Digging Deeper into Collaborate

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Your Presenters

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Outline of Learning Targets

Brief Introductory Review
(How to find the standards framework)
Terminology of the Standards
Diving into a Closer Look at the Collaborate Standards for Learners
Looking across the Frameworks to Librarian Competencies and Library Alignments
Accessing the Standards

Terminology
Learners
Common Beliefs
Shared Foundations
Key Commitments
Domains
Competencies
Alignments

Shared Foundations and Key Commitments

Build new knowledge by knowing, thinking critically, identifying problems, and developing strategies for problem-solving.

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Work effectively with others to broaden perspectives and work toward common goals.

Make meaning for oneself by collecting, organizing, and sharing resources of personal relevance.

Discover and innovate in a growth mindset developed through experience and reflection.

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engagin in a community of practice and an interconnected world.
III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learner Domains and Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Think</td>
<td>Learners identify collaborative opportunities by: 1. deepening their understanding of ideas and designs through engagement in a learning group. 2. deciding to solve problems informed by group interaction.</td>
</tr>
<tr>
<td>B. Create</td>
<td>Learners participate in personal, social, and intellectual networks by: 1. using a variety of communication tools and resources. 2. establishing connections with other learners to build on their own prior knowledge and create new knowledge.</td>
</tr>
<tr>
<td>C. Share</td>
<td>Learners work productively with others to solve problems by: 1. soliciting and responding to feedback from others. 2. involving diverse perspectives in their own inquiry processes.</td>
</tr>
<tr>
<td>D. Grow</td>
<td>Learners actively participate with others in learning situations by: 1. recognizing learning as an essential capability.</td>
</tr>
</tbody>
</table>
Collaborate: Think

Competencies
Learners identify collaborative opportunities by:
1. Demonstrating their desire to broaden and deepen understandings.
2. Developing new understandings through engagement in a learning group.
3. Deciding to solve problems informed by group interaction.

Deconstruction
1. Understanding that learning is social
   * Understand that everyone comes from a different perspective
   * Recognize that one doesn’t know the whole story or answer.
2. Seek input from everyone in a group
   * Understand difference between consensus and democratic vote
   * Participate in group work instead of independent work.
3. Seek input from all group members
   * Consider multiple answers.

Collaborate: Think Looks Like...

Kindergarten
- Offer input to ask or answer questions
- Create common KWL charts
- Group learning and problem solving activities

5th Grade
- Seek input from others
- Actively listen to different views
- Understand that working together could provide a better product.
- Seek everyone’s opinion and try to incorporate them into an answer.

8th Grade
- Know when to reach consensus and when to do a part of the whole
- Considering ways in which to include multiple perspectives
- Involving many people in problem-solving discussions

10th Grade
- Recognize that learning is best when all perspectives are considered and included.
- Seek to engage with information and people from different disciplines.
Learners participate in personal, social, and intellectual networks by:

1. Using a variety of communication tools and resources.
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

**1.** Know what tools are available.
   *Understand that different tools work for different purposes.
   *Know how/when to contact group members
   *Decide which tool will be most appropriate to your purpose.
2. *Create group discussion options
   *Begin learning to build PLN
   *Get to know new group members and their communication styles

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**Collaborate: Create**

**Cometencies**

Learners work productively with others to solve problems by:

1. Soliciting and responding to feedback from others.
2. Including diverse perspectives in their own inquiry processes.

**Deconstruction**

1. *Ask relevant and probing questions.
   *Practice active listening skills
   *Consider asking questions of people whom you know will disagree.
   *Understand that feedback should not be personal.
   *Accept that feedback is given to improve learning.
2. *Include all perspectives in research process.
   *Seek out ideas different from your own.
   *Recognize echo chambers
   *Learn inquiry strategies to combat technological algorithms

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**Collaborate: Create Looks Like...**

**Kindergarten**
- Know that communication happens in different ways.
- Learning to include all people in a discussion
- Know what tools can be used
- Get to know people in your group/class

**5th Grade**
- Know that communication can happen in many different ways.
- Learn how classmates communicate
- Understand proper use of various communication tools and when to use them

**8th Grade**
- Engage in different ways of communicating and connecting with others.
- Understand ethical rules of various communication methods
- Include different viewpoints in the creation of different projects

**10th Grade**
- Engage effectively and ethically with a variety of collaborative communication tools.
- Begin creating a personal learning network relating to personal or curricular interests.

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**Collaborate: Share**

**Cometencies**

Learners participate in personal, social, and intellectual networks by:

1. Using a variety of communication tools and resources.
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

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## Collaborate: Share Looks Like...

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<td>- Ask relevant questions to further a conversation</td>
<td>- Ask relevant and probing questions to get active participation</td>
<td>- Ask relevant and probing questions to promote active participation</td>
<td>- Actively listen and question while promoting participation</td>
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<td>- Taking turns in talking and listening</td>
<td>- Use active listening skills</td>
<td>- Actively listen and include information from all team members</td>
<td>- Include as many perspectives as possible</td>
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<tr>
<td>- Learning active listening skills</td>
<td>- Make sure all students in a group have participated</td>
<td>- Consider alternative perspectives</td>
<td>- Consider ways to access diverse perspectives</td>
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<tr>
<td></td>
<td></td>
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<td>- Acknowledge that feedback is necessary to learning</td>
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## Competencies

Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.
2. Recognizing learning as a social responsibility.

## Deconstruction

1. *Recognize that one person won’t have all answers.
   *Come to discussions prepared with evidence
   *Use strategies to ensure participation by all
   *Consider alternative perspectives
2. *Recognize that learning is social.
   *All learners have responsibility to participate.
   *Understand that more perspectives equals better learning.
   *Employ problem solving strategies for disagreements.
   *Acknowledge and abide by rules of communication (“Norms”)

## Collaborate: Grow

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<td>- Work in small groups</td>
<td>- Small group work</td>
<td>- Seek out others to collaborate with who may not have same perspective</td>
<td>- Actively seeking alternative perspectives</td>
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<td>- Sustain conversations with related questions/ comments</td>
<td>- Keep group discussions on topic/on task</td>
<td>- Use polite conversation norms to hear all perspectives</td>
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<td>- Seeking help from peers</td>
<td>- Come to group work sessions prepared with ideas/ work completed</td>
<td>- Problem solve disagreements</td>
<td>- Problem solve disagreements in polite way</td>
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<td>- Use polite conversation norms</td>
<td>- Include multiple perspectives in solutions</td>
<td>- Focus on learning from multiple perspectives for a better understanding</td>
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Collaborate Looks Like...

Observation
Exit Ticket
Conferencing

D. Grow
Learners actively participate with others in learning situations by:
1. Actively contributing to group discussions.

School Librarians foster active participation in learning situations by:
1. Stimulating learners to actively contribute to group discussions.

The school library supports active learner participation by:
1. Creating and maintaining a learning environment that supports and stimulates the contributions of all members of the school community.

Assessment Ideas

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<td>Observation</td>
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Looking Across the Frameworks

III. Collaborate:
Questions…

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