speed?	Describe and explain

Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

4.3: Costa's Levels of Thinking: Levels 2 and 3

Student Objective

Students will assess and formulate questions at Levels 2 and 3 of Costa's Levels of Thinking.

Overview

It is essential for students to learn to think critically and engage in inquiry or questioning at higher levels of cognition. As students become increasingly skilled in inquiry, they begin to not only think about the surface-level information (*gathering and recalling*), but also about the deeper applications and connections that exist (*processing and applying information*). Each Level of Thinking is necessary for full understanding of academic concepts.

Materials/Set-Up

- Handout:
 - 4.3a: Content Area Levels 1, 2, and 3 Questions
- Teacher Resource:
 - 4.3b: Predicting Levels of Intellectual Function
- In advance of the activity, complete the following:
 - Familiarize students with the intellectual functions and vocabulary of Costa's Levels of Thinking.
 - To provide additional practice for students in writing questions at all Levels of Thinking, prepare questions for your content area similar to the ones on Content Area Levels 1, 2, and 3 Questions. Predicting Levels of Intellectual Function can also be used as a guide in the creation and organization of these questions.

Instructional Steps

1. Form groups of two or three students to identify the level of the teacher-created questions.
2. Ask various students or groups to state and give reasons for their answers. Remind students that the wording of the question does not necessarily include the term written on Costa's Levels of Thinking: Vocabulary. The *action* and *thinking* represented in the question determines the processing level.
3. Discuss with students the importance of questioning at higher levels of thinking and engaging in inquiry to more fully understand academic content material, media information, world events, and even themselves. Point out that understanding of content material requires all levels of intellectual functioning (i.e., academic thinking processes).

-
4. On the Content Area Levels 1, 2, and 3 Questions handout, have students label their familiarity and understanding of each Level 2 and 3 term using the following symbols or symbols of your choosing. As necessary, review the terms:
 - ★ “I understand what the term means.”
 - ~ “I think I know what the term means.”
 - ☹ “I don’t know this term.”
 5. Ask student groups to peer review each other’s questions from the Content Area Levels 1, 2, and 3 Questions handout. Have students revise their questions, as needed, in different colors of pen.

Extension

- To increase rigor, provide small groups of students with an example of short content material, such as a text, poem, graph, chart, or video, and ask them to apply their knowledge by writing a Level 1, Level 2, and Level 3 question about the materials.
- To increase scaffolding:
 - If students have already worked through the **Focused Observations and Inquiry** activity, ask them to label the level of each question. For each Level 1 question, have them write a Level 2 or Level 3 question.
 - Have students work with partners to develop questions for their content area Cornell notes and identify the level and intellectual function of each question. You can also read a short story or fairy tale and have student groups develop questions.

Content Area Levels 1, 2, and 3 Questions

Directions: Complete the table below by writing questions at the stated level in each blank. The first set has been completed as an example.

Topic	Level One <i>(complete, count, match, name, define, observe, recite, describe, list, identify, recall)</i>	Level Two <i>(analyze, categorize, explain, classify, compare, contrast, infer, organize, sequence)</i>	Level Three <i>(imagine, plan, evaluate, judge, predict, extrapolate, invent, speculate, generalize)</i>
Science	Name the elements that make up water.	What characteristics of hydrogen and oxygen enable them to bond so readily?	How might the Earth's vegetation and climate be different if the water molecule was nonpolar?
Math	What is the definition of a trapezoid?		
ELA	What is a metaphor?		
Social Studies	Recite the Preamble to the Constitution.		
Science		How are the systems of a car like those of a cell?	
Math		Arrange the following numbers in order from smallest to largest: $\frac{1}{2}$, 0.8, 35%.	
ELA		Analyze the character's intentions in the scene.	
Social Studies		Explain how involvement in war impacts the economy.	
Science			Make a plan to complete your science fair project.
Math			What must be true about a set of data in which the median is larger than the mean?
ELA			Imagine that you were in the character's position, how would you react?
Social Studies			Predict the population of the U.S. in 2050 if it continues to grow as it has for the past 10 years.

Adapted from: Breedlove, B. "Write Corresponding Higher- and Lower-Level Questions." AVID Region 9, California.

Predicting Levels of Intellectual Function

The thinking processes represented by Costa's Levels 2 and 3 are often called critical thinking. This involves processing and applying information, rather than gathering or recalling information. Learning how to think and question at these higher levels of intellectual functioning requires students to understand the types of information and processes necessary to respond to the questions, along with continual practice and refinement.

In the grid below are examples of content-specific questions that students can label by Level of Thinking and intellectual function represented.

Example Questions

Question	Costa's Level	Intellectual Function
1. What distinguishes fish from amphibians?	2	Contrast and differentiate
2. In a La Niña year, would you expect the weather to be drier or wetter than usual? Why?	3	Forecast and hypothesize
3. Describe the risks for small companies starting with very little capital.	1 or 3*	Generalize (1) Evaluate (3)
4. What is the first line of the U.S. Constitution?	1	Recite
5. Given a set of characteristics for an unidentified element, to what chemical family might it belong?	2	Classify

*This question can be Level 1 or Level 3 depending on how students have interacted with this concept: (Level 1) outline or list of risks discussed in class, or (Level 3) only a general discussion of characteristics of small companies.

4.4: Teacher-Driven Inquiry

Student Objective

Students will observe and internalize the use of questioning processes in analyzing content material, as a result of teacher-modeling within the classroom.

Overview

The teacher is key to a classroom where inquiry is practiced, is expected, and serves as a foundation for deep learning. Teachers model the questioning process by posing open-ended questions to draw students into the content material and follow up with probing questions to guide them into deeper levels of thought. Questions and question frames for content-area topics provide examples from each of Costa's Levels of Thinking to use during classroom discussions and problem solving. As teachers learn to navigate among the levels, they can routinely model the thinking and questioning process with students.

Materials/Set-Up

- Teacher Resources:
 - 4.4a: Costa's Levels of Thinking: Math
 - 4.4b: Costa's Levels of Thinking: English
 - 4.4c: Costa's Levels of Thinking: Science
 - 4.4d: Costa's Levels of Thinking: Social Studies
 - 4.4e: Promoting Rigor Through Higher Level Prompts
 - 4.4f: Problem-Solving Example
- In advance of the activity, complete the following:
 - Prepare for a class discussion of content material (e.g., texts, quantitative problems, visuals, etc.) by determining the discussion's guiding question. This question is the "essential" or "big-picture" question that frames the discussion. AVID calls this the Essential Question. It should be stated or written for students at the beginning of the discussion.

Instructional Steps

1. Develop and present an open-ended question to the class in order to begin the classroom dialogue and generate students' thinking processes about the content topic.
2. Use the Costa's Levels of Thinking content-area question frames (in Math, English, Science, and Social Studies) as guides for the initial question and subsequent questions throughout the discussion.
3. After posing the introductory question and follow-up questions, allow a sufficient amount of time for the students to think about a correct or reasonable response before proceeding to additional steps or questions. The purpose of questioning is to provoke thinking, rather than to catch students unaware.

-
4. Acknowledge student responses and use them to guide additional questions in order to create a chain of questions that models the thinking process that students can use to analyze and problem solve in other areas.
 5. Use follow-up questions that push students to think analytically. These might be requests for explanation, supporting information and examples, or “how,” “why,” and “what if” questions. See Promoting Rigor Through Higher Level Prompts for additional ideas and Problem-Solving Example for an illustration of the questioning process with a chemistry problem.
 6. As much as possible, involve every student in the classroom by tailoring the levels of questions, as well as the supporting information in the questions, to the ability level of individual students and the class as a whole.

→ Extension

- To increase rigor:
 - Ask students to identify the Level of Thinking for teacher and student questions during class discussions.
 - As students become accustomed to the challenge of thinking versus recalling or memorizing information, include higher level questioning in appropriate degrees on Essential Questions, homework assignments, quizzes, and tests.
- To increase scaffolding:
 - After the class discussion has ended, reflect with students about the questions that were used and how they led to solving the problem presented or to concluding analysis of a text or visual.

Costa's Levels of Thinking: Math

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for...? • List the.... • Name the.... • Where did...? • What is...? • When did...? • Explain the concept of.... • Give me an example of.... • Describe in your own words what _____ means. • What mathematical concepts does this problem connect to? • Draw a diagram of.... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when...? • Does it make sense to...? • Compare and contrast _____ to _____. • What was important about...? • What prior research/formulas support your conclusions? • How else could you account for...? • Explain how you calculate.... • What equation can you write to solve the word problem? 	<ul style="list-style-type: none"> • Predict what will happen to _____ as _____ is changed. • Using a math principle, how can we find...? • Describe the events that might occur if.... • Design a scenario for.... • Pretend you are.... • What would the world be like if...? • How can you tell if your answer is reasonable? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

Daws, T., & Schiro, P (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.

Costa's Levels of Thinking: English

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • Locate in the story where.... • When did the event take place? • Point to the.... • List the.... • Name the.... • Where did...? • What is...? • Who was/were...? • Illustrate the part of the story that.... • Make a map of.... • What is the origin of the word _____? • What events led to...? 	<ul style="list-style-type: none"> • What would happen to you if...? • Would you have done the same thing as...? • What occurs when...? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of.... • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present? 	<ul style="list-style-type: none"> • Design a ____ to show.... • Predict what will happen to ____ as ____ is changed. • Write a new ending to the story (event).... • Describe the events that might occur if.... • Add something new on your own that was not in the story.... • Pretend you are.... • What would the world be like if...? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to ____? Why? • What is most compelling to you in this ____? Why? • Could this story have really happened? Why or why not? • If you were there, would you...? • How would you solve this problem in your life?

Daws, T., & Schiro, P. (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.

Costa's Levels of Thinking: Science

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for...? • List the.... • Name the.... • Where did...? • What is...? • When did...? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of.... • Illustrate how _____ works. 	<ul style="list-style-type: none"> • What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to...? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for...? • Explain the concept of.... • Give me an example of.... 	<ul style="list-style-type: none"> • Design a lab to show.... • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find.... • Describe the events that might occur if.... • Design a scenario for.... • Pretend you are.... • What would the world be like if...? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Daws, T., & Schiro, P. (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.

Costa's Levels of Thinking: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • When did the event take place? • Point to the.... • List the.... • Name the.... • Where did...? • What is...? • Who was/were...? • Make a map of.... 	<ul style="list-style-type: none"> • What would happen to you if...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as...? • What occurs when...? • If you were there, would you...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of.... • Give me an example of.... 	<ul style="list-style-type: none"> • Design a _____ to show.... • Predict what will happen to _____ as _____ is changed. • What would it be like to live...? • Write a new ending to the event. • Describe the events that might occur if.... • Pretend you are.... • What would the world be like if...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

Daws, T., & Schiro, P. (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.

Promoting Rigor Through Higher Level Prompts

VERBS		TEACHER PROMPTS <i>(Note the actual VERB need not be in the prompt)</i>
LEVEL 1 – INPUT (GATHER/RECALL)	COUNT	How many apps are on your phone?
	COMPLETE	The primary element for life on Earth is _____.
	DEFINE	What is a mineral?
	DESCRIBE	What does the city look like in the winter?
	IDENTIFY	Label the parts of the cell.
	LIST	What are the prime numbers in this set? (1, 3, 4, 6, 7, 16, 17, 20, 21, 23)
	MATCH	Which sentence best describes this equation?
	NAME	Find the name of the river that separates Haiti from the Dominican Republic.
	OBSERVE	Watch the fish in the tanks and record your observations.
	RECALL	Write down what the weather was like last August.
RECITE	What is the first line of the US Constitution?	
SCAN	Look at the schedule and determine how often buses run.	
SELECT	Which of these words cannot be both a noun and verb?	
LEVEL 2 – PROCESS	ANALYZE	Determine the additional information you will need to solve this problem.
	COMPARE	How are fish and amphibians similar?
	CONTRAST	Culturally, how were the 60s and 80s different?
	DISTINGUISH	Describe the features that might make you think this building was designed by Frank Lloyd Wright.
	EXPERIMENT	What are some ways you might test your idea?
	EXPLAIN	How has the smartphone changed our society?
	GROUP	How might you separate these 15 minerals into groups?
	MAKE ANALOGIES	How are the systems of a car like that of a cell?
	ORGANIZE	Rearrange this information so it is more easily accessed.
	SEQUENCE	Arrange the following events from earliest to most recent.
LEVEL 3 – OUTPUT (APPLY)	APPLY	How does surface tension help a water skipper stay afloat?
	EVALUATE	Decide if the Giant Mudskipper is a fish or amphibian.
	FORECAST	It is a “La Niña” year; would you expect it to be wetter or dryer than usual? Why?
	GENERALIZE	Describe the risks for all small companies starting with very little capital.
	HYPOTHESIZE	What will happen to this marshmallow if we put it in a vacuum chamber?
	IMAGINE	What would communication be like if there was no sound?
	JUDGE	Is the Constitution or the Bill of Rights more important for our democracy? Why?
	MODEL	Build a model of a plant cell.
	PREDICT	Considering what you know about macro-economics, what might happen to US economy if the euro suddenly decreased in value?
	SPECULATE	All copper, halite, and diamond have suddenly disappeared. How will this impact our environment physically and socially?

POSSIBLE STUDENT TASKS (WICOR)		WHAT DOES LEARNING LOOK LIKE AT THIS LEVEL?
LEVEL 1 – INPUT (GATHER/RECALL)	<p>With a partner, using a graphic organizer, identify, describe, and provide examples of the characteristics of minerals. (WICOR)</p> <p>Label the parts of the cell on the diagram provided. (WR)</p> <p>Observe the fish in the tank and record what you see in your interactive notebook. Share your observations with your group. (WICOR)</p>	<p>At Level 1 the learner is asked to simply access definitions, principles, and concepts from short- and long-term memory. This rote level learning doesn't require any processing or manipulation of the information being accessed.</p> <p>Answers to Level 1 question are concrete and readily available in the text or resources being referenced. A series of Level 1 questions can be used to guide students in gathering the data they will need to process to answer a follow-up Level 2 or Level 3 question.</p> <p>Answers here are usually short. Often they consist of one or two words or a short sentence.</p>
LEVEL 2 – PROCESS	<p>Working in teams of three, create a Venn Diagram comparing fish to amphibians. (WICOR)</p> <p>In teams of five, review the characteristics of each of the 15 minerals provided and then put them in groups based on similar characteristics. Come up with a name for each group and what makes it unique. (WICOR)</p> <p>Working in pairs, draw a car and label the parts of the car as they would best correspond to the parts of the cell. Consider similarities in form and function of each part as you work. (WICO)</p>	<p>At Level 2 the learner is asked to access definitions, principles and concepts from both short- and long-term memory and process or manipulate that information to come up with the answer.</p> <p>To answer Level 2 questions, learners must read between the lines and assemble and relate multiple pieces of information to come up with the answer.</p> <p>Answers here usually require at least a sentence or two.</p>
LEVEL 3 – OUTPUT (APPLY)	<p>Watch the video and then review all of the materials provided describing the physiology of the Giant Mudskipper. Decide whether it is a fish or amphibian and elaborate on what factors lead to your decision. (WIOR)</p> <p>You and your team will use the bag of Legos provided to build a plant cell model. Once complete you will label all of the parts and be prepared to report out on each part's function. (WICOR)</p> <p>Write a science fiction story about a world where these minerals suddenly disappear and then read it to a student at the local elementary school. (WICR)</p>	<p>At Level 3 the learner is asked to apply knowledge of the relationship between disparate concepts in a novel situation. The question should invite the learner to think creatively, using imagination and judgment to arrive at an answer.</p> <p>Answers to Level 3 questions cannot be found in the text or resources being referenced. Often they require the learner to form an opinion, create something new, make a prediction, or generalize a concept and then back it up with evidence.</p> <p>Answers here tend to be longer, ranging from a multiple sentence paragraph to a full length essay.</p>

Problem-Solving Example

Level 1 thinking skills, such as defining, listing, and describing, are like higher order thinking skills in that they are essential in understanding concepts. Modeling problem-solving requires multiple levels of thinking and questioning to be used. Posing open-ended questions, as well as using students' responses to guide additional questioning, engages students in their thinking processes, so they are not simply sitting and watching you solve problems.

Example Problem

How many centimeters are equivalent to 2.0 feet?

Speaker	Question or Response	Costa's Level
Teacher	As we begin solving a problem, we should identify the information that's provided and the information for which we are searching. What information is given?	1
Student	2.0 feet.	
Teacher	In solving with the dimensional analysis process, we should identify the unit of the final answer, so we'll know where we're headed. What is that unit?	1
Student	Centimeters.	
Teacher	How are we going to get from feet to centimeters? Is there a conversion factor or relationship between these two units?	2
Student	I don't know a conversion between feet and centimeters, but I do know one between inches and centimeters: 2.54 centimeters equals 1 inch.	
Teacher	Are there other relationships that might help solve the problem?	2
Student	I know there are 3 feet in a yard.	
Teacher	Right! If we use the feet-to-yards information, what steps would you take to solve the problem?	2
Student	We could change 2.0 feet to yards, and then to inches, and then to centimeters.	
Teacher	Excellent. What could be the sequence if you didn't know how many feet were in a yard?	2-3
Student	Uh, maybe change feet to inches, and then inches to centimeters?	
Teacher	Absolutely! Does it matter which method we choose?	3
Student	No, as long as we know the conversion between inches and centimeters, we could go feet-yard-inch-centimeter or feet-inch-centimeter.	
Teacher	Great thinking! Let's set it up and solve the problem.	

4.5: Thinking Aloud

Student Objective

Students will observe and internalize the thought processes used in analyzing content material as a result of teacher-modeling.

Overview

The think-aloud strategy models for students the thought processes involved in, for example, analyzing a text. As teachers model the thinking skills and involve students in the process, the skills become a natural component of instruction and learning. These skills help develop students' abilities to question, analyze, and probe during discussions or investigations, or while reading texts and solving problems.

Materials/Set-Up

- Teacher Resource:
 - 4.5a: Think Aloud With Text

Instructional Steps

1. Select a short text that offers points of difficulty, ambiguity, or vocabulary that is not familiar to students. Mark portions of the text where you can provide prompts for questioning and comprehending the text.
2. Prior to class, have students read or study the assigned text. Explain that the purpose of this activity is to model critical thinking skills that good readers utilize.
3. Model the think-aloud strategy by reading the text and pausing occasionally to verbalize your thinking. Reference Think Aloud With Text for **sentence frames** to utilize.
4. Have students work in pairs to continue reading the remaining text and marked prompts, while sharing out their thinking.

ELL Integration: Utilize the provided sentence frames to structure how students construct their responses.

➔ Extension

- To increase scaffolding:
 - As an introduction to the think-aloud strategy for younger students, read an age-appropriate story or article to the class and think aloud with observations, comments, and questions after each short segment of the story.
 - For advanced students who are studying a difficult or complex text, have them do a round-robin reading, pausing after each short segment of sentences. During the pauses, solicit comments and questions from class members to support comprehension of the text.

Think Aloud With Text

The purpose of this reading strategy is to model critical thinking for students by pausing and connecting, which is what good readers do while reading difficult and complex texts. The teacher verbalizes their thoughts while reading a text aloud, frequently pausing and connecting information and thoughts by “thinking aloud” (e.g., questioning the author, recognizing bias, defining vocabulary, clarifying a difficult passage or segment, making predictions, and making inferences), as well. Students can continue this process by making their responses and questions within the document or in the margins.

Strategies for Thinking Aloud

- This word means....
- The author suggests....
- This reminds me of....
- I am picturing what this looks like....
- I wonder why....
- I would like to ask the question....
- The bias of this perspective seems to be....
- This suggests that something else may also be true....
- I can relate to this because....
- How does this connect to....
- This seems similar to....
- I remember when....
- I really question that....

Dearie, K., & Kroesch, G. (2011). *The write path history/social science: Interactive teaching and learning*. San Diego, CA: AVID Press.

Philosophical Chairs

With a similar format to that of a debate, Philosophical Chairs is less about competition and more about students providing their perspective on an issue and supporting it with successful rhetoric and articulation (Custer et al., 2011). This strategy—rich in inquiry—is built on a prompt to which contradictory positions exist. Participants address these positions through deep, academic discourse in a structured, formal process.

Language Skills

The Philosophical Chairs process provides students with opportunities to improve their verbal capabilities and fluency, in addition to developing their use of precise academic and content language. Through engagement in this strategy, students learn to clarify or challenge ideas and evaluate a speaker's point of view to determine if the presented claims are supported by logical, substantive evidence (Valdez, Carter, & Rodgers, 2013). They also learn to apply formal and informal registers, the absorption of which strengthens their self-advocacy skills.

