

Thinking Collaborative in the Classroom

Infusing the strategies of Adaptive Schools in the culture of Common Core

One step at a time



What is Adaptive Schools?

- An increased capacity to initiate, develop and sustain high functioning groups
- New lenses for diagnosing the stages and phases of group development
- An expanded repertoire of practical facilitation tools
- Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms and values of each
- Skills to move groups beyond consensus to common focus
- Ways to value and use dissension, argument and conflict
- Strategies for keeping group members on track, on topic, energized and resourceful



Keys to School Improvement

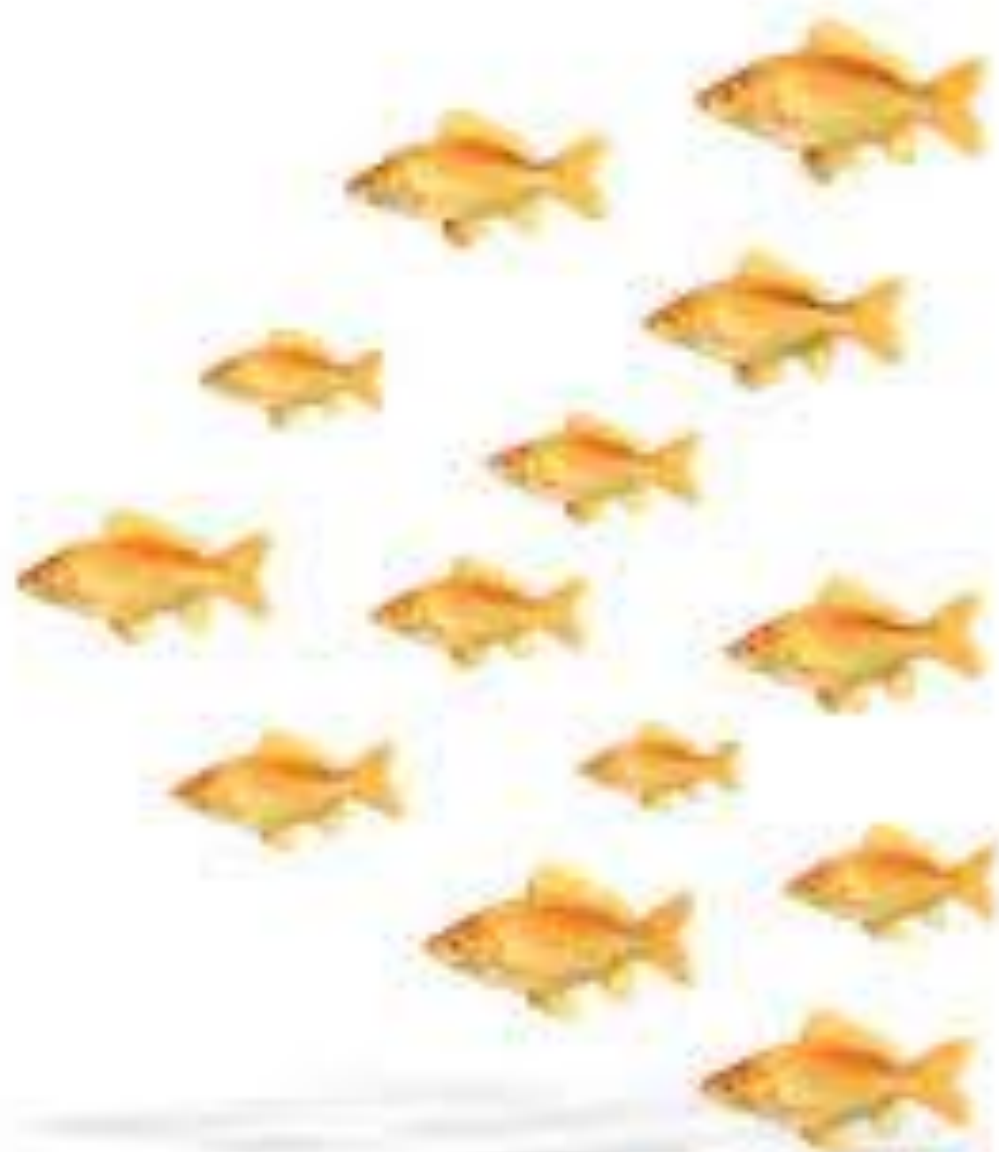


The outcome of an effective systems approach is an organization that has three basic features (Gilbert, 1978; Horner, 2003):

