Using Collaborative Study Groups in the Content Classroom

Handouts

AVID®
Proven Achievement.
Lifelong Advantage.

Why/How/What

What:
What skills are being developed?

How:
How are these skills being developed?

Why:
Why are CSGs important?

The successful implementation of Collaborative Study Groups supports students'

_____

and

_____

AVID Collaborative Study Groups

In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.

Why are CSGs a critical component of AVID Schoolwide?
In addition to the academic benefits, successful CSGs also serve as an independent demonstration of increasing mastery and application of skills built and reinforced through WICOR strategies. These skills include inquiry, note-taking, organization, collaboration, communication, and numerous other skills necessary for college readiness.

	Before	During	After
Performance Objective	*Students prepare to participate in CSGs.*	*Students collaborate to develop and deepen understanding through Socratic inquiry.*	*Students apply the learning from CSGs to enhance classroom performance.*
What: Academic Skills	☐ Students have a specific question based on a concept or problem that they do not understand.	☐ Students articulate their specific question. ☐ Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding. ☐ Upon arriving at a solution, students identify generalized steps/processes that led to the solution. ☐ Students appropriately use related academic vocabulary throughout.	☐ Students reflect on the learning in order to make connections between new learning and previous learning, their experiences, themselves, and/or their world. ☐ Students reflect on the CSG process in order to continuously improve as active participants.
How: Guiding Questions	• From what source will questions be derived? • Will students choose their own specific question or will it be assigned by the teacher?	• To what resources will students need access? • How will students be grouped? • How will the CSGs be monitored to ensure active participation of all group members? • How will students be expected to record their learning?	• Will students reflect verbally or in writing? • How will the CSGs be evaluated?
Optional Components	• CSG Pre-Work • Academic Concept Rating Guide	• 30-Second Speech Student Presenter Protocol • 2-/3-Column Notes Template • Costa's/Bloom's Levels of Thinking Inquiry Stems • Questions for Socratic Dialogue • Checking for Understanding Inquiry Stems • Observation Checklist	• 30-Second Reflect and Connect • Guided Written Reflection • Grading/Evaluation of Learning/Process

What is the difference between a CSG and an AVID Elective class tutorial?

	Collaborative Study Groups	AVID Elective Class Tutorials
The Process	Three basic phases of Before, During, and After, with each including optional components to flexibly meet the school's and teachers' study group needs	Formalized 10-Step AVID Tutorial Process
When	In any subject area, as a: • Pre-assessment review of concepts/skills/problems: o Ongoing checking-for-understanding (in relation to content standards/objectives) o Review prior to unit, semester, summative exam (AP® test) o Before-/after-school CSGs or needs-based CSGs during school o PSAT®/SAT®/ACT®/standardized test prep • Post-assessment review of concepts/skills/problems not mastered: o Test review (in lieu of test corrections) o Homework dissection o Practice PSAT/SAT/ACT test review	Twice weekly during the AVID Elective class
Roles and Responsibilities	Teacher Student group members Student presenter Student leaders, such as AVID Elective students, can facilitate groups	Teacher Student group members Student presenter One college-aged tutor per group
Student Skills Demonstrated	Both approaches build on a foundation of relational capacity to develop critical thinking, effective communication, Socratic inquiry, process identification, collaboration, listening, writing, and reflection skills in all students.	

Roles & Responsibilities

Teacher	Group Facilitator*	Student Group Members	Student Presenter
☐ Monitors the CSGs to coach the process (may use the *Observation Rubric*) ☐ Rotates to all groups and models higher-level inquiry (if necessary) ☐ Supports the students in developing critical thinking skills ☐ Handles classroom management	☐ Take 2 or 3-Column Notes for the student presenter. ☐ Respect the ideas/thinking of others ☐ Use inquiry to gain a deeper understanding of the content under discussion ☐ Encourage active participation in the group ☐ Contribute to creating an environment where others in the group feel comfortable enough to ask questions and seek clarification of content ☐ Communicate openly with the teacher about the group experience	☐ Respect the ideas/thinking of others ☐ Use inquiry to gain a deeper understanding of the content under discussion ☐ Actively participate in the group by listening, asking questions, answering questions, and taking notes (may use 2 or 3-Column Notes format) ☐ Contribute to creating an environment where others in the group feel comfortable enough to ask questions and seek clarification of content ☐ Communicate openly with the teacher about the group experience ☐ One student will take notes for the student presenter to record the group thinking (if the student presenter is at the board) ☐ Arrange the group seating to promote collaboration among all group members	☐ Articulates the specific question to the group ☐ Thinks critically about the question ☐ Interacts with the group members by responding to their questions ☐ Records thinking on the board (if applicable – may use 2 or 3-Column Notes format)

*If AVID Elective students, other students, or tutors (if available) are designated as group facilitators, then their role is to model these actions and traits, while encouraging other group members to be active participants. **This is an optional component.**

CSG Pre-Work – Level One

Subject: Standard/Essential Question:	Name: Period: Date:

Original Question (a question I missed or don't understand, directly from my notes, homework, text, a test, etc.)**:**

Source, Page # and Problem #: _____

Show my solution (as far as I can, possibly using facts, examples, maps, diagrams)**:**

Specific Question (where I got stuck in my work)**:**

CSG Pre-Work – Level One

Subject: *Think-A-Loud* Standard/Essential Question: 	Name: Period: Date:

Original Question (a question I missed or don't understand, directly from my notes, homework, textbook, test, etc.)**:**

- *As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don't understand or got incorrect?*
- *How can I simplify and explain this question in my own words?*

Source, Page # and Problem #: _____

Show my solution (as far as I can, possibly using facts, examples, maps, graphic organizers)**:**

To help me show my work, I will consider:

- *What do the textbook or notes say about this topic?*
- *How do I plan to approach this question? What strategies should I use?*
- *Can I work backwards?*
- *Have I done a similar problem/question and what steps did I take to solve it?*
- *Can I break down the question to smaller parts, and if so, what would they be?*

Specific Question (where I get stuck in my work)**:**

(Write a question to present in the Collaborative Study Group based on where you get stuck or are confused.)

Subject: <u>World Geography</u>	Name:
Standard/Essential Question: What does the system of government tell us about the culture of a country?	**Period:** **Date:**

Original Question (a question that I missed or don't understand, directly from my notes, homework, text, a test, etc.)**:**

Compare and contrast a monarchy, theocracy and a democratic system of government.

Source, Page #, and Problem #: <u>Test Review</u>

Show My Solution (as far as I can, possibly using facts, examples, maps, diagrams, etc.)**:**

Contrast:

<u>*Monarchy*</u> *– A system of government in which one person reigns, usually a king or queen. The authority in a monarchy is generally inherited. The ruler, or monarch, is often only the head of state, not the head of government; Great Britain*

<u>*Theocracy*</u> *– A system of government in which priests rule in the name of God or a god; Saudi Arabia, Vatican City*

<u>*Democracy*</u> *– A system of government by the whole population or all the eligible members of a state, typically through elected representatives; United States*

Specific Question (where I got stuck in my work)**:**

How are these systems of government similar or the same?

Questions for Socratic Dialogue

Questions for Clarification
- What do you mean by...?
- What is your main point?
- How does _____ relate to _____?
- Could you put that another way?
- Could you give me an example?
- Could you explain that further?
- Why do you say that?

Questions That Probe Purpose
- What is the purpose of _____?
- How do the purposes of these two people/groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?

Questions That Probe Assumptions
- What are you assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- Is it always the case? Why do you think the assumption holds here?

Questions That Probe Information, Reasons, Evidence and Causes
- What would be an example?
- How do you know?
- What are your reasons for saying that?
- What other information do we need to know before we can address this question?
- Why do you think that is true?
- Could you explain your reasons to us?
- Do you have any evidence to support your assertion?
- How does that information apply to this?
- Is there reason to doubt that evidence?
- What would convince you otherwise?
- What accounts for _____?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?

Questions About Viewpoints or Perspectives
- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?

- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Maria's ideas alike? Different?

Questions That Probe Implications and Consequences
- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- If this and this are the case, then what else must be true?

Questions About the Question
- How can we find out?
- Is this the same issue as _____?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- What does this question assume?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- To answer this question, what other questions would we have to answer first?

Questions That Probe Concepts
- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- What main distinctions should we draw in reasoning through this problem?

Questions That Probe Inferences and Interpretations
- What conclusions are we coming to about _____?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of _____?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

Reprinted from The Thinker's Guide to The Art of Socratic Questioning by Dr. Richard Paul and Dr. Linda Elder (2007), with permission from The Foundation for Critical Thinking (www.criticalthinking.org).

Personal Implementation Plan – Fishbowl Example

Essential Question: How can I effectively implement Collaborative Study Groups in my classroom to support students' academic performance and development of college readiness skills?

When will CSGs be implemented? Prior to each unit exam

	Beginning Implementation	Mid-Point	By End of Year
Before How will: ● Students identify a specific question based on a concept or problem that they do not understand?	● Students will be provided a bank of Initial Questions to choose from. Students will then work the questions until they identify a Specific Question using the **CSG Pre-Work Level 1**	● Students will work their homework questions until they identify a Specific Question using the **CSG Pre-Work Level 1**	● Students will work their homework questions until they identify a Specific Question using the **CSG Pre-Work Level 2**
During How will: ● Students articulate their specific question.	● Each group will have an assigned student presenter who articulates the question from their Specific Question	● We will begin using the **30-Second Speech** protocol	● We will begin refine our use of the **30-Second Speech** protocol
● Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding.	● Students will be provided with **Questions for Socratic Dialogue**	● Students will be provided with **Questions for Socratic Dialogue** and required to use at least 1 question stem during CSGs	● Students will be provided with **Questions for Socratic Dialogue** and required to use at least 2 question stems during CSGs
● Upon arriving at a solution, students identify generalized steps/processes that led to the solution.	● Initially we will not focus on this skill	● We will begin using the **30-Second Reflect and Connect** protocol	● We will refine our use of the **30-Second Reflect and Connect** protocol
● Students appropriately use related academic vocabulary throughout.	● Students will be provided with a word bank to use during CSGs	● Students will be expected to refer to our Word Wall	● Students will be expected to refer to the Word Wall and their notes
After How will: ● Students reflect on the learning in order to make connections between new learning and previous learning, their experiences, themselves, and/or their world. ● Students reflect on the CSG process in order to continuously improve as active participants.	● We will reflect on our learning and the CSG process verbally as a class	● Students will reflect on our learning and the CSG process verbally as a Collaborative Study Group	● Students will individually reflect in writing using the **Guided Written Reflection**