Many students are unable to participate and contribute appropriately in a rigorous, structured conversation. Engaging in Philosophical Chairs encourages growth in articulation of relevant ideas and posing of questions to connect claims, ideas, and evidence. Students become aware that *how* they deliver a statement, an opinion, or a rhetorical question parallels the importance of *what* was said—including the non-verbal qualities behind students' actions. Through debrief and reflection on Philosophical Chairs activities, students learn to evaluate the oral presentations, language skills, logic of evidence, and effectiveness of the discourse.

Building Relational Capacity

Philosophical Chairs is also a form of team-building, during which a safe environment is formed that encourages students to take risks and share opinions with one another. Through the exposure of varied perspectives, cultural world-views, and personal experiences, students begin to appreciate the diverse nature of their classroom and see it as a source of strength and identity. In addition, students also learn that their personally held, predetermined concepts will grow or shift as they wrestle with well-constructed argumentation from peers whom they have come to respect. Philosophical Chairs does more than simply provide students with a forum to practice their rhetoric; it gives students the opportunity to develop life-long skills that will be valuable assets to them in their academic, career, and personal endeavors.



4.6: Philosophical Chairs: Classic Style

Student Objective

Students will develop inquiry, oral language, and argumentation skills, through participation in an informed debate on a controversial issue, while considering various points of view.

Overview

Philosophical Chairs: Classic Style is a structured form of academic discourse which relies on a prompt as the foundation for discussion and informed debate. It is a form of dialogue in which students develop a deeper understanding of a text or subject. This strategy gives students opportunities to improve verbal capability and fluency, as well as develop skills in the precise use of academic language.

Materials/Set-Up

- Handouts:
 - 4.6a: Pre-Discussion Organizer for Philosophical Chairs
 - 4.6b: Rules of Engagement for Philosophical Chairs
 - 4.9a: Participant Reflective Checklist for Philosophical Chairs
- Teacher Resources:
 - 4.6c: Creating a Prompt That Works
 - 4.6d: Source Material for Prompts
 - 4.6e: Example Topics for Philosophical Chairs
 - 4.6f: Tips for Philosophical Chairs
- In advance of the activity, complete the following:
 - Develop a controversial statement, based on the objectives for the unit or text, to serve as the prompt. These should generally be simple “agree or disagree” scenarios, which are divisive in nature and contain two clear positions.
 - For more information on developing a prompt, see *Creating a Prompt That Works*. For additional resources in helping to select a prompt, see *Source Material for Prompts* and *Example Topics for Philosophical Chairs*.
 - Review *Tips for Philosophical Chairs* for ideas and points to consider as preparations are made for the Philosophical Chairs activity.

Instructional Steps

1. Review the purpose and format of the Philosophical Chairs activity with students.
2. Introduce the central statement that will be discussed and define all of the relevant terms.
3. Utilizing the Pre-Discussion Organizer for Philosophical Chairs, have students brainstorm and record as many arguments as possible for and against the statement, and then summarize their current personal position on the statement.



ELL Integration: Consider providing sentence stems for students as a way for them to begin formulating their thoughts in a coherent, concise way.

ELL Integration: For ELL students, pay special attention to support students speaking in complete sentences as they share why they agree or disagree with someone else's statement and articulate their own points. Academic language scripts will help provide students with sentence frames with which to communicate with each other. Especially during the first few times using this activity, encourage students to acknowledge prior speakers' names in order to honor thoughts and practice addressing specific people and points.

- **Another option is to instruct students to complete a quickwrite on the prompt in order to allow them the opportunity to process the statement individually, while they determine the reasoning behind their perspective.**

4. Before beginning the activity, review the Rules of Engagement for Philosophical Chairs and the Participant Reflective Checklist for Philosophical Chairs with students.
5. If this is a text-based debate, have students select quotations, paragraph numbers, or page numbers that support their positions.
6. To begin the activity, designate one side of the room as the agree side and the other as the disagree side.
7. Instruct students to move to the side that best represents their perspective, and have each side face the other.
8. As students become more accustomed to this activity, consider adding a smaller third side that represents those undecided about their stance on the statement. For students who remain uncertain, encourage them to move to the side that is closest to their perspective, ensuring them that they are permitted to move should their minds change during the course of the activity.
9. **Starting with the agree side, alternate between the two sides as students debate the merit of the statement in a structured manner.** The debate should move in an orderly, structured manner, back and forth between the two sides.
10. Each student should summarize the previous speaker's argument before providing a reason supporting their perspective, clarifying a previously mentioned statement, or directing a question at their opposition—which can be answered or ignored. Expect students to regularly integrate quotes or sources when providing their delivery.
11. Encourage students to switch sides should they change their minds about the prompt. See the “[During the Debate](#)” section of [Tips for Philosophical Chairs](#) for more information.
12. The final step of Philosophical Chairs is to debrief and reflect upon the process. See the [Philosophical Chairs: Debriefing](#) activity for more information on this step.

→ Extension

- To increase rigor:
 - Once students have selected a side, promptly switch them and have them debate from the opposing perspective.
 - After introducing the central statement or prompt to students, provide them with two resources (e.g., articles, videos, etc.) with opposing viewpoints, and then have students debate the merits of their arguments.
 - Have small teams of students find an article or issue to analyze, create the prompt, and facilitate the debate. The teacher now focuses on coaching the organizing students on the metacognitive process involved in running a Philosophical Chairs activity.

- Have students assume the collective role of a historical figure or president and argue from his or her perspective in a manner that is consistent with their assigned person's background and achievements.
- Use the debate as a call to action to address a need in the school toward which the students can provide leadership.
- To increase scaffolding:
 - When implementing Philosophical Chairs for the first time, try it as a low-risk sponge activity with superficial prompts and fun topics. This focuses on the general structure of the activity to gain comfort with how the activity looks in the classroom context.
 - Upon completing their pre-work, have students share their thinking with one of their [WICOR Partners](#).
 - Once students have taken sides, have them huddle up and share their reasoning or pre-work before explaining their perspectives. This will provide students with the opportunity to give voice to their thinking, while hearing what like-minded peers have to say before the debate begins.
 - Turn the debate into a [Four Corners](#) discussion by altering the sides to the following: Strongly Agree, Agree, Disagree, and Strongly Disagree. Having a greater number of options for students to choose from gives those who are usually undecided more leeway in where they position themselves.
 - As time draws to a close or the argumentation becomes repetitive, instruct the students to huddle up into two groups and decide on a closing statement. Each group should review their reasoning for their position on the prompt and select a spokesperson to present their closing summary argument.
- To integrate technology:
 - Pair two classes together to debate a topic, using a supervised social networking site approved for classroom use or videoconferencing technology.
 - After debating a topic, create an online survey based on the statements argued, and canvas students within the school for their opinion.
 - Have a few students observe the process and provide a Twitter feed of the debate, instead of participating in it.
 - Conduct an asynchronous Philosophical Chairs by posting a topic on a discussion forum, and then requiring students to contribute to the online debate.

Pre-Discussion Organizer for Philosophical Chairs

Name: _____ Date: _____

Record the central statement that is presented for discussion and list as many reasons as possible for why someone would agree or disagree with it. After listing these reasons, summarize your current position on the central statement using complete sentences.

Central Statement:	
Agree	Disagree
Summarize your current position on the central statement above.	

Rules of Engagement for Philosophical Chairs

- Maintain your understanding of the prompt or central statement throughout the activity.
- Actively listen to the person who is speaking.
- Wait for the teacher or facilitator to recognize you before you speak; only one person speaks at a time.
- Seek to understand the opposing speaker's point of view, even if you do not agree with him/her.
- Briefly summarize the previous speaker's argument before you make your response.
- Contribute your own thoughts, offering your reasons as succinctly as possible.
- Respond to statements and ideas only, not to the person giving them.
- Change your mind about the central statement as new information or reasoning is presented.
- Refrain from having side conversations during the debate portion of the activity.
- Move to the opposite side or to the undecided position if your thinking grows and changes as a result of convincing arguments from the opposing side.
- Support the discussion by maintaining order and contributing constructive comments.

Creating a Prompt That Works

ELL Integration: Ensure that all students, especially ELL students, fully understand the definitions of all words associated with the prompt.

The prompt for Philosophical Chairs can dictate the success or failure almost immediately. The prompt must be engaging, **easily understood**, and clearly divided into two sides. A successful prompt will encourage students to debate the merits of the content behind the statement or question—and not allow students to hide behind one word as they search for a technicality in their argumentation.

When creating a prompt, consider the following:

1. Be sure that the issue has two debate-worthy sides. If more arguable positions exist, consider using **Four Corners** instead.

Instead of: *Alternative energy sources are better than oil.* (Which alternative energy sources are better than oil: wind, solar, geothermal, or nuclear? Is the argument one of alternative energy versus fossil fuels in general, which include natural gas and coal?)

Try: *Increased resources should be invested into making alternative energy sources efficient, instead of finding more ways to extract fossil fuels.*

2. Keep the prompt topic narrow enough to avoid overwhelming students, but open enough to provide a sufficient amount of debatable material.

Instead of: *Addressing global poverty should be the world's focus.* (This is too overwhelming.)

Or: *The impoverished need free housing.* (This is too narrow in scope.)

Try: *State governments should raise income taxes to provide low-income housing for the working poor.*

3. Choose your ambiguity carefully and make it work for you.

Instead of: *Hosting the Olympic Games is a waste.* (“Waste” is too vague.)

Try: *Does hosting the Olympic Games use more resources than it is worth?*

(“Resources” is ambiguous—it could mean labor, capital, or environmental—but all of these considerations must be critically scrutinized and measured against the Olympic Games’ worth, which could refer to the financial, cultural, or political benefits.)

4. Avoid superlatives and absolute phrasing, such as “all,” “every,” and “never.” Consider using comparatives instead.

Instead of: *Football is the best high school sport.* (“Best” is a superlative.)

Try: *Football provides greater benefits to high schools than basketball.* (“Greater” is a comparative.)

Instead of: *Middle school students should never have homework.* (“Never” is an absolute term.)

Try: *Middle school homework should be reserved for projects and test preparation.*

Source Material for Prompts

As experience with implementation of Philosophical Chairs activities in the classroom grows, the awareness of ideas for prompts in everyday lives grows. Although not exhaustive, the following list is a starting place for finding material or inspiration for debate prompts:

- AVID Weekly articles
- Content-specific sources:
 - Political cartoons
 - Data sources
 - Primary/secondary source documents
 - Math word problems
 - Literature
- Topical/local news stories
- State/Supreme Court rulings
- Magazine articles
- Gallup Poll results
- Inspirations from student writing/conversations
- College-related issues
- Blogs and podcasts
- Online video streams
- TEDTalks
- Museum websites

Example Topics for Philosophical Chairs

- Government should limit the types of content allowed on the Internet.
- University education should be free for all citizens.
- Wild animals should not be kept in captivity.
- Performance-enhancing drugs should be permitted in professional sports.
- Video game violence leads to more aggressive children.
- Vegetarianism should be promoted at the middle school level in order to promote healthy living.
- Freedom of speech is more of a privilege than a right.
- Genetically modified organisms in food benefit humanity more than they hurt it.
- American schools should lengthen the school days in order for students to compete more favorably on a global scale.
- Human organs should be made available through not-for-profit corporations and charities.
- The United States should withdraw from the United Nations.
- Animals should not be used as objects of sport and/or entertainment.
- Middle school students should be given more exercise opportunities during the school day.
- Music promoting or glorifying violent or criminal lifestyles should be banned.
- Torture is an acceptable practice to gain information from suspected terrorists.
- Teachers should not interact with students through social networking websites.
- A student should be held legally responsible for bullying if it resulted in the victim's death.
- The United States should address its own national financial needs before financially supporting other countries.
- Social media does more harm than good for middle school students.
- Food created with nanotechnology will greatly benefit humanity.
- Tobacco should be illegal for purchase or use.
- Discussions about religion should be allowed in schools.
- Students should be allowed to formally rate their teachers each year.
- The death penalty should be mandatory for those who commit rape or premeditated murder.
- Students should be able to work without parental consent at the age of 16.
- Students should be able to choose which high school they attend.
- Parents should be held responsible for their children's behavior until the age of 18.

- Girls should be able to participate in full-contact sports with boys.
- Prisoners serving multiple life sentences should be freed at the age of 80.
- Teaching about religion should be allowed in public schools outside of the regular school day.
- War is unavoidable.
- Everything we do is done mainly for ourselves, and this is true for everyone.
- Our nation should maintain an arsenal of nuclear weapons.
- Our nation should adopt official neutrality, similar to Switzerland.
- Men can care for children as well as women.
- The voting age should be lowered to 16.
- Adopted children should be allowed to obtain information about their natural parents before the age of 18.
- Recipients of heart, lung, and liver transplants should be given the identity of the organ donors.
- Offshore drilling should be discontinued.
- Greater penalties should be given to oil companies for oil spills.
- Computer crimes should receive stiffer penalties.
- Schools should have mandatory drug testing for athletes.
- The number of appeals before capital punishment is carried out should be limited to three.
- A sentence of capital punishment should be imposed within a one-year time period of the crime.
- Those charged with an offense should not be allowed to plead “no contest.”
- Plea bargaining should not be allowed.
- The state government should provide shelter for the homeless.
- Refugees from Central and South American countries should be permitted to immigrate to the United States.
- The income tax should be abandoned as a source of federal and state revenue.
- The graduated income tax—higher for wealthy people—should be replaced by a flat tax for everyone.
- All chemicals that cause damage to the environment should be prohibited from use or sale to the general public.
- Pesticides should be outlawed for food crops.
- Cosmetic surgery should be banned.
- High school dropouts should not be able to obtain a driver’s license.
- Retail stores should not be allowed to use plastic bags for customer purchases.

Tips for Philosophical Chairs

The points listed below are suggestions for enhancing students' skills during Philosophical Chairs, as well as additional ideas to consider before, during, and after the debate.

Before the Debate

- Be prepared with a second prompt in case students respond to the first with lopsided support for one side.
- Discuss with students the need for polite responses as alternatives to aggressive “You said...” statements. Additionally, remind students of the messages that they send through body language and non-verbal communication.

During the Debate

- To encourage a wider array of student speakers, put speaking limits, such as “Three before me,” (i.e., “Three students must speak before I can speak again”) in place to avoid having one or two students dominate the debate.
- Pause the activity at a strategic point in the debate—especially after a variety of perspectives have been shared—and ask students to contemplate where they are now in their thinking and consider changing sides.
- Consider asking all students to reconvene in the middle of the classroom halfway through the debate to discuss the merits of the debate so far. Then, prompt them back to the side which best represents where they currently are in their mindset. With everybody moving, students often feel more at ease with demonstrating their change of mind.
- Frequently remind students that they should be making eye contact with the other side of the class—and not with the teacher or facilitator—when delivering their points.
- The role of the teacher is to remain the facilitator of the debate, and not to engage students with arguments for one side or the other. The intent of Philosophical Chairs is to foster student confidence and critical thinking skills in a public speaking format. Students will often defer to the teacher's opinion and will be reluctant to challenge or elaborate upon it. However, effective facilitation may require the teacher to paraphrase a student's argument for the sake of clarity.

After the Debate

- Always allow time in class for a debrief after the activity ends. In addition to reflecting on the discussion points, it also functions as a “cool-down” period for when students are passionate about their opinions.
- Consider summarizing the arguments using a T-chart to inventory the statements made. It will demonstrate to students how much was truly said beyond their own beliefs and opinions.
- Choose the assessment/debrief writing tool that best fits the targeted learning standard.

Beyond the Debate

- Explicitly connect students' argumentative statements to real-world current events or judiciary decisions, whether on the local or global stage.



4.7: Philosophical Chairs: Jury Style

Student Objective

Students will evaluate the arguments of others through a jury-style variation of Philosophical Chairs.

Overview

Similar to the classic version of Philosophical Chairs in several regards, the jury style incorporates a slightly different class set-up and discourse. The jury style works well with smaller numbers of students (12–24), or if students are less inclined to embrace public speaking despite a desire to participate. This variation should only be utilized after students have developed their skills through the classic style.

Materials/Set-Up

- In advance of the activity, complete the following:
 - Arrange the classroom into three zones: the prosecution (agree), defense (disagree), and jury (neutral).
 - Instruct students to move to the side that best represents their perspective. Students who are undecided or truly neutral on the prompt are assigned to the jury. Ensure that the jury does not outnumber either the prosecution or the defense.
 - Additionally, follow the same prompt and pre-work steps as in the Philosophical Chairs: Classic Style activity.

Instructional Steps

1. Once students are in their prosecution and defense groups, have each group choose two lawyers to represent their position and deliver their arguments.
2. Instruct the prosecution and defense groups to begin preparation for their opening arguments by sharing the reasoning behind their perspectives.
3. Instruct the jury members to prepare to take notes on the debate and craft opening questions that may have contributed to their original indecision on the prompt.
4. Have the prosecution lawyers provide their opening arguments, followed by the defense lawyers.
5. Instruct non-speaking students on the prosecution and defense to record what is said and any new lines of argumentation or rebuttal that they can develop. Those notes are then shared with their respective lawyers during the deliberations.



6. Instruct the jury to direct a common question to be answered immediately: first by the prosecution, and then by the defense. As this process becomes comfortable for students, the jury can develop separate questions for each side.
7. Once the questions are completed, the first round of Philosophical Chairs: Jury Style is complete.
8. Direct each group to go into deliberation for approximately three minutes and prepare comments for the next round.
 - To promote greater participation, encourage the defense and prosecution sides to each choose two new lawyers and the jury to select a new foreperson to direct their questions.
9. Offer groups the options of clarifying arguments, rebutting the opposition's claims, or introducing new reasoning.
10. Follow this up with another round, following all of the steps previously detailed, until class time nears completion.
11. With the final set of closing arguments, the jury does not ask questions, but deliberates over their notes and announces the side with the stronger argument.
12. Follow the completion of the activity with an evaluation and/or debrief.

→ **Extension**

- To increase rigor, increase scaffolding, and integrate technology, see the “Extension” section of *Philosophical Chairs: Classic Style*.
- To integrate technology, have students text input to their lawyers directly, instead of allowing time for deliberations.

4.8: Philosophical Chairs: Speed Formation

Student Objective

Students will quickly develop arguments on a variety of topics through a speed-style variation of Philosophical Chairs.

Overview

Philosophical Chairs: Speed Formation utilizes many of the same components of the classic version, but is a fun, fast-paced variation that can be utilized during shortened class periods. This variation of Philosophical Chairs should only be utilized after students have developed their skills through the classic style.

Materials/Set-Up

- Handouts:
 - 4.6b: Rules of Engagement for Philosophical Chairs
 - 4.9a: Participant Reflective Checklist for Philosophical Chairs
- In advance of the activity, complete the following:
 - Arrange the classroom in the same manner as the Philosophical Chairs: Classic Style—a two-sided format conducive to a structured debate.
 - Review the [Rules of Engagement for Philosophical Chairs](#) and the [Participant Reflective Checklist for Philosophical Chairs](#) with students.

Instructional Steps

1. Inform students that, in this version of Philosophical Chairs, they will generate the central statements for the discussions.
2. Allow students three to five minutes to individually develop ideas for central statements and write each on a separate piece of paper.
3. Collect all suggestions.
4. Randomly select one central statement, modifying it as necessary.
5. Announce the central statement to the class and define the two sides of the debate (e.g., Agree/Disagree, Yes/No, etc.). Have students move to the side of the room with the position that they intend to defend.
 - One modification at this stage is to, upon revealing the prompt, allow students 30 seconds to organize their thoughts. Another modification is to read all of the prompts out loud at the beginning so that students have a brief opportunity to mull over the topic prior to engaging in the first randomly selected prompt.

6. Set a timer for three to five minutes, depending on class size, and start the debate between the two groups.
7. Encourage students to be concise and attempt to keep their contributions to less than 30 seconds each. The goal is to have an up-tempo debate, where the arguments for and against the prompt are batted back and forth with quick, verbal strokes. When the timer goes off, the conversation is immediately over.
8. Select a new prompt and start another round of quick debates.
9. Follow the same debriefing steps as Philosophical Chairs: Classic Style.
10. Consider including questions and conversation about the characteristics of the most effective and engaging prompts for Philosophical Chairs: Speed Formation.

→ **Extension**

- To increase rigor, increase scaffolding, and integrate technology, see the “Extension” section of Philosophical Chairs: Classic Style.



4.9: Philosophical Chairs: Debriefing

Student Objective

Students will reflect on the experience of participating in Philosophical Chairs and utilize metacognitive skills in order to improve future Philosophical Chairs experiences.

Overview

Debrief sessions enable students to reflect verbally and in writing on their communication skills, as well as the understanding that they gained on the discussion topic. Debriefing a Philosophical Chairs activity provides valuable insight into students' thinking, including how they perceive, construct, deliver, and receive communication from their peers. Moving beyond the simple restatement of the arguments for and against the central statement, the debrief is an opportune time to encourage students to reflect verbally and in writing upon their overall participation, self-assessing not just how well they followed the rules of engagement, but thinking about their academic language, non-verbal communication, use of rhetoric, and recognition of the skills and qualities that their peers bring to the classroom.