- **A Common Vision:** The organization has a mission, purpose, or goal that is embraced by the majority of members of the organization and serves as the basis for decision making and action planning.
- **A Common Language:** The organization establishes a means of describing its vision, actions, and operations so that communications are informative, efficient, effective, and relevant to members of the organization.
- **A Common Experience:** The organization is defined by a set of actions, routines, procedures, or operations that is universally practiced and experienced by all members of the organization and that also includes a data feedback system to link activities to outcomes.

Western Region JMT









“Groups, both small & large, need templates to guide purposeful inquiry. No matter the degree of comfort that any individual within the group has with data, collective focus is often difficult when there is no shape to the conversation.”

-Wellman & Lipton

STEM COMPLETION

My building or district engages in purposeful inquiry by.....

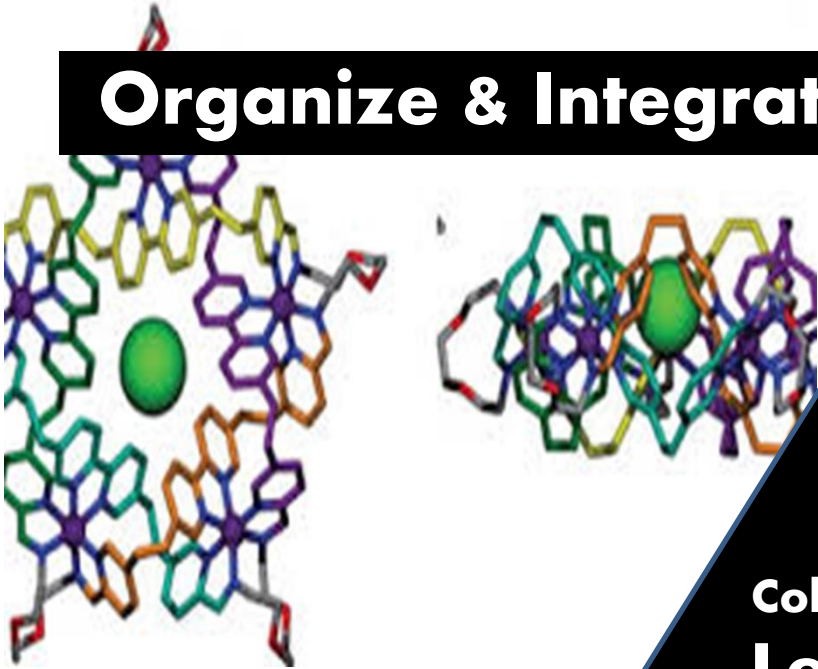


STEM COMPLETION

Going around the table, introduce yourself and share your stem completion.



Organize & Integrate



Activate & Engage



**Collaborative
Learning
Cycle**

Explore & Discover



Organize & Integrate

Activate & Engage

**Collaborative
Learning**

1. Bruce Wellman and Laura Lipton-DDD
2. Pathways to Learning
3. Promotes specific types of thinking and interactions
4. Ignites inquiry and problem-solving

Ex

Organize & Integrate

Activate & Engage

1. Organize Learning

-Pathway to Learning; Wellman and Lipton

2. Cognitive Processes

-Pathway to Learning; Wellman and Lipton

-Bellanca, Fogarty, Pete; Thinking Skills within the Common Core

Ex 3. Explicit Instruction

-Anita Archer, John Hollingsworth, Jennifer Goeke

4. Data Inquiry

-Wellman & Lipton; Data Driven Dialogue

Activate & Engage



**Collaborative
Learning
Cycle**

Paired Verbal Fluency




1. Decide who will be Person #1 and #2
2. Assign topic (Activate & Engage)
3. #1 talks for 60 seconds uninterrupted to #2
4. Partners listen carefully so as not to repeat ideas shared
5. After 60 seconds, the teacher signals so #2 can talk for 60 seconds uninterrupted
6. Exchange of ideas continues for 3 rounds
7. Round 2: 45 seconds, Round 3: 15 seconds

**Collaborative
Learning
Cycle**

Explore & Discover



Triad Inquiry

A musical staff with a treble clef and three whole notes. The notes are positioned on the first, second, and third lines of the staff. The staff is black on a white background.

