Shared Leadership and Collective Efficacy: Creating A Culture of Achievement

House Education Committee

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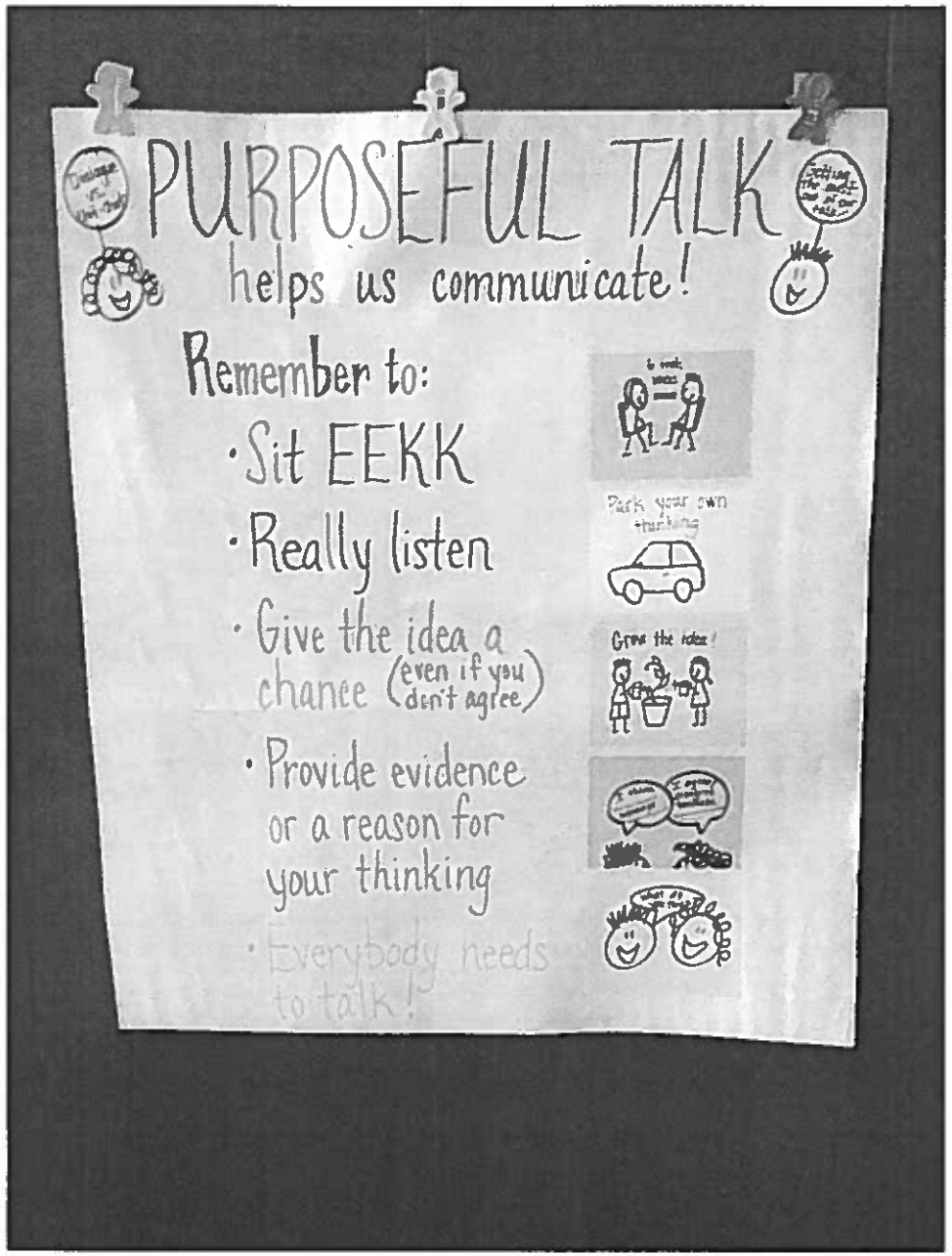
A Focus on Students and Learning: Pausing and Paraphrasing in Kindergarten

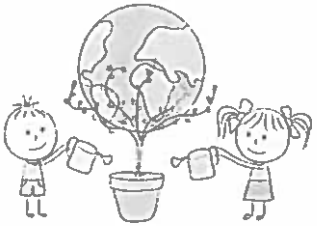
https://www.youtube.com/watch?v=NfB_2b-pBGs&feature=em-upload_owner



Moves I can make to grow an idea:

Agree

(To support an idea)
"I agree with you because . . ."