Materials/Set-Up

- Handouts:
 - 4.9a: Participant Reflective Checklist for Philosophical Chairs
 - 4.9b: Written Reflection for Philosophical Chairs

Instructional Steps

1. Depending on the specific objective of the Philosophical Chairs activity, the ability level of the class, and the grade level of the class, debrief with the class utilizing one or both of the options below:
 - Participant Reflective Checklist for Philosophical Chairs: This checklist can be introduced to students before the activity as a preview of the activity's expectations and focus areas. Students can then use the checklist to monitor their adherence to the Rules of Engagement for Philosophical Chairs during the activity and after the activity as a written summary.
 - Written Reflection for Philosophical Chairs: This resource focuses less on the logistics of the activity and allows space for in-depth writing about the arguments made and how participants' understanding evolved through the discussion.

→ Extension

- To increase scaffolding:
 - Have students complete the Participant Reflective Checklist for Philosophical Chairs and/or the Written Reflection for Philosophical Chairs verbally with a partner, rather than in writing.
 - Archive reflections in student portfolios. Before conducting subsequent Philosophical Chairs, have each student read through their reflection and set personal goals for the activity.
- To integrate technology, push out questions using a quick assessment tool, such as Google Forms or Nearpod.
- See the "After the Debate" section in the Tips for Philosophical Chairs resource for more information.

Participant Reflective Checklist for Philosophical Chairs

Directions: Prior to the activity, review the statements below. Upon completion, check the boxes that best represent your Philosophical Chairs experience and summarize your reflection in the space provided.

Did you...	Often	Sometimes	Rarely	No
Maintain your understanding of the prompt or central statement throughout the activity?				
Actively listen to the person who was speaking?				
Seek to understand the opposing speaker's point of view, even if you did not agree with him/her?				
Contribute your own thoughts, offering your reasons as succinctly as possible?				
Take any notes to help track the arguments that were presented from both sides?				
Change your mind about the prompt as new information or reasoning was presented?				
Refrain from having side conversations during the debate portion of the activity?				
Change your position if your thinking grew and changed as a result of convincing arguments from the opposing side?				
If you spoke, did you...				
Wait until the teacher/facilitator recognized you to speak?				
Briefly summarize the previous speaker's argument before you replied?				
Address the ideas that your opponents made, and not the people stating them?				

Summarize your reflection by referring to the items above, the areas in which you did well, and the areas in which you can improve for next time:

Socratic Seminar

Socratic Seminar is a structured activity designed to engage students in deep thinking. The Greek philosopher Socrates believed that encouraging students to think for themselves was more important than filling their heads with the “right” answers. The Socratic method of teaching is a form of inquiry-based discourse focused on questioning to spur critical thinking and drive ideation. It is through exploration, dialogue, considering new perspectives, and constant questioning that students develop their critical thinking and problem-solving skills. Through Socratic Seminars, students develop confidence in articulating their ideas to others while providing supporting evidence with reasoned thinking.

Metacognitive Skills

Socratic Seminars offer more educational purpose than practicing academic dialogue alone. Socratic Seminars provide teachers with opportunities to explore the metacognitive skills that academically successful students employ. In addition to practicing their academic dialoguing abilities, students will become more effective communicators as they learn to differentiate between social and academic language, as well as hone their listening and non-verbal communication techniques. As students develop these abilities, they gain confidence in more advanced levels of inquiry and improve their ability to analyze complex problems.

Prerequisites

If students are to feel safe in expressing their thoughts and opinions without the fear of being judged or ridiculed, it is important to recognize that they need opportunities and guidance to rise to a certain comfort level with their classmates. It is recommended that Socratic Seminars—regardless of configuration—be attempted only after students have successfully built a positive sense of community, with at least [Stage 2 relational capacity](#). Debriefing the Socratic Seminar, and varying the style, will provide opportunities for deepening and broadening the Socratic Seminar experience. With these points in mind, Socratic Seminars are powerful avenues for students’ personal growth.

4.10: Socratic Seminar: Classic Style

Student Objective

Students will develop a deeper understanding of complex ideas through rigorous and thoughtful dialogue.

Overview

Socratic Seminar: Classic Style is a structured, collaborative dialogue, focusing on a common text or resource, which students have analyzed and toward which they have prepared questions to spur the discussion. This strategy provides a format for students to practice skills in critical thinking, reading, and inquiry, as they participate in the inquiry-based dialogue.

Materials/Set-Up

- Handouts:
 - 4.10a: Dialogue vs. Debate for Socratic Seminar
 - 4.10b: The Role and Responsibilities of the Socratic Seminar Participant
 - 4.10c: Rules of Engagement for Socratic Seminar
 - 4.10d: Academic Language Scripts for Socratic Seminar
- Teacher Resources:
 - 4.10e: The Elements of Socratic Seminar
 - 4.10f: Text Selection for Socratic Seminar
 - 4.10g: Sample Class Arrangements for Socratic Seminar
 - 4.10h: Tips for Socratic Seminars
- In advance of the activity, complete the following:
 - Provide students with a text to read and prepare for prior to the Socratic Seminar.
 - Refer to Text Selection for Socratic Seminar for a list of potential sources of seminar texts.

The critical reading process is to plan, build vocabulary, pre-read, interact with the text, and extend beyond the text. Strategies to support these steps include tracking vocabulary, numbering the paragraphs, marking the text, and writing in the margins.

Example: “Before we read this text, let’s number the paragraphs. Now, I’d like you to read only the title, first paragraph, and last paragraph, and then write a one-paragraph prediction about what this text covers.”

Instructional Steps

1. Discuss the purpose and format of the Socratic Seminar activity with students (see Teacher Resources noted in Materials/Set-Up, above).
2. Utilizing Sample Class Arrangements for Socratic Seminar, choose the class arrangement or seminar variation that you will use and review the arrangement with students.
3. Using Dialogue vs. Debate for Socratic Seminar, guide students to an understanding of the difference between these two discourse styles.
4. Review the “Before the Seminar” section of The Role and Responsibilities of the Socratic Seminar Participant.
5. Instruct students to read or study the subject or prompt, incorporating the appropriate **critical reading process strategies**, such as marking the text, pausing to connect ideas, writing in the margins, taking Cornell notes, or analyzing visuals.

6. Remind students to complete the following:
 - Understand the purpose for reading, following the reading prompt, if provided.
 - Preview the text or subject, thinking about any teacher- or student-provided background information, to determine the structure of the text and identify possible biases.
7. Have students generate at least two open-ended, higher level questions—[Costa’s Levels 2 or 3](#)—that will help them probe deeper into the meaning of the text and the author’s intention.
8. Remind students of the four essential elements of Socratic Seminar, which are described in [Elements of Socratic Seminar](#).
9. Review the “During the Seminar” section of [The Role and Responsibilities of the Socratic Seminar Participant](#) and the [Rules of Engagement for Socratic Seminar](#). Include your directions on what to do when the dialogue moves into debate.
10. Review the [Rubric for Socratic Seminar](#) (which follows in the [Socratic Seminar: Debriefing](#) activity) or another assessment tool of your choice, so students know how their participation will ultimately be assessed.
11. Instruct students to review the [Academic Language Scripts for Socratic Seminar](#) handout and have it available to use during the seminar.
12. Ask students to arrange their chairs into a circle. They should be able to see everyone without having to lean forward or backward. Students should also have all of their necessary materials for participating in the Seminar—marked text, questions, pen and paper for taking notes—with them.
13. Determine the opening question for the dialogue using one of the methods below:
 - The Seminar leader, who can also be seated in the circle, poses an opening question relating to the text in order to initiate the dialogue.
 - Each student in the circle reads one of his/her questions. After listening carefully, the Seminar leader or the students can select one as the starting question to open the conversation.
14. Begin the dialogue with participants responding to the opening question. The dialogue continues as group members ask clarifying questions or offer responses. Consistently require students to build upon the comments and analysis of others.
15. Continue the Socratic Seminar in this manner until all of the questions have been explored or time has drawn to a close.
16. Consider conducting a **Whip-Around** so that each student can provide a closing thought or rhetorical question that summarizes their thinking.
17. The final step of the Socratic Seminar is to debrief and reflect upon the process. Refer to [Socratic Seminar: Debriefing](#) for more information on this step.

Whip-Around is a strategy used to activate prior knowledge and quickly process information. With students in small groups of four or five, present a question or discussion prompt. Going around the group sequentially, each student then comments on the question or discussion prompt.

Example: “In your groups, do a Whip-Around about the importance of making positive introductions and first impressions. You will have three minutes, and each student needs to contribute at least one response.”

➤ Extension

- To increase rigor:
 - Base the Seminar on a more complex text.
 - Use multiple text sources related to the content. Then, have students analyze how the authors shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
 - At natural breaks in the dialogue, direct students to connect the themes of the Socratic Seminar with deeper content ideas, cross-curricular areas, or personal experience.
 - Provide students with more autonomy for structuring and leading the Socratic Seminar.
 - Use student leaders to moderate smaller groups of Socratic Seminars, and then run several simultaneous Seminars, either on one text or on several differing texts, that have a common theme or subject.
- To increase scaffolding:
 - Read the text aloud together and lead the class through the marking the text or writing in the margins critical reading process strategies prior to the Seminar.
 - Reiterate, model, and encourage specific skills necessary for conducting effective dialogue.
 - Provide students with copies of Seminar handouts to read as homework assignments: Rules of Engagement for Socratic Seminar, The Role and Responsibilities of the Socratic Seminar Participant, and Academic Language Scripts for Socratic Seminar.
 - Select shorter texts or quotes in which students can closely observe key words or lines. Comparing and contrasting two shorter paragraphs works well.
 - Develop teacher questions to use as models, and then develop questions together as a class.
 - Conduct mini-Seminars, where small groups practice the skills for conducting effective dialogue. Consider having one student observe and take notes on each group's performance and help debrief when finished.
 - When time is limited for a Seminar, use the Whip-Around brainstorming strategy to allow all students to respond to a prompt.

-
- To integrate technology:
 - When using a text that is topical, have students post facets of their Seminar discussion in the comments section of news websites using a teacher-created identity.
 - Create a “backchannel chat” for the outside circle, using TodaysMeet or a similar website. With the backchannel, outer-circle participants can comment upon the Seminar proceedings while one member of the inner circle monitors the chat and gives voice to their questions at appropriate times.
 - Using Skype or Google Hangouts, run a collaborative, multi-site Socratic Seminar with inter-city, state, or national “flight crews,” made up of pilots and co-pilots.
 - Capture the Seminar on video and post on a limited-access YouTube or Vimeo account to serve as a source of critical review for the class as a whole, absent students, or younger grades.
 - Have select students, acting as observers, use a class Twitter account to post tweets of the discussion. After the Seminar concludes, debrief how well the tweets capture the essence of the discussion.
 - Set up a videoconference Socratic Seminar with another class, from another school if possible.
 - Extend the discussion to a web-based medium, such as a blog or discussion forum, and continue the dialogue with deeper insights and links to a wider array of online sources.



Dialogue vs. Debate for Socratic Seminar

The best Socratic Seminars are those in which something new and unexpected is discovered. This happens when the Socratic Seminar is approached as a collective search for information or exploration of ideas through dialogue, rather than a defense of opinions through debate.

Dialogue	Debate
Dialogue is collaborative, with multiple sides working toward a shared understanding.	Debate is oppositional, with two opposing sides trying to prove each other wrong.
In dialogue, one listens to understand, to make meaning, and to find common ground.	In debate, one listens to find flaws, to spot differences, and to counter arguments.
Dialogue broadens, and possibly changes, a participant's point of view.	Debate affirms a participant's point of view.
Dialogue thrives on an open-minded attitude and openness to being wrong and to changing.	Debate fosters a close-minded attitude and a determination to be right and defends assumptions as truth.
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it, rather than threaten it.	In debate, one submits one's best thinking and defends it against challenges to show that it is right.
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in all positions.	In debate, one searches for weaknesses in opposing positions.
Dialogue respects all of the other participants and seeks not to alienate or offend.	Debate rebuts contrary positions and may belittle or deprecate other participants.
Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions.	Debate assumes that someone already has a single right answer.
Dialogue remains open-ended.	Debate demands a conclusion and a winner.

The Role and Responsibilities of the Socratic Seminar Participant

Before the Seminar

- Read the text or consider the artifact/prompt carefully.
- Use highlighters to mark crucial portions of the text.
- Make notes in the margins.
- Look for places where the author is stating his or her views, arguing for them, or raising questions.
- Write Level 2 or 3 questions (Costa's Levels of Thinking).
- Make connections between parts of the text by using your margin notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know from your life experiences.

During the Seminar

- Be prepared to participate; the quality of the seminar is diminished when participants speak without preparation, or do not participate at all.
- When appropriate, refer to the text; a seminar is not a test of memory.
- Ask for clarification when you are confused.
- Take turns speaking instead of raising hands.
- Listen carefully and actively to other participants.
- Speak clearly so all can hear you.
- Address other participants, not the seminar leader.
- Discuss the ideas of the text, not each other's opinions.
- Show respect for differing ideas, thoughts, and values.
- Give evidence and examples to support your responses.
- Help fellow participants clarify questions and responses.
- Keep your mind open to new ideas and possibilities.

After the Seminar

- Reflect on your participation as an individual and the group as a whole.
- Discuss with your group parts of the seminar you think went well and which skills you and your fellow participants still need to improve.
- Use writing to think about both the process and the content of the seminar.
- Be prepared to help set goals for improvement in the next seminar.

Custer, H., Donohue, J., Hale, L., Hall, C., Hiatt, E., Kroesch, G., Krohn, B., Malik, S., Muhammad, F., Quijano, V., Shapiro, D., & Valdez, S. (2011). *AVID postsecondary strategies for success: A guide for faculty and student affairs professionals*. San Diego, CA: AVID Press.

Rules of Engagement for Socratic Seminar

- Be prepared to participate and ask good questions. The quality of the Socratic Seminar is diminished when participants speak without preparation.
- Show respect for differing ideas, thoughts, and values—no put-downs or sarcasm.
- Allow each speaker enough time to begin and finish his or her thoughts—don't interrupt.
- Involve others in the discussion, and ask them to elaborate on their responses.
- Build on what others say—ask questions to probe deeper, clarify, paraphrase, add to, and synthesize a variety of different views in your own summary.
- Use your best active listening skills—nod, make eye contact, lean forward, provide feedback, and listen carefully to others.
- Participate openly and keep your mind open to new ideas and possibilities.
- Refer to the text often, and give evidence and examples to support your response. Discuss the ideas of the text, not each other's opinions or personal experiences.
- Take notes about important points that you want to remember or new questions that you want to ask.

Boldway, S., Carter, M., Compton, R., Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading*. San Diego, CA: AVID Press.

Academic Language Scripts for Socratic Seminar

Clarifying

- Could you repeat that?
- Could you give us an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- Would you mind going over the instructions for us again?
- So, do you mean...?
- What did you mean when you said...?
- Are you sure that...?
- I think what _____ is trying to say is....
- Let me see if I understand you. Do you mean _____ or _____?
- Thank you for your comment. Can you cite for us where in the text you found your information?

Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if _____?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are ____ and ____ similar?
- Why is ____ important?

Building on What Others Say

- I agree with what _____ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder...? I think... Do you think...?
- I thought about that also and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____ said that... I agree and also think....
- Based on the ideas from _____, _____ and _____, it seems like we all think that....

Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

Academic Language Scripts for Socratic Seminar

Expressing an Opinion

- I think/believe/predict/imagine that... What do you think?
- In my opinion....
- It seems to me that....
- Not everyone will agree with me, but....

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Disagreeing

- I don't really agree with you because....
- I see it another way. I think....
- My idea is slightly different from yours. I believe that... I think that....
- I have a different interpretation than you....

Inviting Others into the Dialogue

- Does anyone agree/disagree?
- What gaps do you see in my reasoning?
- What different conclusions do you have?
- ____ (name), what do you think?
- I wonder what ____ thinks?
- Who has another idea/question/interpretation?
- ____ (name), what did you understand about what ____ said?
- We haven't heard from many people in the group. Could someone new offer an idea or question?

Offering a Suggestion/Redirecting the Seminar

- We can't seem to find the connection to the text. Could you point out what and where that connection is?
- We all want to remember that our goal is a flow of questions and comments and ideas to be shared, rather than a debate to be won. How could your comment be rephrased to reflect our goal?
- Maybe you/we could....
- Here's something we/you might try:
- What if we... ?
- We seem to be having a debate instead of a dialogue, can we....
- Who has another perspective to offer that will help us re-focus the conversation?
- Let's look at page ____ and see what we think about....

Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

The Elements of Socratic Seminar

A productive, engaging Socratic Seminar consists of four interdependent elements: (1) the text, (2) the questions raised, (3) the Socratic Seminar leader, and (4) the participants. A closer look at each of these elements will help explain the unique characteristics of a Socratic Seminar.

The Text

Socratic Seminar texts are chosen for their richness in ideas, issues, and values, in addition to their ability to stimulate extended, thoughtful dialogue. A Socratic Seminar text can be drawn from readings in literature, history, science, math, health, or philosophy; the “text” may also be drawn from music, works of art, photography, video, or other media. A good text raises important questions in the participants’ minds—questions to which there are no right or wrong answers. At the end of a successful Socratic Seminar, participants can often leave with more questions than they brought.

The Questions

A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more Seminar experience. A strong opening question has no right answer; instead, it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question often generate new questions from the leader and participants, inevitably inspiring more responses. In this way, the line of inquiry during a Socratic Seminar evolves on the spot, rather than being pre-determined by the leader.

The Leader

In a Socratic Seminar, the leader can play a dual role as facilitator and participant. The Seminar leader consciously demonstrates a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when the discussion becomes confused, and involving reluctant participants while restraining their more vocal peers.

As a Seminar participant, the leader actively engages in the group’s exploration of the text. To do this effectively, the leader must know the text well enough to anticipate various interpretations and recognize important possibilities in each. The leader must also exercise patience in allowing participants’ understandings to evolve as the discussion develops. The leader must also be willing to help participants explore non-traditional insights and unexpected interpretations.

Determining the Seminar leader is a scaffolded process. When students are new to Socratic Seminar, the teacher serves as the leader, marshaling students through the dialogue process. Explicitly modeling the responsibilities of the leader, the teacher then moves toward selecting a student who has demonstrated a familiarity with and understanding of what it means to lead a Seminar, as well as having demonstrated the applicable skills necessary to manage his or her peers. When the majority of the class have been selected as leader at one time or another and have shown the capabilities of facilitating a productive Seminar, the position of leader is randomly chosen. This constitutes the pinnacle of Socratic Seminar leader selection.

The Participants

Socratic Seminar participants share the responsibility with the leader for the quality of the Seminar. Rewarding Seminars occur when participants process the text closely in advance, listen actively to the discussion, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas or their peers' ideas. Participants acquire effective Seminar behaviors through participating in Seminars and reflecting on them afterward. After each Seminar, the lead and participants discuss the experience and identify ways of improving the Seminar process. Before each new Seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, listening, thinking, and **discussing**. Eventually, when participants realize that the leader is not looking for the "right" answer, but is instead encouraging them to think out loud and to openly exchange ideas, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants eager to examine ideas in a rigorous, thoughtful manner.

ELL Integration: The leader should also encourage all students to use tools, such as academic language scripts, in order to help students frame how they will verbally share information.

Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

Text Selection for Socratic Seminar

Socratic Seminar focuses on deep discussion around a central text, so it is important that rich texts, complex enough to invite multiple interpretations and require negotiation to arrive at meaning, are chosen. Consider the following list of sources to help you think about your text selection:

All Content Areas – Print Texts

- Philosophical treatises
- Song lyrics
- Essays
- Articles (e.g., journals, magazines, current events, AVID Weekly, etc.)
- Editorials
- Political cartoons
- Policies (e.g., government, business, health, public)
- Workplace documents (e.g., contracts, instructions, manuals, etc.)
- Communication/public relations documents (e.g., flyers, posters, propaganda, etc.)

All Content Areas – Non-Print Texts

- Photographs
- Art pieces
- Video clips

Mathematics

- Mathematical proofs
- Mathematical word problems
- Logic “arguments”
- Critical thinking puzzles
- Graphical information and/or data

Science

- Experimental designs or protocols
- Court/legal cases
- Professional organization bulletins (e.g., FDA, CDC, WHO, etc.)
- Medical practice guidelines
- Codes of ethics
- Environmental issues (e.g., policies, current event articles, journal articles, etc.)
- Primary source documents (e.g., Newton’s laws, works of Galileo or Pythagoras, etc.)
- Articles from the web (e.g., sciencenews.org, nature.com, etc.)

Boldway, S., Carter, M., Compton, R., Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading*. San Diego, CA: AVID Press.

Text Selection for Socratic Seminar

Physical Education/Health

- Codes of ethics
- Professional organization bulletins (e.g., FDA, CDC, WHO, etc.)
- Medical practice guidelines
- Nutrition labels
- Fitness guidelines
- Dietary recommendations
- Weight-loss program descriptions
- “Playbook”—game strategies

Social Sciences

- Primary or secondary source documents
- Historical speeches (written or oral)
- Laws
- Edicts
- Treaties
- Historical Literature
- Legislative bills
- Court/legal cases

Language Arts

- Primary or secondary source documents
- Historical speeches (written or oral)
- Poems
- Short stories
- Excerpts from novels
- Plays
- Biographies/autobiographies

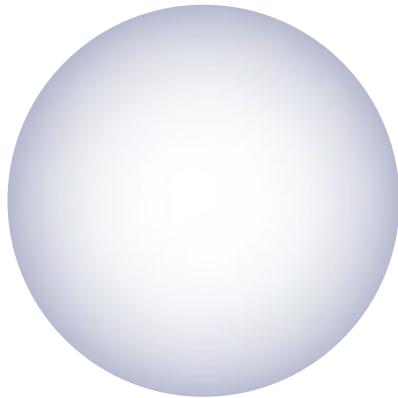
Visual and Performing Arts

- Performance (e.g., dance, play, monologue, musical, etc.)
- Art pieces
- Scripts
- Scores
- Art history texts
- Artist biographies/autobiographies
- Photographs
- Director, choreographer, conductor, animator notes (background information about the creative process)

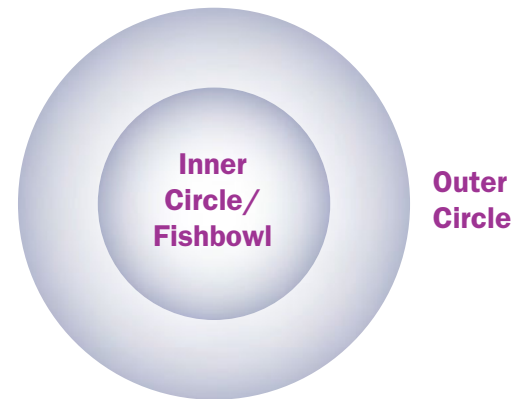
Boldway, S., Carter, M., Compton, R., Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading*. San Diego, CA: AVID Press.

Sample Class Arrangements for Socratic Seminar

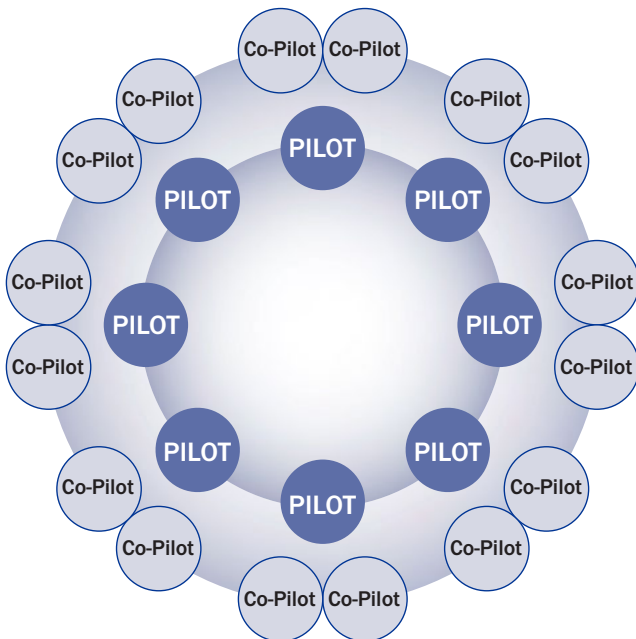
One Large Seminar



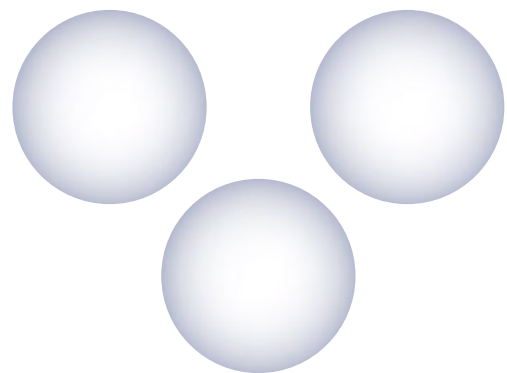
Inner/Outer Circle or Fishbowl



Triad Seminars



Simultaneous



Valdez, S., Carter, M., & Rodgers, J. (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.

Tips for Socratic Seminar

The points listed below are suggestions to enhance the Socratic Seminar process for both teachers and students, and to provide additional ideas to consider before, during, and after the discussion.

Teachers

- Be prepared with a higher level starter question in case the group questions do not meet the overall goal for the discussion.
- Don't try long texts or long Seminars at first; build gradually.
- Take notes during the Seminar (e.g., evaluate students, chronicle main ideas discussed) and use the notes during the debrief to help coach individual students and to help students set goals for the next Seminar.
- Note when one conversation thread has runs its course and introduce a new line of inquiry.
- Never neglect the debrief. Feedback is vital if the group is going to grow with each Seminar. Request specific, non-judgmental comments to help improve future Seminars.
- Over time, use a variety of print and non-print texts: arguments, proofs, fiction, essays, poetry, quotations, artwork, editorial cartoons, multimedia, etc.

Leaders (Student or Teacher Seminar Leaders)

- Your task is not to make participants “cover” the topic, but to help them use their minds well.
- Read the text in advance and take ample notes to have a deep understanding.
- Focus the group on the opening question as quickly as possible.
- Allow for “think time.” Participants need time to think and process information and ideas.
- Model thoughtful behavior. Ask clarifying and probing questions if others seem stuck or are not asking for evidence, reasoning, or connections back to the text.
- Rephrase a question if participants seem confused by it—or ask another participant to rephrase it.
- Don't let sloppy thinking or gross misinterpretations go unexamined. Ask participants to offer textual support for their thinking, or to consider what _____ would say about their interpretation.
- Pay attention to what is *not* being discussed. If there is a perspective that is not being represented, introduce it.
- Guide participants to discuss their differences and work through conflicts respectfully.
- Involve reluctant participants while restraining more vocal members.
- Avoid making eye contact with participants if they continually talk to you rather than the group.
- Do not dominate the discussion or withdraw entirely; you are a participant, too.

Adapted from Boldway, S., Carter, M., Compton, R., Gutierrez, S., Mullen, M., & Valdez, S. (2012). *The write path English language arts: Exploring texts with strategic reading*. San Diego, CA: AVID Press.

4.11: Socratic Seminar: Fishbowl (Inner/Outer Circle)

Student Objective

Students will analyze what makes the discussion effective and what hinders its progress.

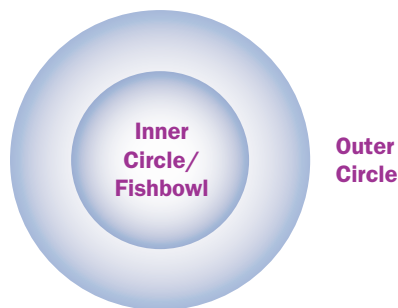
Overview

The Fishbowl variation of Socratic Seminar: Classic Style uses an inner and outer circle configuration and is a useful format for large classes, as it provides for easier classroom management than running multiple circles simultaneously.

Materials/Set-Up

- Handouts:
 - 4.11a: Observation Checklist for Socratic Seminar
 - Socratic Seminar: Classic Style Handouts
- In advance of the activity, complete the following:
 - Set up the classroom to accommodate the following configuration:

Inner/Outer Circle or Fishbowl



Instructional Steps

1. Follow the same text selection, norms, and pre-work steps as Socratic Seminar: Classic Style.
2. Using your preferred method (e.g., student choice, [WICOR Partners](#), etc.), have students form partner groups, decide who is Student “A” and who is Student “B,” and complete an **A/B Partner Share** to discuss the text and the notes that they created.
3. Arrange the classroom chairs into two circles with an equal number of seats. Select which group of students—“A” or “B,” from the A/B Partner Share—will be in the inner circle and which will be in the outer circle.

A/B Partner Share is a quick, collaborative activity in which partners will choose to be “A” or “B.” Partner “A” shares for one minute. Partner “B” may not ask any questions or interrupt in any way, but listens carefully and tries to remember everything that Partner “A” said. When one minute is up, Partner “B” repeats or lists back as many things as he or she can remember Partner “A” saying. Then, they switch roles. When both partners have listened and shared, they get two minutes to ask each other any questions about what they heard the other partner share.

Example: “Decide which Partner is A and which partner is B. Partner A, you have one minute to share your favorite or least favorite part of today’s activity and what skills we built or reinforced in this activity. While they share, Partner B should be silent and carefully listening.”



4. Instruct students in the outer circle to sit in a seat where they can see the face of their partner in the inner circle. Students cannot sit in the seats behind their partners.
 - With class sizes above 30, you may want to have students group into triads, with a third of the students in the inner circle and two-thirds in the outer circle. This allows for two partner observers for each inner-circle partner.
5. Review elements of the text and the prompt with the class.
6. Inform inner-circle participants that their engagement in Socratic dialogue will be the same as in Socratic Seminar: Classic Style.
7. Provide outer-circle students with the Observation Checklist for Socratic Seminar to use to observe and record notes on their partner's participation in the dialogue and the Socratic Seminar process.
8. Upon conclusion of the Seminar, have students in the outer circle share their observations, and with guidance from the teacher, offer constructive criticism or suggestions as to how to promote dialogue over debate. This can be done orally or in writing.

→ Extension

- To increase rigor, increase scaffolding, and integrate technology, see the “Extension” section of Socratic Seminar: Classic Style.
- To increase scaffolding:
 - Have students in the outer circle switch with students in the inner circle midway through the Seminar to afford all students access to the discussion.
 - Provide a “Hot Seat”—an empty chair in the inner circle—so that outer-circle students can “jump” into the conversation and add their perspective or ask a question before “jumping” back to their original seat.

Observation Checklist for Socratic Seminar

Directions: Each time your partner does one of the following, put a check in the box.

Your Name: _____ Partner's Name: _____

Speaks in the discussion.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes eye contact with other speakers or as she/he speaks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refers to the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks a new or follow-up question.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to another speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paraphrases and adds to another speaker's ideas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages another participant to speak.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupts another speaker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in side conversation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dominates the conversation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After Discussion:

What is the most interesting thing your partner said?

After Discussion:

What would you like to have said in the discussion?

4.12: Socratic Seminar: Triad Formation (Pilot/Co-Pilot)



Student Objective

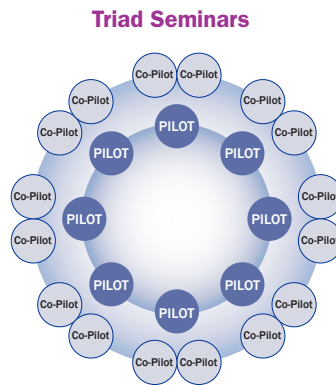
Students will incorporate thoughts from their peer support group and share those thoughts.

Overview

The Triad (Pilot/Co-Pilot) model of Socratic Seminar is one of the most advantageous formats to employ when the goal of the lesson is to maximize both inquiry and collaboration among all classroom students. Similar in structure to the Inner/Outer Circle variation, the Triad model allows for greater interaction and mobility between the outer circle of students and those in the inner circle.

Materials/Set-Up

- Handouts:
 - Socratic Seminar: Classic Style Handouts
- In advance of the activity, complete the following:
 - Set up the classroom to accommodate the following configuration:



Instructional Steps

1. Follow the same text selection, norms, and pre-work steps as Socratic Seminar: Classic Style, including having students write appropriately leveled questions about the text.
2. Divide students into thirds and arrange the seats so that one-third of the students sit in the inner circle (as the “pilots”).
3. Set two chairs behind each pilot’s chair (for the “co-pilots”). If the total number of students does not divide evenly into thirds, arrange the chairs accordingly so that a few pilots only have one co-pilot each, instead of two.

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

4. Review elements of the text and the prompt with the class.
5. Once students are seated, instruct the pilots to discuss the questions that they created about the text with their co-pilots. If Socratic Seminars are a new experience for the students, consider using a teacher-created prompt to bolster this initial discussion.
6. Allow about one minute for each “flight crew”—pilot and co-pilots working together—to share their thoughts about the questions.
7. Beginning with a volunteer, conduct a Whip-Around, having each pilot in the circle share a question that they had discussed with their flight crew.
8. Once each pilot has shared a question, determine the opening question and allow the Seminar to develop its initial dialogue. The outer ring of co-pilots does not openly contribute to the discussion occurring in the inner circle. However, encourage co-pilots to take notes or write down points that they wish to mention at the first available opportunity.
9. At appropriate times—about every five to seven minutes—announce a “stop-over,” and pause the discussion.
- 10. Allow the pilots to turn to their co-pilots once again to quickly gather input and reactions regarding the inner-circle discussion.** At this point, allow co-pilots the opportunity to relieve their pilots, if they so desire, and assume the inner-circle seat.
11. Continue the Socratic Seminar, allowing for connections so that co-pilots can continue to contribute to the discussion until the dialogue comes to a close.
12. For the final leg of their “journey,” conduct a Whip-Around, allowing each pilot one final statement or rhetorical question that sums up their flight crew’s thinking.

➔ Extension

- To increase rigor, increase scaffolding, and integrate technology, see the “Extension” section of Socratic Seminar: Classic Style.
- To increase scaffolding:
 - Allow pilots and co-pilots to switch roles at their own determined times.
 - Allow co-pilots to contribute ideas to the inner circle during the dialogue by writing their ideas on sticky notes and passing them to their pilots.
 - Have the pilots rotate two spots during a stop-over, for a new flight crew and a different perspective.
- To integrate technology, allow co-pilots to text directly to their pilots, using cell phones.

4.13: Socratic Seminar: Debriefing

Student Objective

Students will reflect on the Socratic Seminar process, their experience participating in the Socratic Seminar, and the personal and group skills used in the activity.

Overview

Spending time after a Socratic Seminar to critique, debrief, and evaluate the process is critical. The reflections allow for growth of skills necessary to achieve quality Seminars and high levels of thinking. As students analyze their personal experience in the Seminar, they can identify areas of strength and areas for improvement for future Seminars. Moving beyond simple restatement of the concepts discussed during the Seminar, the debrief is an opportune time to encourage students to reflect verbally and in writing upon their overall participation, self-assessing not just how well they followed the rules of engagement, but thinking about their academic language, non-verbal communication, use of rhetoric, and recognition of the skills and qualities that their peers bring to the classroom.

Materials/Set-Up

- Handout:
 - 4.13a: Socratic Seminar Rubric

Instructional Steps

1. To conduct a verbal debrief:
 - Upon completion of the Socratic Seminar, facilitate a small-group or class discussion strictly over the content of the dialogue.
 - Continue to explore the other realms of the Seminar: metacognition, style, and process.
 - Tie everything together by discussing relationships and connections between the themes and concepts of the Seminar and deep content ideas, cross-curricular areas, and personal experience.
2. To conduct a rubric debrief:
 - Use the Socratic Seminar Rubric as an evaluation tool for student self-evaluation of participation or for observers to evaluate other participants.
3. To conduct a written debrief:
 - Have students compose a written debrief, summarizing their learning from the Seminar and making conceptual connections between the themes of the Seminar and deeper content ideas, cross-curricular areas, or personal experience.

→ Extension

- To increase rigor, refer to [Analyzing the Flow of Dialogue in a Socratic Seminar](#) for methods of processing the Seminar dynamic, such as mapping the patterns of dialogue and scripting the conversation. Analysis of the information from this activity can help students set participation and dialogue goals for the next Seminar.
- To integrate technology, use Poll Everywhere, Nearpod, or another feedback tool for audience voting.

Rubric for Socratic Seminar

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down some of the skills involved in seminars. They may help participants to identify particular areas of strength and areas for improvement.

	Advanced	Satisfactory	Developing	Unsatisfactory
Questioning	<ul style="list-style-type: none"> • Has prepared several higher level questions based on the text • Asks several higher level questions during the seminar 	<ul style="list-style-type: none"> • Has prepared questions, mostly lower level • Asks some questions during seminar 	<ul style="list-style-type: none"> • Has very few questions, if any • Asks very few questions, if any 	<ul style="list-style-type: none"> • Has not prepared questions • Does not ask questions
Speaking	<ul style="list-style-type: none"> • Moves the conversation forward • Speaks to all participants • Thinks before answering • Refers directly to the text • Makes connections to other speakers • Considers all opinions • Offers insightful contributions 	<ul style="list-style-type: none"> • Comments often, but does not lead others • Addresses only the teacher • Refers to text, but not to subtle points • Responds to questions • Considers some opinions • Offers interesting ideas, not necessarily connected 	<ul style="list-style-type: none"> • Emphasizes only own ideas • Addresses only the teacher • Tends toward debate, not dialogue • Ideas do not always connect • Comments neglect details of text 	<ul style="list-style-type: none"> • Disruptive, argumentative • Mumbles or is silent • Makes no connection to previous comments
Listening	<ul style="list-style-type: none"> • Demonstrates effective listening skills (making eye contact, nodding, taking notes) • Writes down thoughts and questions • Builds on others' comments • Asks for clarification when needed 	<ul style="list-style-type: none"> • May have some eye contact with speaker • Takes some notes • Ignores others' comments 	<ul style="list-style-type: none"> • Rarely demonstrates effective listening skills (making eye contact, nodding, taking notes) • Loses track of conversation • Judges others' ideas 	<ul style="list-style-type: none"> • No effective listening skills demonstrated • Attempts to dominate • Interrupts speakers in middle of sentence • Repeats same ideas
Reading	<ul style="list-style-type: none"> • Identifies/highlights key words and phrases • Has notes of main ideas 	<ul style="list-style-type: none"> • Identifies/highlights some key words and phrases • Has some notes 	<ul style="list-style-type: none"> • No highlighting • Skims the text • Very few notes, if any 	<ul style="list-style-type: none"> • Unprepared, unfamiliar with text

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The student success path*. San Diego, CA: AVID Press.

4.14: Analyzing the Flow of Dialogue in a Socratic Seminar

Student Objective

Students will receive and respond to quantitative and qualitative information for the Socratic Seminar dialogue.

Overview

Tracking the flow, sequence, and content of dialogue in a Socratic Seminar can provide information to both teachers and students on the quantity and quality of student involvement in a Seminar. This can also help individual students and the entire class set goals for future Seminars.

Materials/Set-Up

- Handout:
 - 4.14a: Tracking Form for Socratic Seminar

Instructional Steps

1. The following are guidelines for mapping the flow of dialogue:
 - Assign a student to keep track of the flow—or order—of dialogue, utilizing the Tracking Form for Socratic Seminar, which can then be displayed afterward on a document camera.
 - Instruct the student to draw small circles within the larger provided circle for each participating student.
 - As dialogue begins, have the student draw a line from the first speaker (who asks the opening question) to the second speaker, to the third speaker, and so on, continuing to draw lines throughout the whole Seminar. Different marks and letters can be placed next to each smaller circle, depending upon the student's contribution to the discussion: a question mark if a question was asked, an exclamation point for an ah-ha moment, the letter "S" for a statement, the letter "X" for an explanation, and the letter "R" if the text was referenced.
 - If the Seminar pauses or new speakers enter the speaking circle, have the student change pen colors so that lines will denote any influential difference, no matter how slight, due to the personnel change.

- At the end of the Seminar, display the dialogue map and allow the class to analyze the map and make observations. They should look for patterns and inferences in the flow of the discussion: Who had the most lines? Who had the least lines? Were there indications of multiple dialogues between the same two people?

2. The following are guidelines for scripting the dialogue:

- Appoint several students to track and record what is actually said during the Socratic Seminar discussion. These can be students in the outside circle (with the Fishbowl or Triad variations) or select students who aren't participating in a Socratic Seminar: Classic Style. Each scribe can script the dialogue of one or two students.
- At the Seminar's end, display the scripted dialogues or have the scribes read them to the class.
- Conduct a class discussion on quality of the dialogue.

→ Extension

- To increase rigor, after the discussion, ask students to set whole-class goals and personal goals for the next Seminar, based on their analysis of the flow of the current Seminar.

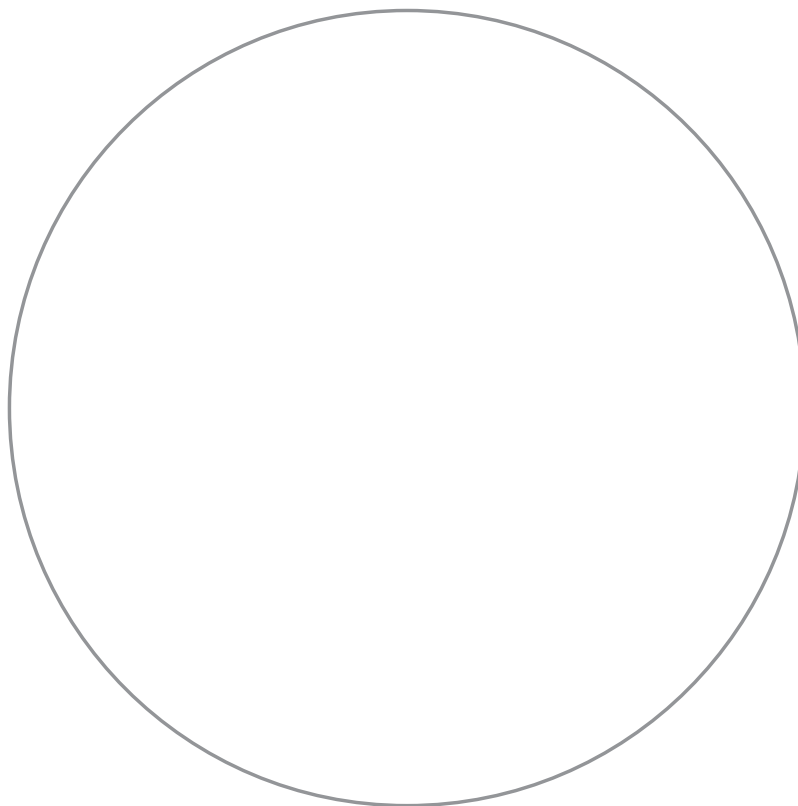


Tracking Form for Socratic Seminar

Teacher/Grade Level:		Date:	
Focus Area for Scripting:		Leader:	

Scripting Key:

? : asked a question ! : ah-ha S : statement X : explanation R : referenced the text



Post-Assessment for Teachers

This post-assessment is intended to assist teachers in assessing their current level of supporting inquiry after incorporating concepts and activities from this chapter.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Use effective questioning techniques in the classroom to promote students' critical thinking or higher order thinking skills.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What activities do you use to teach inquiry/thinking skills?</i> • <i>How might you incorporate more thinking and questioning processes?</i> 		
<p>Create a classroom culture that nurtures thinking and inquiry.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How do students view themselves as learners—as active or passive participants?</i> • <i>Do students feel safe asking questions and responding during thought-provoking discourse?</i> 		
<p>Engage students in using Costa's Levels of Thinking to think more deeply and broadly.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What scaffolds are in place to teach higher level thinking skills to students?</i> • <i>Do students understand how thinking at higher levels promotes deep learning?</i> 		
<p>Teach students to identify and employ the strategies and skills of successful learners.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>Do students frequently participate in inquiry-based, structured debates and dialogues?</i> • <i>How are students taught academic skills, such as active listening, self-reflection, and structured discourse?</i> 		

**Visit the AVID Critical Thinking and Engagement:
Inquiry webpage on MyAVID for opportunities to:**

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

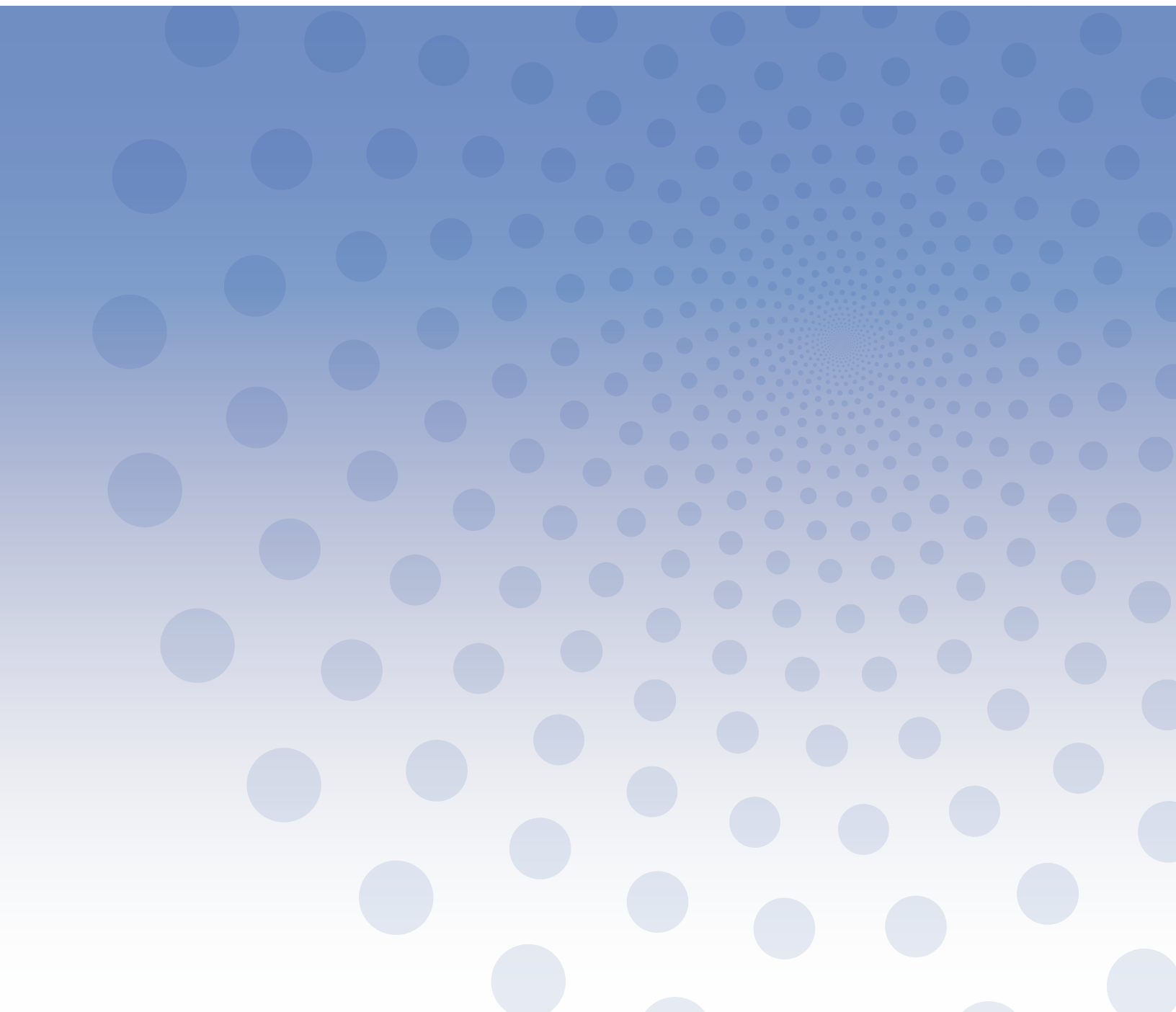
<https://my.avid.org/curriculum>





Chapter Five: LEADERSHIP DEVELOPMENT

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



CHAPTER OUTLINE: LEADERSHIP DEVELOPMENT

Pre-Assessment for Teachers

Teaching Students to Lead Themselves – Activities, Handouts, and Teacher Resources:

5.1: Successful Classroom Interactions: SLANT

- 5.1a: SLANT

5.2: Effective Language

- 5.2a: Effective Leader Language

5.3: Positive Introductions

- 5.3a: Positive Introductions Log

5.4: Practicing Self-Advocacy

- 5.4a: Practicing Self-Advocacy Sentence Frames

5.5: Maintaining Self-Advocacy

- 5.5a: Self-Advocacy: When Challenges Arise

5.6: Visualizing College

- 5.6a: My Senior Self

5.7: Student-Led Conference

- 5.7a: Student-Led Conference Class Reflection
- 5.7b: Student-Led Conference Checklist
- 5.7c: Student-Led Conference Feedback Form

5.8: Teaming Up for College Readiness

- 5.8a: My College-Readiness Team

Teaching Students to Lead Others – Activities, Handouts, and Teacher Resources:

5.9: RECIPE for Leadership

- 5.9a: RECIPE for Leading Others

5.10: Extracurricular Activity and Community Service Involvement

- 5.10a: Extracurricular Activity and Community Service Involvement Log

5.11: Conflict Management Styles

- 5.11a: Five Conflict Management Styles Overview

-
- 5.11b: Five Conflict Management Styles Table
 - 5.11c: Five Conflict Management Styles Graphic

5.12: Passivity, Aggressiveness, and Assertiveness

- 5.12a: Passive, Aggressive, or Assertive?

5.13: Managing Conflict

- 5.13a: Conflict Management Process: Option A
- 5.13b: Conflict Management Process: Option B

5.14: Mediating Conflict

- 5.14a: Conflict Mediator Rubric

Post-Assessment for Teachers

“ A leader is one who knows
the way, goes the way, and
shows the way. ”

John C. Maxwell

Leadership Development

Leadership is a unity of skills and qualities that can be developed and refined over time. The development of leadership skills does not happen by accident. In the classroom setting, all students have the capacity to develop leadership skills through conscious effort, guidance, and practice. This is achieved through promoting self-advocacy skills, increasing communication skills, and attaining relational capacity, all while strengthening collaborative skills. From the AVID perspective, overt attention to and reflection on how leadership skills are deliberately being developed and refined throughout every element of the academic journey is a critical focus.

Dweck (2006) guides the education world with research on why people succeed and how to foster success through a “growth mindset.” Dweck’s research supports the theory that people who possess a growth mindset are lifelong learners, embrace failure as a necessary means for improvement, and seek out challenges.

Leadership is listed as a “what we look for” quality on the admissions websites of countless colleges. In addition, according to the National Association of Colleges and Employers’ 2013 *Job Outlook* report, leadership is the most sought-after trait by employers. However, rarely is it explicitly taught in the classroom. Instead, the teaching is oftentimes left to extracurricular clubs and sports, where students gain this skill more through trial and error than from any clearly designed instruction. Dedicating class time to the review of leadership development opens the door for students to take that applicable knowledge and insight, and opportunistically apply it in real-world situations.

By the end of this chapter, the reader will be able to:

- Identify activities and tools to support all students as they develop their individual leadership path for college and career success.
- Engage and expand students’ definitions and perspectives related to student leadership.
- Teach skills for identifying and applying the appropriate conflict resolution strategy to various situations.
- Develop student leaders to influence the culture of the school.

Pre-Assessment for Teachers

This pre-assessment is intended to assist teachers in assessing their current level of supporting leadership development.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
<p>Identify activities and tools to support all students as they develop their individual leadership path for college and career success.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What activities, lessons, or tools related to student leadership have your students been exposed to already?</i> • <i>Do students understand the connection between leadership and future opportunities?</i> 		
<p>Engage and expand students' definitions and perspectives related to student leadership.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How do your students define leadership?</i> • <i>What do they perceive as effective leadership behaviors or traits?</i> 		
<p>Teach skills for identifying and applying the appropriate conflict resolution strategy to various situations.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What strategies do your students employ to resolve conflict?</i> • <i>What strategies have students been taught for how to successfully resolve conflict?</i> 		
<p>Develop student leaders to influence the culture of the school.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>What opportunities in your classroom, school, and community exist for students to deepen their leadership skills?</i> • <i>What obstacles hinder students viewing themselves as leaders?</i> 		

Teaching Students to Lead Themselves

Prior to any discussions about leadership qualities, studies of famous leader biographies, or group projects which require leadership, students must first embark on the road toward self-leadership. In regards to effective self-leadership, the progress of a teacher's students will vary widely. Some students may be very reflective and have begun to develop metacognitive skills, while many other students may have minimal amounts of clear self-knowledge. The journey toward student self-leadership must begin with this diversity of prior self-discovery in mind.

Facilitating Knowledge of Self

Strategic teaching of leadership can commence only after teachers begin providing opportunities and frameworks for self-discovery. Leaders must understand their motivations, desires, strengths, and weaknesses before they have the capacity to effectively lead themselves or others. Thus, to teach leadership, teachers must first create the conditions that support the development of leadership in all students. A sound way to start developing the background for leadership is to provide students with an opportunity to explore their own personal and intellectual interests, as well as their own perceived strengths and weaknesses.

Teaching Students to Take Charge

Self-leadership is grounded in a strong leadership mentality. As teachers, it is critical to create the right conditions for students to develop their own leadership mentality. One way to do this is to teach students to focus on what they can control. Students should reflect on what is within their realm of control rather than derailing themselves by focusing on things that are outside of their control. Covey (2014) set forth the "Circle of Control," whereby students and successful leaders reflect and act on what is within their realm of control.

Coaching Students to Pick the Right Team

One of the most valuable lessons that teachers can impart is that successful students surround themselves with positive peers and adults. In other words, leaders choose their own team with care. Creating this support structure can make all of the difference when students face difficult choices that can have lasting consequences.

5.1: Successful Classroom Interactions: SLANT

Student Objective

Students will self-identify when they need to engage in SLANT to increase their individual attention and engagement in courses of rigor or during academic portions of class time.

Overview

Early in their educational experience and with the start of each academic year, students will need guidance to lead themselves within their classes. Students who successfully lead themselves within their academic classes employ a variety of tools to achieve that success. One beginning model that students can use is SLANT (**Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head “yes” or “no,” Talk with your teachers**). This simple acronym can guide students in their quest for internal leadership and support a students’ ability to self-regulate and self-monitor their behavior.

Materials/Set-Up

- Handout:
 - 5.1a: SLANT

Instructional Steps

1. Have students do an individual brainstorm to the following prompt: “What behaviors do successful students demonstrate during class?”
2. Have students share their thoughts with a partner, a small group, or the whole group.
3. Distribute the SLANT handout and explain what SLANT stands for:
 - Sit with proper posture.
 - Lean forward and listen.
 - Ask pertinent questions.
 - Nod your head “yes” or “no.”
 - Talk with your teachers.
4. Have students write why they believe each SLANT behavior is important, and then have them discuss with a partner how each behavior leads to educational success.
5. Allow students time to share their responses with the class.
6. Have students reflect on which behaviors they engage in consistently and which behaviors need to be practiced or require cognitive attention to be successful.
7. Inform students that throughout the year and within the classroom, SLANT will be utilized as a visual, auditory, and ultimately, kinesthetic cue to change their body language to demonstrate their best SLANT behaviors for academic success.

→ Extension

- To increase rigor, have students explore research, specifically brain research, that reinforces the behaviors that are outlined in SLANT for academic success and provide a mini-lesson or develop a presentation board for peers, families, or interested school faculty.
- To increase scaffolding, display visual anchors (e.g., posters or handouts) on the classroom walls, counseling office, library, or study areas, reinforcing SLANT behaviors in scholarly academic settings.

Handout 5.1a

SLANT

Name: _____ Date: _____

Sit with proper posture.

Lean forward and listen.

Ask pertinent questions.

Nod your head “yes” or “no.”

Talk with your teachers.

5.2: Effective Language

Student Objective

Students will recognize and distinguish between effective and ineffective language during interactions, and learn to adjust ineffective language into effective language.

Overview

Every day, students say—both aloud and in their minds—a variety of statements that reflect their beliefs about themselves. Often, they are completely unaware of the power that these mental and verbal utterances have in shaping their lives. A critical component of developing leadership skills is being able to recognize the difference between effective and ineffective language, as well as how to strengthen their personal inner voice.

Materials/Set-Up

- Handout:
 - 5.2a: Effective Leader Language

Instructional Steps

1. Open the conversation by providing real-world examples of effective and ineffective language in an academic setting.
 - Scenario 1: There is a really big test in your least favorite subject area. All morning, you have been repeating in your head, *“I don’t understand this stuff, I cannot do this, and I am going to fail this test!”* When it is time to take the test, you are unable to finish the test and feel horrible about the answers that you did submit.
 - Scenario 2: There is a really big test in your favorite subject area. All morning, you have been repeating in your head, *“I love this stuff, I am so ready for this test, and I am going to do really well on this test!”* When it is time to take the test, you are able to finish the test and review your answers before time and feel terrific.
2. Utilizing the resources from the Fixed vs. Growth Mindset activity in the Metacognition chapter, review the similarities and differences between “growth” and “fixed” mindsets with students.
3. Invite students to reflect on a time when they or a peer have used ineffective language and how that made them feel and act in the situation or with the person.
4. In partners, in small groups, or as a whole group, ask students to share their experiences and discuss commonalities across the shared experiences.
5. Distribute Effective Leader Language and provide an overview of the assignment, providing clarification as necessary.
6. Provide the group with potential responses to guide the students’ outcomes and expectations for the activity.

-
7. After completion of the assignment, debrief and help students apply their knowledge by providing connections to real-world examples and upcoming times of the year (e.g., mid-terms, finals, sports schedules, clubs commitments, etc.), inviting students to include reminders in their agendas to spark personal habits of utilizing effective language techniques, and encouraging students to create personal goals to increase their “inner voice” in utilizing effective language.

➔ Extension

- To increase rigor, revisit the effective and ineffective language differences during content topics (e.g., historical leaders in history/ social science, protagonists and antagonists in literature, or how scientists’ theories are embraced or ignored by the general population due to language choice).
- To increase scaffolding, distribute sentence stems, words banks, or visual cues around student workspaces in the classroom in order to promote and model effective language within the daily structure of the class.
- To integrate technology:
 - Have students explore and subscribe to daily inspirational emails that motivate them and reinforce effective leadership language.
 - Have students use a comic-strip-making application, such as Pixton, ToonDoo, or MakeBeliefsComix, to create a comic strip that demonstrates a situational transformation from ineffective to effective language.

Effective Leader Language

Name: _____ Date: _____

Directions: Read the statements in the first column. Then, label each statement as “Effective” or “Ineffective” leader language by circling the corresponding word. Finally, rewrite the ineffective statements into more effective, powerful, and positive statements.

Statement	Effective or Ineffective Language?	Ineffective Language Transformed Into Effective Language
No one could take me to the library, so I do not have any books for the research project.	Effective Ineffective	
I really like this subject, so I am planning on talking to friends who have taken this class before to see if they have any helpful hints.	Effective Ineffective	
The teacher hates me; she gave me an “F” on my test.	Effective Ineffective	
I do not like the teacher, and the class is really boring. It is hard for any of us to even stay awake, let alone learn anything.	Effective Ineffective	
This is a hard subject for me, so I am going to sit in the front of the class, take notes, and ask clarifying questions.	Effective Ineffective	
I am going to choose to go to the library after school today, instead of going to the mall.	Effective Ineffective	
There is nothing that I can do to change my grade. I am going to fail this class.	Effective Ineffective	
I keep falling asleep when I am doing homework at night. I am going to start my homework after school, so I can finish earlier and get to bed earlier.	Effective Ineffective	

5.3: Positive Introductions

Student Objective

Students will practice positive introductions in the learning community using scenarios and real-life experiences.

Overview

Many students become dependent on an advocate to speak on their behalf, while others quietly accept whatever comes their way. Students need to be taught how to create a positive relationship with each of the teachers and individuals whom they interact with in a leadership capacity. It is important for students to be held accountable for maintaining that relationship. One way to help this positive dynamic get started is through a proper introduction at the start of the school year, as relationships are forming and growing around the academic content and setting. This activity builds off of the [Introduction Handshake](#) activity from the Relational Capacity chapter.

Materials/Set-Up

- Handout:
 - 5.3a: Positive Introductions Log

Instructional Steps

1. Model appropriate and proper introductions for students:
 - Firm handshake
 - Eye contact
 - Clear, strong voice and volume
 - Introduce himself/herself
 - Share interest in class, club, community service opportunity, etc.
 - Inquire about organizing materials, pre-reads, or prerequisites needed for the class, club, community service opportunity, etc.
2. Have small groups or volunteers model positive introductions for the class.
3. Distribute the Positive Introductions Log and assign students the task of introducing themselves to appropriate individuals in the school community.
4. Ensure that they have a reasonable due date and a practical amount of required introductions to make the assignment meaningful and relevant for each student.

→ Extension

- To increase scaffolding:
 - Have students role-play in small groups in order to practice their introductions.
 - Display sentence frames, **word banks**, or visual cues for students as a reference point to reinforce and practice positive introductions.
- To integrate technology, locate videos or helpful tips for business introductions as additional resources or have students create their own helpful tips and instructional videos on the power and purpose of positive introductions.



ELL Integration: Consider having a variety of words that students should use in a word bank when introducing themselves to a teacher.

Positive Introductions Log

Name: _____ **Date:** _____

1. Initiate and conduct positive introductions with at least five new people, including individuals in your school community (e.g., teachers, coaches, etc.).
2. Complete the chart below, making sure to include the date and name of the person. After the introduction, have them sign in the corresponding row.
3. Later, take time to reflect on how it went: What worked? What did not work? How might your introduction be adjusted for the future?

Date	Name	Signature	Your Reflection

5.4: Practicing Self-Advocacy

Student Objective

Students will successfully initiate and engage in clarifying statements during conversations in the learning community.

Overview

Conversations with still unfamiliar individuals or authority figures, such as coaches, principals, and teachers, can be very intimidating for students. It is important to provide guidance and opportunities for students to practice effective language to promote positive conversations and outcomes.

Materials/Set-Up

- Handout:
 - 5.4a: Practicing Self-Advocacy Sentence Frames

Instructional Steps

1. Revisit appropriate interactions, effective language, and positive conversation tips from previous activities to review productive and positive conversations.
2. Have students individually brainstorm scenarios when they might need to self-advocate or upcoming conversations that they need to have.
3. Distribute Practicing Self-Advocacy Sentence Frames and read through it as a class.
4. Have students find a partner, and then choose a sentence frame from the handout to write out how they could conduct a positive conversation in one of their brainstormed scenarios.
5. After completion of the assignment, debrief with the whole group, and capture key words, sentence structures, and clarifying questions that enhance and strengthen such conversations.

ELL Integration: Consider having a variety of words that students should use in a word bank when discussing an issue with a teacher.

➔ Extension

- To increase scaffolding:
 - Incorporate opportunities for students to practice role-playing in small groups.
 - Display sentence frames, **word banks**, or visual cues for students to reference in order to reinforce and practice positive conversations.

Practicing Self-Advocacy Sentence Frames

Name: _____ Date: _____

Consider the following sentence frames as starting points to utilize and incorporate into challenging or difficult conversations that you have in your school community (e.g., with teachers, coaches, the principal, counselors, etc.).

- “Do you have a moment? I would like to ask you about...”
- “Hi Mr./Ms./Mrs.... If you have a minute, I'd like to go over your expectations for the assignment. I believe that you are asking for... and.... Is that accurate?”
- “May I speak to you about my project so far to make sure that I'm on the right track?”
- “This is what I have so far. I will be working on... next. Does that sound like a good strategy to you?”
- “Looking at this assignment, it seems to have several parts that need to get done. How would you suggest that I best organize my time to finish this successfully?”
- “I've broken this larger section into smaller chunks, and I thought that I would get them done in this order: First... Second... Third.... Is that how you would approach completing this project?”
- “I'm struggling with this part of the project. I've tried... and.... What would you suggest that I do to overcome this challenge?”
- “Do you have a minute? Now that the projects are graded, I just wanted to go over mine with you and talk about what part of the process I need to improve upon for next time.”
- “Thank you for your feedback on my project. When you said..., I understood that to mean....”
- “Our group is encountering some difficulties like... and.... We are having difficulty thinking about a new approach. Could you suggest any alternatives that might be more effective?”

Now, using one of the sentence frames above, write out how you could conduct a positive conversation about a real-life scenario.

5.5: Maintaining Self-Advocacy

Student Objective

Students will initiate and engage in productive conversations concerning a challenging or difficult situation within the learning community.

Overview

Facing challenges and having difficult conversations are an inevitable part of building leadership skills. Students can begin to engage in positive interactions during challenging times to enhance their leadership skills and academic performance. Throughout their lives, students will need to continue to self-advocate in many forms and across many venues.

Materials/Set-Up

- Handout:
 - 5.5a: Self-Advocacy: When Challenges Arise

Instructional Steps

1. Engage students in a **quickwrite** on the following prompt: “Describe a time when you had a difficult conversation with someone (teacher, peer, etc.) in our school community. How did that conversation go? What was the outcome of that conversation?”
2. **Ask students to share with a partner, a small group, or the whole group the key points that made the conversation a positive one or a negative one.**
3. Discuss and define the parameters of a positive conversation (e.g., tone, eye contact, fact-based, solution-oriented, etc.).
4. Provide students with a copy of Self-Advocacy: When Challenges Arise.
5. Engage students in small groups with scenarios—chosen or assigned—to promote brainstorming and practicing appropriate and effective language structures for success.
6. Provide time for students to practice and receive feedback in rehearsing language attempts prior to initiating real-life conversations.

→ Extension

- To increase rigor, engage the students in writing, practicing, and performing brief role-plays demonstrating the proper way to prepare for, and engage in, positive and effective conversations within the school community.
- To increase scaffolding, display sentence frames, **word banks**, or visual cues for students to reference in order to remind and support students during their first few attempts.

Quickwrite is a fluency activity where students write non-stop for two to five minutes on a specific topic that they are studying. The purpose of focused writing is for students to find out what they know about a topic, to explore new ideas, and to find out what they need to learn about a topic.

Example: “Before we start our lesson today, compose a quickwrite to the following prompt: What people in my life are encouraging me to go to college, and how are they supporting me in being college-ready?”

ELL Integration: Provide students with the opportunity to rehearse their responses before sharing with the entire class.

ELL Integration: Consider having a variety of words that students should use in a word bank when talking about an issue with a teacher.

Self-Advocacy: When Challenges Arise

Instructions

As we continue to identify and build our leadership skills, review with your group the key points related to effective language, appropriate dialogue, and productive conversations.

Brainstorm what you might say in each scenario below and prepare a brief role-play to exemplify the appropriate way to interact with individuals in the school community.

Practice Scenarios

1. As you review a graded assignment that your teacher just returned, you notice what you believe to be a mistake that caused your grade to be lower than expected. How will you approach your teacher about this? What will you say?
2. You failed a test. You studied for the test and are unsure how you failed and which questions you got wrong. The teacher has already assigned a quiz on new material. What will you do and say to try to understand where you went wrong, so you won't make the same mistake again?
3. The teacher has assigned you a seat in the classroom near a group of off-task and distracting students. You thought you could handle this by ignoring them and doing your work, but your last few grades have been low, and you feel like you can't keep up with the lessons because of the distractions. How will you communicate with your teacher to solve this problem?
4. You are performing poorly in a class. You need additional support from your teacher. How will you ask your teacher for help?
5. As you review your progress report or check your grades online, you notice that your teacher marked a "0" for an assignment that you know you turned in on time. How will you discuss this with your teacher?
6. During class, another student who sits near you broke a classroom rule, and the teacher mistakenly thought that you were at fault. The teacher assigned a consequence to you, instead of the other student. How will you discuss this with your teacher?

5.6: Visualizing College

Student Objective

Students will visualize and capture their personal vision of college in a tangible way to inform their academic path to college acceptance.

Overview

Students benefit from visualizing what it will feel like when they receive their college acceptance letter, and they are rewarded for all of their hard work. Visualizing College allows students to imagine how that moment will feel, and then backwards map the steps that it will take in order to make that dream a reality, thus motivating them in the process.

Materials/Set-Up

- Handout:
 - 5.6a: My Senior Self
- Sample letters of acceptance, college brochures, course schedules, etc.

Instructional Steps

1. Introduce the idea of receiving a letter of acceptance by reading a college acceptance letter aloud to the class.
2. Invite students to review a variety of college acceptance letters, either online or hard copies provided by former students.
3. To begin, individually, in partners or in small groups, have students create individualized letters of acceptance from their dream colleges.
4. Have students prepare a quickwrite on the following prompt: “How would you feel if you read that letter? Who would you tell? What would you do? What would you post on social media?”
5. Distribute My Senior Self and read through it as a class.
6. Provide time for students to research and take notes as described in the directions on the handout.
7. Once students have completed their product (e.g., multimedia presentation, one-pager, etc.), have them present it to the class as an oral presentation.

→ Extension

- To increase rigor, have students develop four- and six-year plans for the coursework and sequence of courses that they will need to reach their dream college.
- To increase scaffolding, provide checklists of items to explore and include in projects, as a support for students that require visual cues and anchor samples.
- To integrate technology, have students find a timeline application, such as Tiki-Toki or Timeglider, to create an interactive timeline for the tasks that they need to complete to reach their dream college.

My Senior Self

Imagine that it's your senior year of high school, and you have been accepted to the college of your dreams! One part of your life journey has ended, and another exciting chapter is about to commence. Soon, you will be out on your own, beginning your adult life.

The My Senior Self project will assist you with capturing this moment. You will be conducting research and preparing a presentation about your future self at the moment when you are about to go off to college. You will first research a variety of colleges and select your "dream college." The information that you'll need to locate for this section of the project is:

- Name of the college
- Location and basics (e.g., public/private, urban/suburban/rural, small/medium/large)
- Personalized acceptance letter (your own creation)

Resource: www.collegeboard.com

Next, you will "backwards map" your way through high school to gain acceptance into that school. You will have a lot to consider and research (e.g., graduation requirements, college entrance requirements, high school clubs, sports, leadership opportunities, etc.):

- What classes did you take: honors, AP, IB?
- What grades did you earn in each class, and what was your overall GPA?
- Which extracurricular activities did you participate in, and during which years?
- What did you do for community service projects or activities?
- What leadership positions did you hold?
- For which scholarships did you apply?
- To how many schools did you apply?
- How many acceptance letters did you receive?
- How many scholarships did you receive?

Once you've researched and taken notes over this information, you will create a media presentation (e.g., PowerPoint, Glogster, Prezi, website, etc.) that you will use to share all of the information that you learned.

5.7: Student-Led Conference

Student Objective

Students will be able to prepare a portfolio of work samples to highlight their performance in all of their current classes and develop a presentation on their current academic performance for at least one teacher and family member.

Overview

Implementing student-led conferences provides another forum for student leadership. A student-led conference is an opportunity for students to assess their own learning across all content areas and present a portfolio of their progress to family and/or teachers. By preparing for, conducting, and reflecting on their experience in a student-led conference, students can learn leadership and self-advocacy skills, as well as assess their own academic progress.

Materials/Set-Up

- Handouts:
 - 5.7a: Student-Led Conference Class Reflection
 - 5.7b: Student-Led Conference Checklist
 - 5.7c: Student-Led Conference Feedback Form

Instructional Steps

1. Give students time in class to create a portfolio of work samples. Students will complete the Student-Led Conference Class Reflection for each class that they are currently taking and will identify at least two work samples to share with their parents for each class.
 - Students should include one sample of work that they clearly mastered and another work sample with which they struggled.
2. Use the Student-Led Conference Checklist to give students guidance and opportunities to practice presenting their conferences.
3. After the conferences have concluded, have students complete the Student-Led Conference Feedback Form, which can then be used to debrief with the students.

Extension

- To increase scaffolding:
 - Provide additional opportunities for role-playing or practicing individual presentations to students who require additional guidance or feedback.
 - Display templates, sentence frames, or **word banks** to support students with incorporating effective language and increasing leadership skills.

ELL Integration: Consider having a variety of words that students should use in a word bank when discussing their progress with a teacher.

Student-Led Conference Class Reflection

Name: _____ Class: _____ Teacher: _____

Overall Performance

I would rate my effort in this class as (circle one): outstanding, satisfactory, needs improvement, poor.

My greatest strength is:

One area that I need to work on is:

Work Samples

I could have improved this piece of work by:

I am most proud of these pieces of work because:

Goal and Plan

Student-Led Conference Checklist

Directions: Use this checklist to prepare for and conduct a student-led conference.

- Shake your teacher's hand and thank him/her for the time.
- Introduce your family member or trusted adult to your teacher.
- Give your Student-Led Conference Feedback Form to your teacher and ask politely if he/she will complete this during the conference.
- Begin the conference by explaining why you are meeting.
- Go through the Student-Led Conference Class Reflection for each class.
- Explain your grade from the report card.
- Discuss strengths and weaknesses.
- Show work samples.
- Share your goal for that class.
- Share and explain your organizational system.
- Share your current GPA, and discuss your GPA goal for the next grading period.
- Share your long-range goal of getting into the college of your dreams, and explain how your GPA is related.
- Thank your family member or trusted adult and teacher, and end the conference by shaking hands.

Student-Led Conference Feedback Form

Please use this form to rate the student's performance during the conference on 1–5 scale, with 5 being the highest possible score, and 1 being the lowest.

Conferencing Teacher: _____ **Date:** _____

The student began with introductions (including a handshake, a “thank you,” and a set purpose).

1 2 3 4 5

The student's conference folder and organizational system were neat and organized.

1 2 3 4 5

The student communicated goals, strengths, and weaknesses accurately and effectively.

1 2 3 4 5

The student used evidence (e.g., work samples) to help explain academic performance.

1 2 3 4 5

The student maintained eye contact during the conference.

1 2 3 4 5

The student spoke clearly and used appropriate volume.

1 2 3 4 5

5.8: Teaming Up for College Readiness

Student Objective

Students will recognize, develop, and analyze the core traits and personalities of team members within their individual college-readiness team.

Overview

One of the most important components in a student's road to success is a community of people who support their pursuit of college readiness and completion. This activity provides a template for how students can surround themselves with positive influences—in peers, trusted adults, and family members.

Materials/Set-Up

- Handout:
 - 5.8a: My College-Readiness Team
- Markers
- Colored pencils

Instructional Steps

1. Open with a collaborative activity, journal reflection, or whole-group discussion related to the power of personal interactions and support to help us achieve our goals.
2. Inform students about the three components of the college-readiness team: peers, trusted adults at school, and family members.
3. Explain to students that the goal of this activity is to assist them with choosing a team that will support them in their efforts to graduate from their dream college.
4. Review college entrance requirements and have students take notes, or have students brainstorm the challenges that lie ahead as they strive to gain entrance into the college of their dreams.
5. Have partners or small groups brainstorm the qualities that they should look for in a peer/family member/teacher/adult who will support their college goals.
6. Provide time for students to individually brainstorm a list of people (e.g., students, teachers, counselors, family members, community members) who they would like to invite to be a member of their team.
7. Finally, distribute a copy of My College-Readiness Team to each student and have them create the logistics of their team. This may include any of the following: a team name, a team mascot, team colors, and/or the names of all team members in the corresponding role (e.g., Friends, Family Members, School Adults, Community Adults, etc.)—with a signature from each member.

➔ Extension

- To integrate technology:
 - Have students create an online space (e.g., website, blog, etc.) for their college-readiness team. The website would include all of the original requirements, but can also incorporate pictures of all of the team members. Students should return to the website or blog to update their progress as they move closer to realizing their goal of college acceptance.
 - Have students create a “college-readiness team” group or distribution list in the app that they use to store contacts.

My College-Readiness Team



Friends

- Intentional selection of positive peers

Friend 1: _____

Signature: _____

Friend 2: _____

Signature: _____

Trusted Adults at School

- Teachers, Counselors, Administrators

Trusted Adult 1: _____

Signature: _____

Trusted Adult 2: _____

Signature: _____

My College-Readiness Team

Family

Family Member: _____

Signature: _____

Teaching Students to Lead Others

As students gain competence in self-leadership, they will begin to demonstrate readiness to lead a group. All students have the capacity to develop leadership traits through conscious effort, guidance, and practice. Teachers should strive to develop leadership traits in students by embedding them into activities and assignments throughout the year.

Every collaborative activity, group project, and team-building game provides an opportunity for explicitly discussing and developing leadership. For activities that require leaders or coaches, teachers can develop leadership by rotating students into the leadership position.

Leadership Skills: The Three C's

Communication

Student leaders need strong communication skills in order to effectively influence their peers and affect outcomes. All students require training in effective communication skills.

Collaboration

Leadership does not exist without a team. Students need to learn how to effectively collaborate with peers to become strong leaders. With practice and guidance, student leaders will come to understand when to assert their leadership and when to encourage leadership from group members.

Conflict Management

Conflict is an inevitable byproduct of human interactions. Conflict can be positive or negative; therefore, it is important for students to build skills to identify different conflict management styles in order to appropriately respond to, manage, and mediate conflict.

5.9: RECIPE for Leadership

Student Objective

Students will identify, define, and integrate their thinking related to leadership traits.

Overview

The development of leadership traits does not happen by accident. Careful focus, attention, and reflection must be paid by teachers and students to how leadership traits are intentionally being developed and refined throughout every element of the academic journey.

Materials/Set-Up

- Handout:
 - 5.9a: RECIPE for Leading Others

Instructional Steps

1. Introduce the topic of leadership and provide background information as appropriate.
2. Engage students in a [Think–Pair–Share](#) or similar collaborative structure to provide individual reflection and group consensus around leadership traits.
3. Distribute RECIPE for Leading Others to each student.
4. Provide time for small groups to read through and review the terms, ensuring that all students understand and are comfortable with each term.
5. Challenge students to reflect about their personal leadership traits through journaling responses to the following questions:
 - What is your strongest leadership trait? Why?
 - How did you develop that trait?
 - What is your least developed trait? Why?
 - How might you begin to strengthen and develop that trait?
6. In small groups, have the students create their own acronym, and then have groups share their acronym with the class.

→ Extension

- To increase scaffolding, display visual anchors around the room to support the RECIPE for Leading Others.
- To integrate technology, have students develop and design a web forum or blog to discuss leadership traits and student leadership development.

RECIPE for Leading Others

Responsibility: *Taking care of your duties and obligations*

Empathy and Openness: *Attending to the needs and emotions of others*

Courage: *Demonstrating the bravery to overcome danger or fears*

Integrity: *Doing the right thing, even when nobody is watching*

Persistence and Resilience: *Overcoming obstacles along the way*

Equity: *Providing each person with what they uniquely need to be successful*

5.10: Extracurricular Activity and Community Service Involvement

Student Objective

Students will be able to identify areas of personal interest for both extracurricular and community service activities within the school and community.

Overview

Students need to not only develop their leadership skills within the classroom but also through extracurricular activities and community service. As students participate in these activities—and hopefully undertake leadership positions and/or receive awards—it is important to collect documentation for college and scholarship applications.

Materials/Set-Up

- Handout:
 - 5.10a: Extracurricular Activity and Community Service Involvement Log

Instructional Steps

1. Engage students in the conversation of leadership opportunities with the following prompt: “What community service and/or extracurricular activities are you doing or considering doing?”
2. Discuss opportunities to get more involved in the school and local community. Stress the importance of leadership development on the path to college readiness and the opportunities for leadership development that may be present during extracurricular and/or community service activities.
3. Distribute the Extracurricular Activity and Community Service Involvement Log to each student.
4. Encourage students to brainstorm a list of things that they have already accomplished or completed.
5. Have students explore new opportunities and record them on this template.

→ Extension

- To integrate technology, encourage students to capture their Extracurricular Activity and Community Service Involvement Logs in a digital portfolio.

Extracurricular Activity and Community Service Involvement Log

Name: _____ Date: _____

This semester, I was involved in:

Extracurricular Activity and/or Community Service Opportunity	Approximate Number of Hours

This semester, my leadership positions in these activities were:

Leadership Position	Extracurricular Activity and/or Community Service Opportunity

This semester, I received the following awards:

Award	Extracurricular Activity and/or Community Service Opportunity

5.11: Conflict Management Styles

Student Objective

Students will recognize which of five conflict management styles they gravitate toward when in conflict.

Overview

Throughout their academic lives, students are exposed to a variety of conflicts and a variety of behaviors for how to deal with conflict. It is important when building leadership skills to provide research on the most commonly accessed styles and to allow students to discover which is their most effective style.

Materials/Set-Up

- Handouts:
 - 5.11a: Five Conflict Management Styles Overview
 - 5.11b: Five Conflict Management Styles Table
 - 5.11c: Five Conflict Management Styles Graphic

Instructional Steps

1. Engage students in a quickwrite: “How would you best describe how to deal with conflict with the following people?”
 - Family Members
 - Friends/Peers
 - Teachers/Principal
 - Coaches
2. Provide time for students to reflect and share with a partner. Then, open the conversation up to the whole group.
3. Stress that the goal of this activity is to provide background information on the five most commonly accessed conflict management styles.
4. Choose which handout best meets the needs of the group and supply each student with the related handout.
5. Engage students in reviewing the five conflict styles in small groups and request that they take Cornell notes on these styles, for future reference.
6. Bring the whole group back together to make connections and ensure that all of them are clear on each style. Assign groups a specific conflict management style and a specific group of people. Examples include:
 - Group 1: Competing, Family Members
 - Group 2: Competing, Friends/Peers
 - Group 3: Competing, Teachers/Principal
 - Group 4: Competing, Coaches
 - Group 5: Accommodating, Family Members
 - Group 6: Accommodating, Friends/Peers
 - Continue assigning all styles and all groups to match the number of student groups.

7. Ensure that all five styles are represented in the groups. Depending on the number of students, not all specific groups of people (e.g., family members, coaches, etc.) may be represented for this activity.
8. Instruct groups to brainstorm a realistic conflict between a student and the assigned group (e.g., family members, coaches, etc.) and to develop a role-play that depicts the resolution of that conflict using the assigned conflict management style.
9. Provide time for students to develop, practice, and finalize their role-plays.
10. Incorporate the role-play groups into the class schedule until all groups have performed.
11. Once all of the groups have performed, debrief with the whole class, utilizing the following questions: Did different styles work better than others at producing a positive outcome? Which styles worked better with which group of people? Which style do the leaders in your life naturally access?

ELL Integration: Consider having a variety of words that students should use in a word bank when students are working to resolve a conflict.

➤ Extension

- To increase rigor, encourage students to explore, compare, and contrast the conflict management styles of three leaders in the world.
- To increase scaffolding, provide sentence frames, visual cues, or **word banks** to support students through the development process.
- To integrate technology, engage students by designing and developing public service announcement videos on the five conflict management styles.



Five Conflict Management Styles Overview

Thomas and Kilmann (1974) identified five conflict management styles:

1. **Accommodating**

This is when you cooperate to a high degree. It may be at your own expense and actually work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.

2. **Avoiding**

This is when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly or when the atmosphere is emotionally charged, and you need to create some space. Sometimes, issues will resolve themselves, but "hope is not a strategy." In general, avoiding is not a good long-term strategy.

3. **Collaborating**

This is when you partner or pair up with the other party to achieve both of your goals. It's how you break free of the "win-lose" paradigm and seek the "win-win." This can be effective for complex scenarios where you need to find a novel solution. This can also mean reframing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires a high degree of trust, and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all of the ideas.

4. **Competing**

This is the "win-lose" approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence or when you need quick, decisive action, and people are aware of and support the approach.

5. **Compromising**

This is the "lose-lose" scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals. The trap is falling into compromising as an easy way out when collaborating would produce a better solution.

By knowing your own default patterns, you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you, and you can **explore alternatives**. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness.

Modified and reproduced by special permission of the Publisher, CPP, Inc., Mountain View, CA 94043 from the Thomas-Kilmann Conflict Mode Instrument by Kenneth W. Thomas & Ralph H. Kilmann. Copyright 1974, 2002 by CPP, Inc. All rights reserved. Further reproduction is prohibited without the Publisher's written consent.

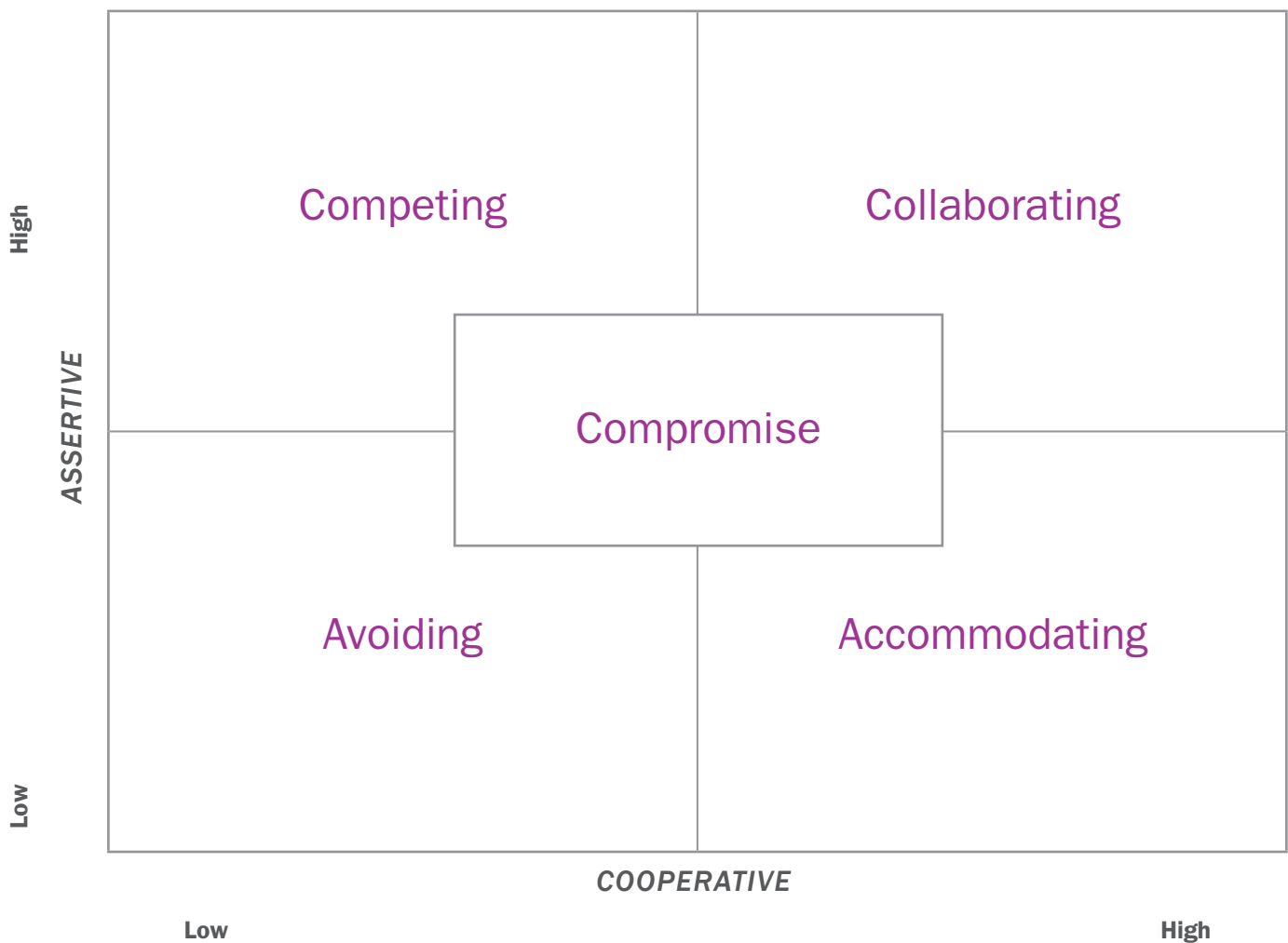
Five Conflict Management Styles Table

Style	Uses <i>Strengths and Advantages Appropriate</i>	Danger of Inappropriate Use <i>Weaknesses and Disadvantages Inappropriate</i>
Accommodating	<ul style="list-style-type: none"> To build the relationship When the issue is relatively unimportant to you, but important to the other person When you have less experience or expertise than the other person When preserving harmony and avoiding disruption are especially important 	<ul style="list-style-type: none"> Your needs are not met. You may begin to feel taken advantage of and resentful.
Avoiding	<ul style="list-style-type: none"> When the issue or relationship is unimportant To prevent an immediate conflict (e.g., inappropriate time/place or feelings are escalated) When someone else can resolve the conflict more effectively When you have little chance of satisfying your concerns (e.g., national policy, someone's basic personality, etc.) 	<ul style="list-style-type: none"> Conflict may fester until it escalates. The relationship remains superficial.
Collaborating	<ul style="list-style-type: none"> To find a solution that integrates both sets of concerns, as they are both important To merge insights from people with different perspectives on a problem When commitment and "buy-in" is needed to implement a solution When hard feelings have been interfering with an interpersonal, working relationship 	<ul style="list-style-type: none"> May waste time and energy on issues that are unimportant As the process can take longer, it may frustrate some people.
Competing	<ul style="list-style-type: none"> When quick, decisive action is important, such as emergencies When your core values need to be defended When it is important to you to have it your own way 	<ul style="list-style-type: none"> May weaken relationships if it is perceived that you won and the other person lost You receive less input and ideas from others. Others may not "buy in" and may try to sabotage the decision.
Compromising	<ul style="list-style-type: none"> When an agreement needs to be reached; time is important When mutually exclusive goals prevent collaboration To achieve temporary settlements to complex issues As a back-up mode when collaboration or competition is unsuccessful 	<ul style="list-style-type: none"> Nobody really gets what they want or need. The focus becomes what you did not manage to get regarding needs/wants. Problems re-occur as they were not fully explored and resolutions found didn't truly work for those involved.

Modified and reproduced by special permission of the Publisher, CPP, Inc., Mountain View, CA 94043 from the Thomas-Kilmann Conflict Mode Instrument by Kenneth W. Thomas & Ralph H. Kilmann. Copyright 1974, 2002 by CPP, Inc. All rights reserved. Further reproduction is prohibited without the Publisher's written consent.

Five Conflict Management Styles Graphic

Thomas-Kilmann Conflict Mode Instrument



Modified and reproduced by special permission of the Publisher, CPP, Inc., Mountain View, CA 94043 from the Thomas-Kilmann Conflict Mode Instrument by Kenneth W. Thomas & Ralph H. Kilmann. Copyright 1974, 2002 by CPP, Inc. All rights reserved. Further reproduction is prohibited without the Publisher's written consent.

5.12: Passivity, Aggressiveness, and Assertiveness

Student Objective

Students will positively identify and match prepared and provided statements within three categories—passive, assertive, or aggressive—and then transform passive and aggressive statements into constructive, assertive statements.

Overview

In the midst of conflict, both passive and aggressive statements can ultimately lead to poor or false resolution. For students to learn how to appropriately manage conflict situations, they need the skills to communicate their feelings and thoughts assertively, without heightened emotions or hostility.

Materials/Set-Up

- Handout:
 - 5.12a: Passive, Assertive, or Aggressive?

Instructional Steps

1. Ensure that students know the difference between passive, aggressive, and assertive statements.
2. Consider role-playing a few conflict situations and having students model a passive, aggressive, and assertive response.
3. Engage the group in conversation about the most appropriate option for successful leaders to manage conflict.
4. Distribute Passive, Assertive or Aggressive?
5. Invite individuals, partners, or small groups to identify the statements provided.
6. Once complete, have students transform the aggressive and passive statements to assertive ones.
7. Debrief with the whole group, paying attention to the power and tone in conflict management.

→ Extension

- To integrate technology, videotape these role-plays or create quick video vignettes to share with younger grades or future classes to introduce this concept.

Passive, Assertive, or Aggressive?

Name: _____ Date: _____

Word Bank:

- Passive: accepting what happens without actively responding
- Aggressive: win-at-all-costs; hostile
- Assertive: confidently pursuing one's objectives

Identify whether each statement is passive, assertive, or aggressive.

1. "This may sound like a dumb question, but I am wondering why you set up the paragraph with that opening statement."
2. "I didn't understand how you went from Step 3 to Step 4 in the math problem. Would you repeat what you just said?"
3. "You're doing it all wrong."
4. "I know that I should already know this, but I do not understand what Question 7 is asking us to do."
5. "I need the notes from class yesterday."
6. "It's just my opinion."
7. "You don't know what you're talking about."
8. "I'd prefer that you don't tell me those jokes anymore."
9. "Whatever you think."
10. "That's a stupid idea. There's no way that it will work."

Adapted from *Effective Conflict Resolution Strategies* (2012) by the Office of Human Resource Management at Louisiana State University and sponsored by the Governor's Office and the Department of Civil Service. Used with permission. All rights reserved.

5.13: Managing Conflict

Student Objective

Students will access tools to analyze a conflict, identify a positive solution, and confidently reflect on the situation to strengthen their ability to deal with the emotions that accompany conflict in leadership roles.

Overview

Students are expected to handle conflict well, but often they are unprepared to deal with the emotions and internal dialogue that are elicited in the heat of the moment. This activity coaches students through the process of analyzing the conflict, communicating about it, and finding a viable solution.

Materials/Set-Up

- Handouts:
 - 5.13a: Conflict Management Process: Option A
 - 5.13b: Conflict Management Process: Option B

Instructional Steps

1. Ask students to recall a recent or current conflict in which they have been involved. If students struggle to think of one, provide a hypothetical conflict situation for them.
2. Encourage students to share this conflict in a journal, with a partner, or in a small group.
3. Walk students through the two process options of managing conflict.
4. Reference the conflict management styles, tone, and word choice from previous lessons or incorporate knowledge into this activity as needed.
5. Assign students into small groups and assign each group one of the process options and a scenario—fictitious or real. A few examples are provided:
 - A science group-project team was assigned, and you have previously experienced conflict with one of your new team members in other classes.
 - A coach has not allowed you to play your sport, and sits you on the bench for the first four league games of the season. You have attended all practices and played well in pre-league games.
 - A family member continually borrows your clothes, school materials, and electronics without asking, and you are often unable to locate them or usually end up finding them in poor condition.

6. Provide time for the students to create or select a scenario to assess.
7. Encourage the students to go through all of the steps in their assigned process.
8. Debrief with groups: How did the process flow using your assigned process option? Do you see yourself utilizing this process in the future? What would you adjust or alter to this process?
9. Have students utilize the second option with the same scenario on the same day or within the same week.
10. Debrief with groups: How did this process differ from your first option? Which process do you see yourself utilizing in the future? What would you adjust or alter about either process?

➤ Extension

- To increase rigor, have students keep a conflict management journal in order to capture how they handle conflict in different situations. Ask them to reflect on how they utilized tone, words, style, and process to influence the outcome.
- To integrate technology, engage students in a design process to create an electronic product for students to manage conflict (e.g., app, website, blog, etc.).



Conflict Management Process: Option A

Keep it  onfidential during the process.



Accept and Analyze

1. Accept that conflict is a part of life and don't shy away from it. Address conflicts. Conflict gives you the opportunity to grow and improve as a team.
2. Analyze the conflict: Take time to stop and think. Figure out what is bothering you and what you want.



Communicate

3. Use "I" statements to voice your concerns in a calm manner and even tone (e.g., "I feel ____ when you...").
4. Use active listening strategies to learn the other person's perspective on the problem. (Restate or rephrase what they say to ensure that you understand.)



Solve

5. Brainstorm creative solutions to the problem. It is okay to think outside of the box!
6. Negotiate by explaining what you want and listening to what the other person wants.

Conflict Management Process: Option B

Name: _____

Date: _____

<p>CONFIDENTIALITY: Throughout the conflict management process, avoid discussing your conflict with others. Telling groups of friends about your conflict with a peer often adds to the conflict by spreading rumors.</p>	<p>Accept and Analyze</p> <ul style="list-style-type: none"> • Begin by accepting that conflict is a part of life. You must be assertive and address conflicts, instead of ignoring them. • Analyze the problem. Use the space to the right to break it down. 	<p>Describe the conflict objectively:</p> <p>What do I want to happen?</p> <p>Am I willing to listen to the other student's perspective? Yes or no?</p> <p>Try to place yourself in the other person's shoes. What do you think his/her perspective might be?</p>
	<p>Communicate</p> <ul style="list-style-type: none"> • Speak with the other person and address the conflict. Use the sentence stems to the right to map out what you might say. • Depending on the situation, you may need a teacher, counselor, or tutor to assist you. 	<p>Use "I" statements to express your view of the problem:</p> <ul style="list-style-type: none"> • "I feel _____ when you _____." • "I hate it when _____." • "I want _____." <p>Possible "I" statements to use during our discussion include:</p> <ul style="list-style-type: none"> • • <p>Use active listening to make sure that you understand the other person's perspective:</p> <ul style="list-style-type: none"> • After he/she gives the "I statement," repeat it exactly as it was said. • After he/she gives the "I statement," restate it in your own words. Ask the student if you got it right.
	<p>Solve</p> <ul style="list-style-type: none"> • Solve the problem. 	<p>Be creative! While you discuss possible solutions, it is alright to think outside of the box.</p> <p>Negotiate. Ask for what you want. Be willing to accept what the other student asks for if it is reasonable.</p> <p>Solution:</p>

5.14: Mediating Conflict

Student Objective

Students will engage in a coaching scenario, while focusing on conflict management skills, in order to receive feedback and inform potential responses to conflict in the future.

Overview

Students require guidance and tools to appropriately mediate their own conflicts with both peers and adults. Having a conflict management coach is a concept that may resonate with students. This tool allows a coach or mentor to observe and provide feedback to the conflict mediator.

Materials/Set-Up

- Handout:
 - 5.14a: Conflict Mediator Rubric

Instructional Steps

1. Connect this activity with one of the role-plays or scenarios presented earlier in this chapter.
2. Encourage students to share a conflict situation in which the outcome was positive. Ask students to share why it went well and the strategies that they used, and continue to use, to have successful outcomes.
3. Distribute and review the Conflict Mediator Rubric.
4. Assign small groups, which should include a mediator, observers, and someone who is being observed and evaluated in the role-play.
5. If actual conflict situations are not accessible, consider having students either role-play mediating conflict situations or watch a video of conflict mediation in action.
6. After the observers complete their observation and provide written feedback, ensure that the mediator receives the completed form.
7. Assign each mediator a self-reflection to provide an opportunity to reflect and connect with their own learning.
8. Ensure that all students receive feedback over the course of one week.
9. Have students identify a trusted peer or adult to provide ongoing feedback as they continue to strengthen their skills.

→ Extension

- To increase rigor, invite a professional mediator to talk to the class or explore the possibility of having a professor from a local college visit and share the coursework that professional mediators enroll in at the university level.

Conflict Mediator Rubric

Observer: _____ Mediator: _____

	Needs Improvement	Progressing	Proficient	Comments/Next Steps for Improvement
Used a calm tone of voice				
Posed open-ended questions				
Demonstrated active listening skills				
Utilized "I" and/or "We" statements				
Avoided words such as "ought" or "should"				
Focused on behaviors, not individuals				
Engaged all parties in problem solving				

The following debrief section should be completed by the mediator on the back of this page after reviewing the feedback from the observer:

1. Describe what went well during the conflict mediation.
2. Describe any challenges that you faced during the conflict mediation.
3. What would you like to improve upon for next time?

Adapted from *Effective Conflict Resolution Strategies* (2012) by the Office of Human Resource Management at Louisiana State University and sponsored by the Governor's Office and the Department of Civil Service. Used with permission. All rights reserved.

Post-Assessment for Teachers

This post-assessment is intended to assist teachers in assessing their current level of supporting leadership development after incorporating concepts and activities from this chapter.

On a 1–5 scale—with 5 being the highest level—rate your current ability to complete the following:

Objective	Rating	Explanation and Evidence of Rating
Identify activities and tools to support all students as they develop their individual leadership path for college and career success. <i>Consider:</i> <ul style="list-style-type: none"> • <i>What activities, lessons, or tools related to student leadership have your students been exposed to already?</i> • <i>Do students understand the connection between leadership and future opportunities?</i> 		
Engage and expand students' definitions and perspectives related to student leadership. <i>Consider:</i> <ul style="list-style-type: none"> • <i>How do your students define leadership?</i> • <i>What do they perceive as effective leadership behaviors or traits?</i> 		
Teach skills for identifying and applying the appropriate conflict resolution strategy to various situations. <i>Consider:</i> <ul style="list-style-type: none"> • <i>What strategies do your students employ to resolve conflict?</i> • <i>What strategies have students been taught for how to successfully resolve conflict?</i> 		
Develop student leaders to influence the culture of the school. <i>Consider:</i> <ul style="list-style-type: none"> • <i>What opportunities in your classroom, school, and community exist for students to deepen their leadership skills?</i> • <i>What obstacles hinder students viewing themselves as leaders?</i> 		

Visit the AVID Critical Thinking and Engagement: Leadership Development webpage on MyAVID for opportunities to:

- View related materials for this chapter
- View and contribute to this chapter's discussion forum

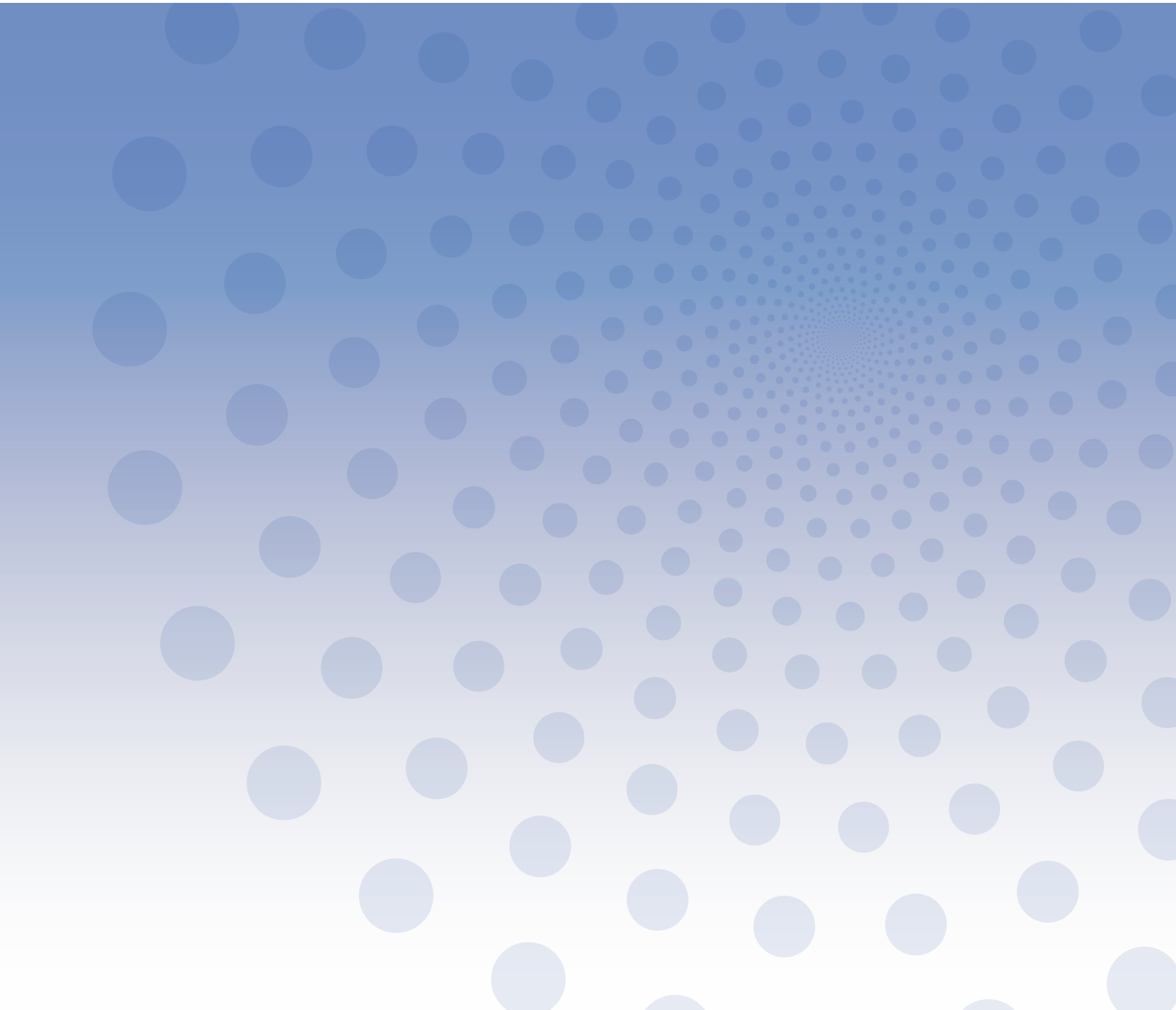
<https://my.avid.org/curriculum>





RESOURCES

AVID CRITICAL THINKING AND ENGAGEMENT: A SCHOOLWIDE APPROACH



Glossary

ELL Term

Academic Language Scripts: a compiled list of sentence starters and frames that provide students with the formal language needed to engage in academic discourse in a variety of learning experiences and settings

AVID: Advancement Via Individual Determination; a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college readiness and success in a global society

AVID Schoolwide: occurs when a strong AVID system transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities

Collaboration: the effective sharing of information amongst individuals

Collaborative Structures: effective methods to collaborate in a way that brings collaboration to life

Conflict Management: the ability of an individual to identify and resolve disagreements sensibly, fairly, and effectively

Debrief: after completing an activity, taking the opportunity to reflect upon what went well, what was a struggle, and what will further empower students to celebrate successes and take responsibility for navigating opportunities for growth differently next time

Extension: ideas for how to extend the lesson by increasing rigor, increasing scaffolding, or integrating technology

Fist-to-Five: a quick, informal assessment tool where students show all five fingers to represent the positive end of the spectrum, a fist to represent the negative end of the spectrum, and three fingers to represent the middle

Fixed Mindset: a belief that basic abilities, talents, and intelligence are fixed, unchanging traits

Four Corners: a collaborative structure used as a tool for students to evaluate both ideas and products, check for comprehension, build expressive capacity and accountability, and build cohesion and community amongst classmates

Growth Mindset: a belief that a person's basic abilities and talents can be cultivated and refined through dedication, effort, and experience

Inquiry: the process of revealing thinking through questioning, analyzing, and constructing knowledge and understanding

Instructional Steps: detailed directions that provide guidance in the facilitation of an activity

Leadership: a unity of skills and qualities that can be developed and refined over time

Materials/Set-Up: a list of materials and handouts needed for the execution of an activity

Metacognition: reflecting upon and directing one's own thinking

Organization: managing materials and practicing methodical study habits, strategically and intentionally taking responsibility for one's own learning and persisting in challenging situations, and engaging in the mental preparation and long- and short-term goal-setting necessary for academic success

Overview: one to three sentences describing the purpose of an activity

Philosophical Chairs: an inquiry-based strategy that is built on a prompt and to which contradictory positions exist; participants address these positions through deep, academic discourse in a structured, formal process

Post-Assessment: questions related to the chapter topic, for teachers to reflect on the topic and prepare for application and integration of the skills into their classes

Pre-Assessment: questions related to the chapter topic, for teachers to access prior knowledge, experience, and levels of expertise

Reading: daily practice and development of strategies that encourage connecting to prior knowledge, understanding text structure, and using text-processing to increase success and confidence with comprehension skills

Reflecting: purposeful processing that is reliant upon thinking, reasoning, and examining one's own thoughts, feelings, and experience

ELL Term

Rehearsal and Revision: strategically placed opportunities that allow students the time to practice oral and written responses and revise, as needed, in order to build confidence and competence in language acquisition

Relational Capacity: the degree of trust and level of safety between members of a group

Rules of Engagement: a set of agreed-upon traits and behaviors to ensure that every member of a group will feel heard, safe, and validated

Self-Leadership: the ability of an individual to correct their own thoughts, behaviors, and actions in order to more effectively set and accomplish their goals

ELL Term

Sentence Frames: provided sentence structures for students to use in formulating complete, correct, and increasingly more sophisticated responses; these structures are developed with the language function and the level of English proficiency in mind, with the goal of increased complexity; sentence frames need to be open enough to allow students to express meaning and interpretation, not one-word answers

Social Contract: a set of collaboration norms regarding class interactions

Socratic Seminar: a structured, collaborative dialogue, focusing on a common text or resource, which students have analyzed and toward which they have prepared questions to spur the discussion

Stage 1 Relational Capacity: the early stage of any community when individuals with varying experiences, motivations, backgrounds, and skill levels are thrown together; students should participate in a variety of activities that are low-risk, high-comfort, and engaging in order to initiate the process of forming connections

Stage 2 Relational Capacity: a period of relational-capacity development often characterized by conflict; students should participate in a variety of activities that are moderate-risk, moderate-comfort, and engaging in order to manage conflict and maintain a positive environment

Stage 3 Relational Capacity: the stage of relational development when students can problem solve and work through conflict without teacher intervention; students should engage in a variety of activities that are high-risk and low-comfort in order to increase their student-centered scope and sovereignty of the classroom

Stage 4 Relational Capacity: a group that has become self-directing, self-advocating, and self-monitoring—thereby actualizing their full potential; students should engage in a variety of activities that are very high-risk with low- to no-comfort, prodding them toward the highest levels of relational capacity

Student Objective: a description of what students will be able to do as a result of partaking in an activity

Think Aloud: verbally communicating the cognitive processes involved in an activity as a model for students

WICOR: Writing, Inquiry, Collaboration, Organization and Reading; key methodologies used in an AVID Elective classroom and AVID Schoolwide site

ELL Term

Word Banks: lists of content and/or cross-content academic vocabulary given to students for inclusion in an oral or written response

Writing: on a daily basis, students reflect and record ideas, questions, and thoughts about what they have learned

ELL Term

Writing + Speaking; Speaking + Writing: ensuring that oral and written language are consistently paired together to maximize language development and growth



Go online to view a comprehensive index of the book. Online resources also include relevant links and specially created videos to enhance the user experience.

<https://my.avid.org/curriculum>



Acknowledgments

Paul Bendall

I would like to thank my wife, Cindy, and two sons, Jared and Kaelan, whose unconditional love and patience gave me the strength to push through the many evening and weekend writing sessions. I would like to acknowledge Ben Solomon and the *AVID Critical Thinking and Engagement* writing team for their brilliance, encouragement, and comradery. Finally, I would like to thank my AVID students—past, present, and future—for making it so easy to get up every day and come to work smiling.

Adam Bollhoefer

When everything that you are has been defined by a community of individuals, it is humbling to write these words. To all of the students that I have had the honor of teaching, without you I am nothing. Your strengths, struggles, stories, decisions, and demeanors have sculpted me into a man that I hope you are proud of. I entered into the profession of education looking to define a life worth living. You have helped me become more than I could have ever hoped for. I am forever indebted to you all. I love you...always.

Vijay Koilpillai

I would like to thank a number of people for helping me to actualize this long-standing and nagging goal of mine. Thank you to my wife, Suzannah, for the countless nights watching our two beautiful boys as I researched and wrote, and for continuing to support and encourage me in my career as an educator. Thank you to our entire project team for pushing me to stretch in ways that I haven't for years. Thank you to my dad for sharing resources and bouncing around ideas. Finally, thank you to every student I've ever taught. You all have helped me realize that to teach students to dream big and pursue those dreams, I need to do the same myself.

References

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K.** (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.
- Andersen, E.** (2013, May 31). 21 quotes from Henry Ford on business, leadership and life. *Forbes*. Retrieved from <http://www.forbes.com/sites/erikaandersen/2013/05/31/21-quotes-from-henry-ford-on-business-leadership-and-life/>
- AnxietyBC.** (2014). Test anxiety. Retrieved from anxietybc.com.
- Blackwell, L., Trzesniewski, K., & Dweck, C. S.** (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246–263.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R.** (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, NY: David McKay Company.
- Bok, D.** (2008). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Boldway, S., Carter, M., Compton, R., Gutierrez, S., Mullen, M., & Valdez, S.** (2012). *The write path English language arts: Exploring texts with strategic reading*. San Diego, CA: AVID Press.
- Breedlove, B.** (n.d.). Write corresponding higher- and lower-level questions. San Diego, CA: AVID Region 9.
- Chickering, A. W.** (1969). *Education and identity*. San Francisco, CA: Jossey-Bass.
- Clay, S.** (1997). *Strategies for studying: A handbook of study skills*. Custer, WA: Orca Book Publishers.
- Conley, D. T.** (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass.
- Conley, D. T.** (2008). Rethinking college readiness. *New England Journal of Higher Education*, 22(5), 24–26.
- Conley, D. T.** (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center.
- Costa, A. L.** (2001). *Developing minds: A resource book for teaching thinking* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Covey, S.** (2014). *The 7 habits of highly effective teens*. New York, NY: Touchstone Books.
- Custer, H., Donohue, J., Hale, L., Hall, C., Hiatt, E., Kroesch, G., Krohn, B., Malik, S., Muhammad, F., Quijano, V., Shapiro, D., & Valdez, S.** (2011). *AVID postsecondary strategies for success: A guide for faculty and student affairs professionals*. San Diego, CA: AVID Press.
- Daws, T., & Schiro, P.** (2012). *AVID tutorial guide: Creating rigorous tutorials to increase student achievement in academic classes*. San Diego, CA: AVID Press.
- Dearie, K., & Kroesch, G.** (2011). *The write path history/social science: Interactive teaching and learning*. San Diego, CA: AVID Press.
- Donohue, J., & Gill, T.** (2009). *The write path I: Mathematics*. San Diego, CA: AVID Press.
- Dweck, C. S.** (2006). *Mindset: The new psychology of success*. New York, NY: Random House.
- Ford, M. E.** (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Newbury Park, CA: SAGE Publications, Inc.
- Fullan, M.** (2009). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.
- Gall, M. D., Gall, J. P., Jacobsen, D. R., & Bullock, T. L.** (1990). *Tools for learning: A guide to teaching study skills*. Alexandria, VA: Association for Supervision and Curriculum Development.

References

- Glasser, W.** (1986). *Control theory in the classroom*. New York, NY: Harper and Row.
- Hansen, D.** (1989). Lesson evading and lesson dissembling: Ego strategies in the classroom. *American Journal of Education*, 97(1), 184–208.
- Johnson, D. W., & Johnson, R. T.** (1999). Making cooperative learning work. *Theory Into Practice*, 38(2), 67–73.
- Marzano, R. J., Gaddy, B. B., & Dean, C.** (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E.** (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maxwell, J. C.** (2005). *Developing the leader within you*. Nashville, TN: Thomas Nelson.
- McAndrews, S.** (2013). *Foundations implementation resource: Embedded sequential academic skills for implementing AVID strategies in a non-elective, multi-ability, multi-subject elementary classroom*. San Diego, CA: AVID Press.
- Mindset Works.** (2012). *Effective effort rubric*. Retrieved from mindsetworks.com.
- National Association of Colleges and Employers.** (2013). *The job outlook for the class of 2013*. Bethlehem, PA: NACE.
- National Research Council.** (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.
- Northouse, P. G.** (2009). *Leadership: Theory and practice* (5th ed.). Newbury Park, CA: SAGE Publications, Inc.
- Office of Human Resource Management, Louisiana State University.** (2014). *Effective conflict resolution strategies*. Baton Rouge, LA: Louisiana State Civil Service.
- Paul, K.** (2014). *The studysmarternotharder.com back-to-school guide: Strategies to add rocket fuel to kick-start the school year*. Retrieved from studysmarternotharder.com.
- Peterson, R.** (1992). *Life in a crowded place: Making a learning community*. Portsmouth, NH: Heinemann Publishing.
- ReadWriteThink.** (2004). *Cooperative group role cards*. Retrieved from readwritethink.org.
- Rothfuss, P.** (2008). *The name of the wind*. New York, NY: DAW Books.
- Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J.** (2011). *The student success path*. San Diego, CA: AVID Press.
- Sullivan, D. R.** (2003). *Learning to lead: Effective leadership skills for teachers of young children*. St. Paul, MN: Redleaf Press.
- Tanner, K.** (2012). Promoting student metacognition. *CBD—Life Sciences Education*, 11(2), 113–120. <http://dx.doi.org/10.1187/cbe.12-03-0033>
- Thomas, K., & Kilmann, R.** (1974). *Thomas-Kilmann conflict mode instrument*. Tuxedo, NY: Xicom, Incorporated.
- Treisman, P. U.** (1986). A study of the mathematics performance of black students at the University of California, Berkeley. *Dissertation Abstracts International*, 47(5), 1641.
- Tuckman, B.** (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 384–399.
- Valdez, S., Carter, M., & Rodgers, J.** (2013). *The write path English language arts: Informing ourselves and others through writing and speaking*. San Diego, CA: AVID Press.
- Yeager, D. S., & Walton, G.** (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81, 267–301.

CORNELL NOTES



TOPIC/OBJECTIVE:

CONTENT/CLASS:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

Index

A

acronym, 10, 120, 150, 269, 289

acrostic, 10, 120, 150

assessment, VIII, 2, 3, 6, 28, 76, 80, 81, 82, 84, 85, 97, 98, 99, 100, 102, 119, 138, 139, 143, 146, 147, 148, 164, 173, 184, 188, 189, 191, 193, 225, 230, 235, 260, 264, 265, 267, 310, 311, 316

AVID, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, 7, 8, 11, 28, 29, 48, 61, 75, 77, 85, 109, 127, 128, 129, 144, 147, 156, 185, 190, 192, 195, 197, 198, 199, 202, 204, 206, 207, 208, 209, 214, 222, 240, 241, 242, 243, 245, 246, 247, 248, 249, 252, 256, 261, 266, 307, 310, 312, 314, 315, 316

AVID Schoolwide, XII, XIII, 310, 312

C

Collaboration, III, IV, XII, XIII, XIV, 5, 63, 145, 146, 147, 148, 149, 150, 151, 152, 154, 155, 159, 160, 162, 164, 165, 166, 170, 174, 179, 184, 185, 193, 253, 288, 296, 310, 311, 312

communication, 29, 38, 44, 47, 51, 53, 54, 58, 72, 74, 152, 154, 155, 156, 157, 158, 159, 160, 162, 165, 210, 225, 230, 233, 246, 255, 266, 288

community, VII, IX, XII, 5, 6, 7, 11, 12, 14, 20, 24, 28, 29, 48, 59, 61, 65, 75, 76, 102, 147, 148, 156, 162, 171, 184, 233, 264, 267, 274, 275, 276, 277, 278, 279, 281, 286, 291, 292, 306, 310, 312, 314, 316

conflict management, 29, 36, 48, 152, 154, 166, 170, 264, 265, 288, 293, 294, 295, 296, 297, 298, 300, 301, 302, 303, 304, 310

Costa, Arthur, X, XI, 172, 188, 190, 191, 192, 195, 196, 197, 198, 199, 200, 203, 204, 206, 207, 208, 212, 235, 240, 260, 315

D

debrief, 2, 3, 8, 16, 18, 19, 20, 21, 24, 26, 27, 28, 30, 31, 32, 35, 36, 39, 41, 44, 47, 48, 50, 52, 53, 54, 57, 58, 60, 61, 63, 64, 65, 66, 67, 69, 71, 73, 74, 75, 141, 146, 149, 164, 166, 167, 170, 173, 177, 189, 194, 196, 215, 217, 225, 227, 229, 230, 233, 235, 236, 237, 249, 255, 272, 276, 282, 294, 298, 301, 305, 310

Dweck, Carol, XI, 83, 99, 266, 315

F

fixed mindset, XI, 99, 310

Four Corners, 15, 146, 171, 218, 221, 310

G

goal, VII, X, XI, XIII, XIV, 9, 14, 19, 29, 31, 40, 42, 48, 52, 53, 54, 62, 64, 73, 80, 85, 89, 90, 92, 96, 101, 102, 106, 107, 108, 113, 114, 116, 119, 130, 136, 147, 152, 154, 156, 157, 159, 160, 162, 165, 166, 169, 170, 173, 229, 230, 240, 243, 249, 253, 255, 257, 258, 272, 283, 284, 285, 286, 293, 295, 296, 311, 314, 315

growth mindset, XI, 80, 83, 99, 100, 102, 266, 271, 310

I

Inquiry, III, IV, VII, X, XI, XII, XIII, 5, 47, 49, 74, 179, 188, 190, 191, 192, 193, 195, 200, 201, 204, 215, 216, 233, 234, 244, 245, 249, 253, 260, 310, 311, 312

M

Marzano, Robert, XI, 82, 316

memory, 65, 66, 81, 119, 120, 121, 211, 240

metacognition, III, IV, 80, 82, 83, 84, 85, 112, 132, 139, 140, 143, 144, 190, 255, 271, 311, 316

mindset, XI, XII, 80, 83, 99, 100, 102, 225, 266, 271, 310, 315, 316

monitoring, 5, 6, 47, 61, 62, 76, 80, 82, 109, 115, 126, 147, 148, 184, 312

O

Organization, VII, VIII, XII, XIII, XIV, 8, 106, 115, 116, 155, 156, 158, 160, 162, 200, 246, 247, 284, 285, 310, 311, 312

P

Philosophical Chairs, 3, 5, 25, 28, 47, 49, 59, 74, 141, 188, 189, 190, 193, 215, 216, 217, 218, 219, 220, 221, 222, 223, 225, 226, 227, 228, 229, 230, 231, 232, 311

planning, 71, 80, 82, 85, 90, 93, 99, 103, 109, 137, 156, 273

R

Reading, VII, VIII, XII, XIII, XIV, 9, 27, 87, 99, 120, 121, 124, 147, 157, 158, 176, 177, 213, 214, 234, 235, 236, 241, 245, 246, 247, 249, 256, 280

reflecting, 81, 82, 129, 136, 149, 164, 225, 245, 282, 311

relational capacity, III, IV, 2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 20, 28, 29, 31, 32, 35, 36, 48, 49, 50, 56, 61, 62, 63, 71, 75, 76, 77, 215, 233, 266, 274, 311, 312

Stage 1, 2, 12, 14, 16, 18, 19, 20, 21, 24, 27, 28, 29, 30, 48, 62, 312

Stage 2, 2, 3, 12, 29, 30, 31, 32, 35, 36, 39, 41, 44, 47, 48, 49, 50, 74, 233, 312

Stage 3, 3, 13, 47, 49, 50, 52, 53, 54, 56, 57, 58, 60, 61, 74, 312

Stage 4, 3, 12, 13, 47, 62, 63, 64, 65, 66, 67, 69, 71, 73, 74, 75, 312

rubric, 109, 152, 158, 160, 162, 189, 235, 255, 256, 265, 304, 305, 316

rules of engagement, 28, 188, 189, 193, 216, 217, 220, 228, 230, 234, 235, 236, 241, 255, 311

S

self-leadership, 268, 288, 311

social contract, 2, 9, 10, 29, 48, 146, 147, 148, 150, 152, 170, 184, 311

Socratic Seminar, 3, 5, 47, 49, 74, 99, 110, 144, 189, 190, 233, 234, 235, 236, 237, 239, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 312

W

WICOR, VII, VIII, XII, XIII, 146, 147, 182, 183, 211, 218, 250, 312

Writing, VII, VIII, XII, XIII, 21, 60, 66, 67, 69, 71, 73, 110, 122, 132, 147, 160, 162, 164, 171, 172, 173, 174, 181, 182, 192, 194, 195, 196, 199, 200, 201, 202, 222, 225, 230, 234, 236, 240, 242, 243, 245, 248, 251, 252, 254, 255, 278, 312, 314, 316