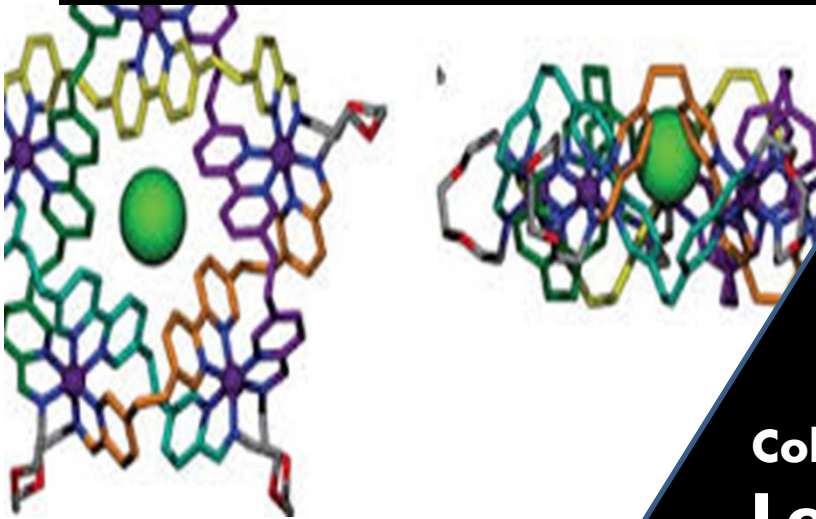
Person C pauses then asks, “What are some things that make that important to you?”

Person B pauses and then paraphrases.

*****Rotate roles and continue process!***

Person A says, “A key point for me is.....”

Organize & Integrate



**Collaborative
Learning
Cycle**

TEXT RENDERING

WHAT?

A strategy that uses a collaborative process to construct meaning, clarify and expand our thinking about a text or document

TEXT RENDERING



WHY?

**To explore the content around
consensus**



TEXT RENDERING

HOW?

1. On your own read Organize & Integrate, highlighting key ideas
2. Take 3 sticky notes and write:
 - on one a WORD that stands out
 - on another a PHRASE
 - on a third, a SENTENCE

TEXT RENDERING

HOW?

3. Each person will put his/her WORD in the center of the table. Group will have a dialogue about what they're noticing.

-Pause, Paraphrase, Pose Questions

4. Repeat the process with PHRASES and SENTENCES.

A-B PYRAMID



**ORGANIZE &
INTEGRATE**

“WE DO”

**COLLABORATIVE LEARNING
CYCLE**

A-B PYRAMID



“I DO”

EXPLORE & DISCOVER

“YOU DO”

A-B PYRAMID



**TEXT
RENDERING**

STEM COMPLETION

ACTIVATE & ENGAGE

PLUSES

&

WISHES



PLUSES

I appreciated

supported
my learning

**I wish the
group had
done**

More of....

Less of...

differently

WISHES

Bellanca, James, Fogarty, Robin, Pete, Brian. (2012). How to Teach Thinking Skills Within the Common Core. Bloomington, IN: Solution Tree Press.
ISBN # 978-1-936764-08-2

Billmeyer, Rachel. (2006). Strategies To Engage the Mind of the Learner: Building Strategic Learners. Omaha, NE: www.rachelbillmeyer.com
ISBN # 978-0-9711292-5-2

Garmston, Robert & Wellman, Bruce. (2009). The Adaptive School: A Sourcebook for Developing Collaborative Groups, 2nd edition. Norwood, MA: Christopher-Gordon Publishers, Inc. 800-934-8322.
ISBN # 978-1-933760-27-8

Schillinger, Mary & Wetzel, Becky. (2014). Common Core and the Special Education Student. Palm Beach Gardens, FL: LRP Publications.
LRP # 300648

Wellman, Bruce, & Lipton, Laura. (2004). Data-Driven Dialogue: A Facilitator's Guide To Collaborative Inquiry. Sherman, CT: MiraVia.
ISBN # 0-9665022-3-x