Add on

(Cite more evidence or give an example or explanation)
"I can add on to that . . ."

Disagree

(Offer a different opinion or share evidence about something the speaker misunderstood)
"Another way to look at this might be . . ."

Ask for clarification

(Clear up confusion)
"So, you're saying . . ."
"Would you please clarify what you mean by . . ."
"Please, tell me more about that."
"Could you say that again?"

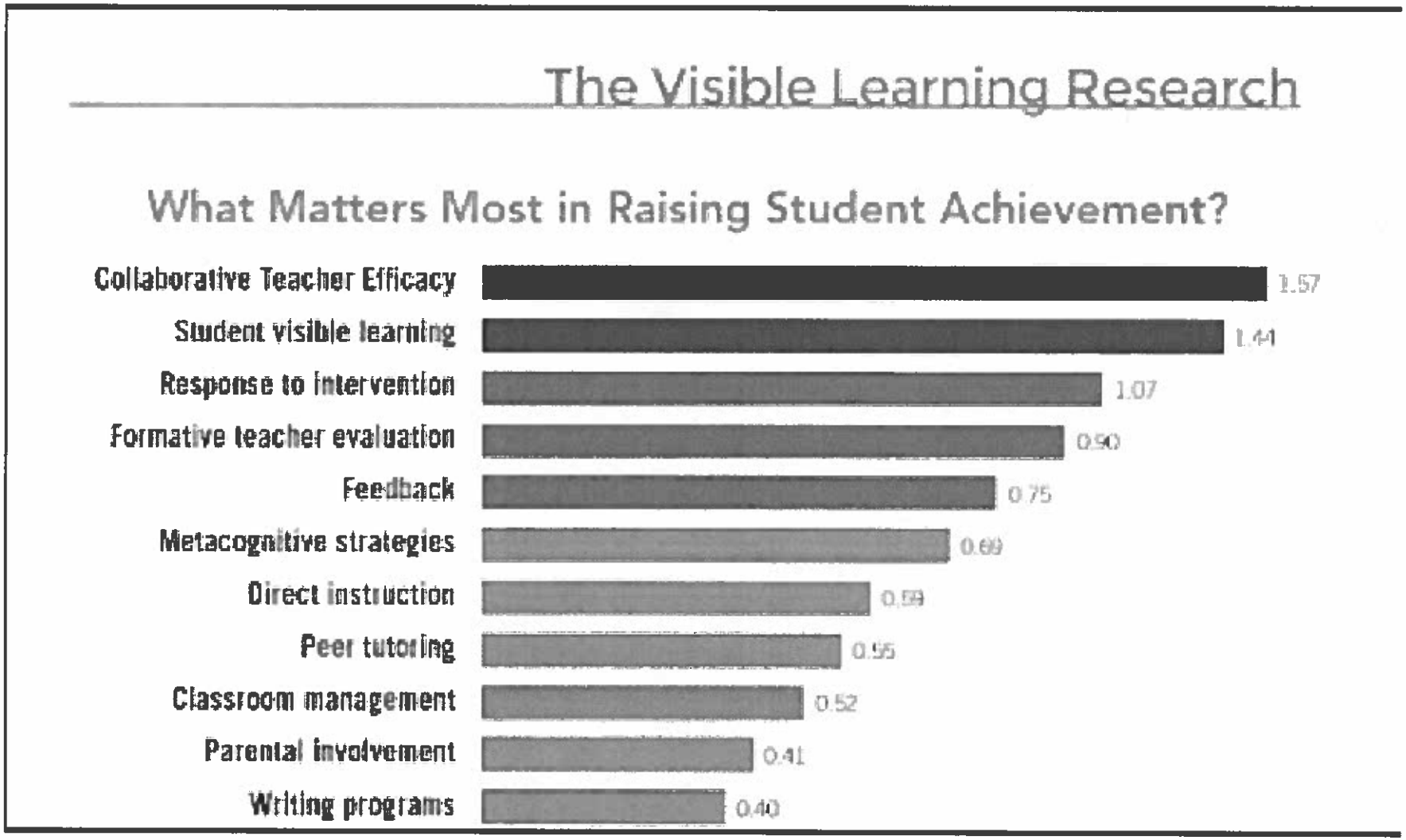
Language Goals

- Chit-chat- inconsequential conversation
- Dialogue- people freely and creatively explore issues, listen deeply to each other and suspend their own views in order to create shared meaning
- Discussion- emphasis is on coming to some sort of conclusion or decision

Norms of Collaboration

- Pausing
- Paraphrasing
- Posing Questions
- Placing Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions

An Opportunity with ESSA



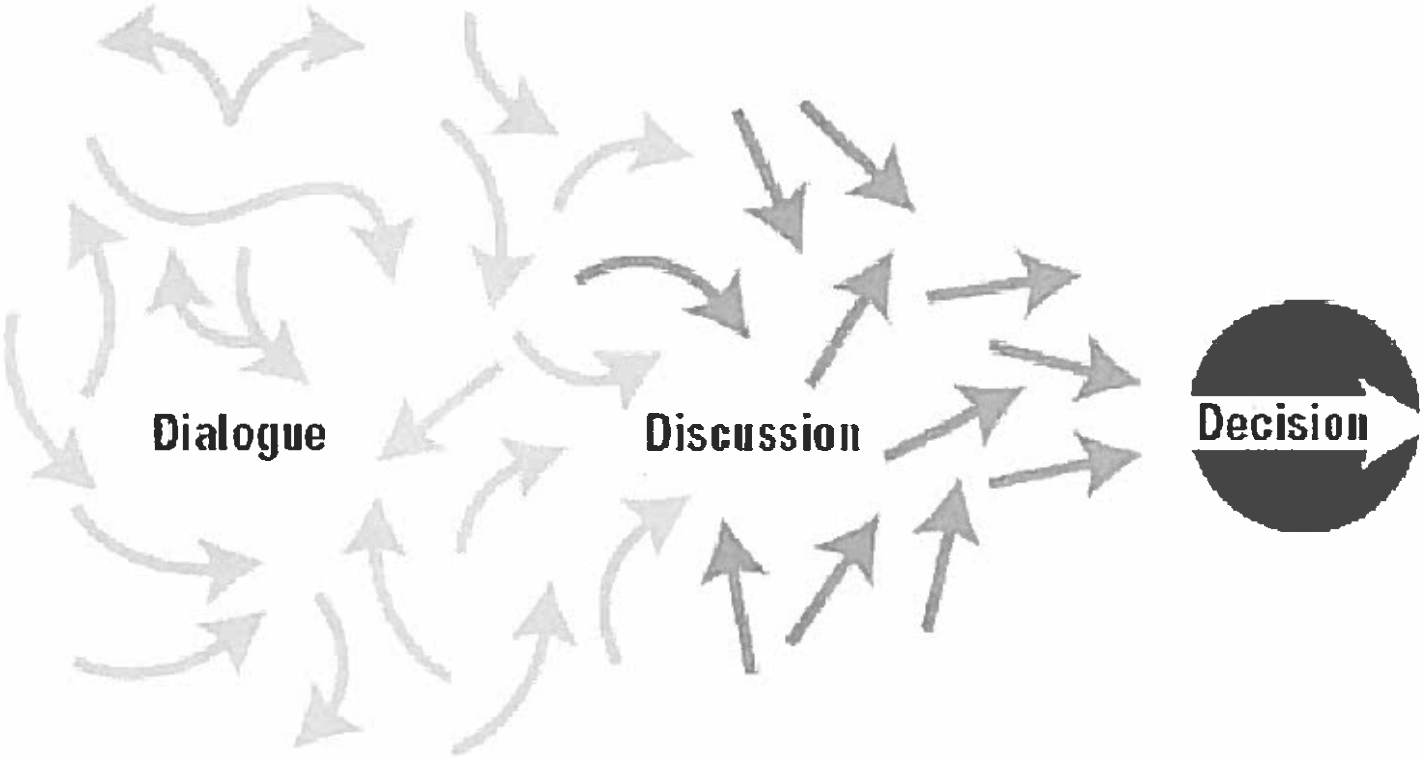


Figure 6.1: Three modes of discourse—Divergent to convergent thinking.

Dialogue, Discussion & Decision Making are sequenced in a collaborative learning cycle.

Got Data? Now What?: Creating and Leading Cultures of Inquiry - Laura Lipton & Bruce Wellman

What works; What doesn't

- https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf

- http://visible-learning.org/wp-content/uploads/2015/06/John-Hattie-Visible-Learning-creative-commons-book-free-PDF-download-What-doesn-t-work-in-education_the-politics-of-distraction-pearson-2015.pdf