* See "Resource Guide" handout for the list of resources available for each stage of implementation

Personal Implementation Plan

Essential Question: How can I effectively implement Collaborative Study Groups in my classroom to support students' academic performance and development of college readiness skills?

	Beginning Implementation	Mid-Point	By End of Year
Before How will: • Students have a specific question based on a concept or problem that they do not understand?			
During How will: • Students articulate their specific question. • Group members use collaborative inquiry to support the student presenter in clarifying confusion and checking for understanding. • Upon arriving at a solution, students identify generalized steps/processes that led to the solution. • Students appropriately use related academic vocabulary throughout.			
After How will: • Students reflect on the learning in order to make connections between new learning and previous learning, their experiences, themselves, and/or their world. • Students reflect on the CSG process in order to continuously improve as active participants.			

* See "Resource Guide" handout for the list of resources available for each stage of implementation

Resource Guide

Roles and Responsibilities: *This resource articulates the responsibilities of the teacher, student group members, and student presenter during the CSG process.*

AVID Schoolwide Strategy Planning Guide: *A guide for intentional implementation of a WICOR strategy, with CSGs given as the example.*

Grouping Guide: *A guide for teachers to think through room and student arrangement prior to facilitating CSGs.*

Before

CSG Pre-Work: *Similar to the Tutorial Request Form used by the AVID Elective class, this template provides students with the opportunity to use their resources and think critically about a question from a content area in order to go deeper to identify a Specific Question to be presented in their CSG.*

- **Directions for Teachers:** Determine the level of pre-work appropriate for your students, depending on age, subject matter, and possible scaffolding of CSG implementation throughout the school year. A sample CSG Pre-Work ThinkAloud is available.

Academic Concept Rating Guide: *Supports students in breaking down a study guide (pre-assessment) or test (post-assessment) to help pinpoint Specific Questions for the CSG. This can be used as an alternative or in addition to the CSG Pre-Work template.*

- **Directions for Teachers (Pre-Assessment):** Format student study guides using the suggested template by completing the left-hand column from the current unit of study. Students may complete the pre-assessment rating guide for homework prior to the CSG test review day.
- **Directions for Teachers (Post-Assessment):** Instead of doing test corrections and/or re-teaching, students will complete the rating guide for questions missed on the test. Students may complete this prior to (columns 1–3) and during (column 4) the CSG process in preparation for mastering missed concepts.

During

30-Second Speech Student Presenter Protocol: *A five-step process for students to present their Specific Question in a way that will create engagement, inquiry, and critical thinking with group members.*

2- or 3-Column Notes Template: *The notes/work generated from the question stems and inquiry process should be recorded. This template provides a format for consistent student use.*

Costa's/Bloom's Levels of Thinking Inquiry Stems: *Students can use this handout to generate questions for the student presenter during the CSG.*

Questions for Socratic Dialogue: *Group members can use these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts, and inferences during the CSG.*

Checking for Understanding Inquiry Stems: *Group members can utilize these critical thinking questions throughout the CSG process to ensure that the student presenter is thinking deeply about his/her specific question and is mastering the content.*

Observation Checklist: *A resource for recording what is observed during the CSG in order to reflect on and improve the process.*

*Additional Academic Language support can be found here.

After

30-Second Reflect and Connect: *A five-step process for students to verbally reflect on the learning that occurred during the CSG process and connect it to other important ideas. This can also be completed prior to writing a written reflection.*

Guided Written Reflection: *A resource that guides students through a written reflection on the learning that occurred from clarifying the Specific Question. There are two open-ended reflection formats for the teacher to choose from, based on student readiness.*

Evaluation Guide: *This guide gives grading suggestions and shows a sample Pre-Work/Reflection template, with a grading rubric included.*

CORNELL NOTES

TOPIC/OBJECTIVE:

NAME:

CONTENT/CLASS:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:	NOTES:

SUMMARY:

QUESTIONS:

NOTES:

SUMMARY:

TOPIC/OBJECTIVE:

NAME:

CONTENT/CLASS:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

QUESTIONS:

NOTES:

SUMMARY: