



23–26 May

MELBOURNE

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Douglas Fisher

Saturday 24 May

**Productive Group Work
Secondary**

Session 2

DOUGLAS FISHER

Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

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Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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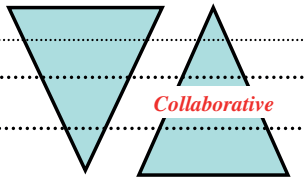
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Productive Group Work in Secondary

Doug Fisher
www.fisherandfrey.com





**STUDENT
RESPONSIBILITY**

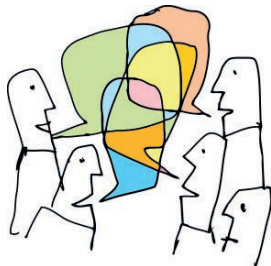
Productive group work

Group and individual accountability

Productive failure



- Students are consolidating their understanding
- Negotiating understanding with peers
- Engaging in inquiry
- Apply knowledge to novel situations





What does it look like?
What does it sound like?

Quality Indicators for PGW

INDICATOR	DESCRIPTION	INDICATOR	DESCRIPTION	INDICATOR	DESCRIPTION
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1.1.1.298	...	1.1.1.299	...	1.1.1.300	...

Handout!


Quality Indicator #1


Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*





Quality Indicator #2
Joint attention to tasks or materials
*Students are **interacting** with one another to build each other's knowledge. Outward indicators include **body language** and **movement** associated with meaningful conversations, and **shared visual gaze** on materials.*





Look down, not up.

Quality Indicator #3

Argumentation not arguing:

Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.



How have you helped today?

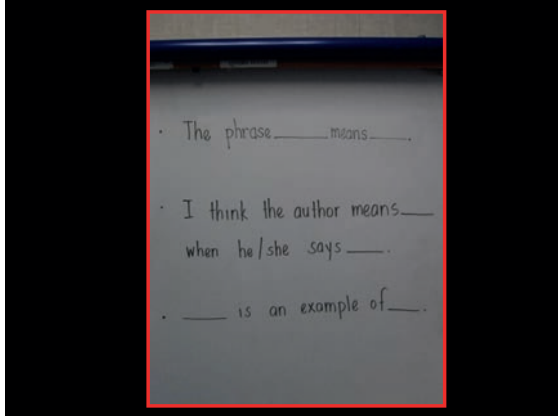
 Did you offer help?	 Did you ask for help?
 Did you accept help?	 Did you nicely decline help so you could try it yourself?

The Helping Curriculum

Quality Indicator #4

Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*





Quality Indicator #5

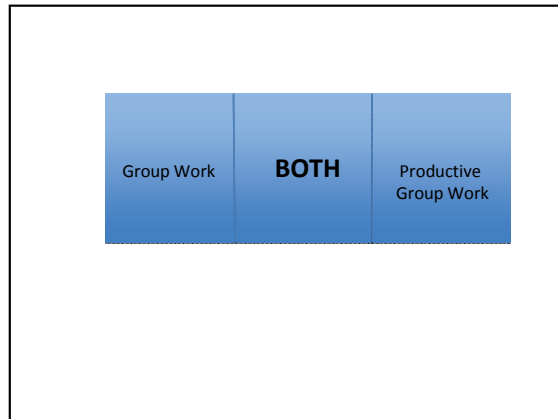
Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*



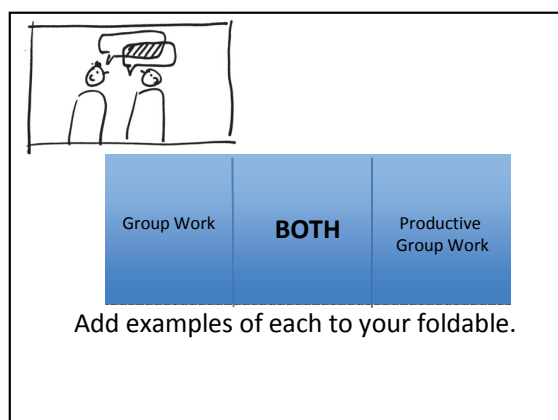
Quality Indicator #6

Teacher role: *What is the teacher doing while productive group work is occurring?*









Group Work Examples



TTYPA **Think-Pair-Square**
Carousel **Novel Ideas Only**
Opinion Stations **Others?**

- Teams rotate around the classroom
- Composing answers
- Reflecting on other students' comments
- Questions posted on charts
- **Sentence FRAMES** can be used



Gallery Walk



1. Look closely. What do you notice?
 2. How is this an example of weathering?

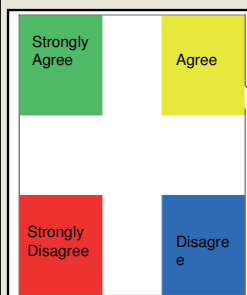
Sentence Frames
 ** The image shows _____ but not _____.
 ** An example of weathering is shown _____ and _____.



1. This is an example of a weathering rock. What makes this rock look like this?
 2. What would cause the rock to look different?

Sentence Frames
 ** Weathering is caused by _____ which _____.
 ** First, the rock might look differently if _____. It might also look different if _____.

Opinion Stations



- Display a statement - - have students move to a spot in the room that corresponds to their beliefs
- Students discuss in their corner or spot in the room and then to the whole class
- Post sentence frames in each corner

Let's try it . . .



California police can fine distracted drivers up to \$1000, even those eating and applying makeup.

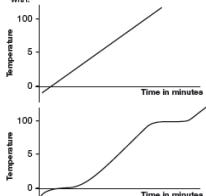
FIG 1:
Activity for Promoting Argumentation

Heating Ice to Steam

Some year 8 students have been studying how water heats up.

They had to predict the shape of the graph to show how the temperature would change as they heated ice to steam.

Below are two different graphs that they came up with.



In your groups, discuss which graph is most likely to show how the temperature of water changes as it heats up. Your group must have at least ONE reason to support your argument.

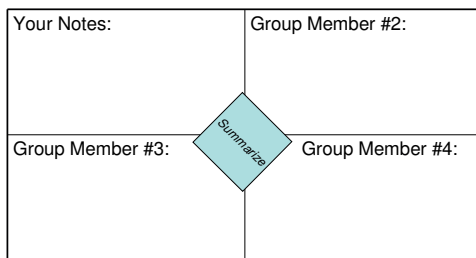
Productive Group Work in Middle School Science

Source: Osborne, J. F. (2010). An argument for arguments in science. *Kappan*, 91(4), 62-65.

**Productive Group Work Examples**

- Conversation Roundtable
- Numbered Heads Together
- Literature Circles
- Collaborative Strategic Reading
- Reciprocal Teaching
- Jigsaw
- Walking Review
- Collaborative Poster
- Peer Response
- ReQuest



Conversational Roundtable

Numbered Heads Together

- Each person at table assigned a number
- Question is posed
- Die is rolled
- Everyone prepares that numbered person to answer
- Die is rolled again to call on a table number
- Person at that table answers

Reciprocal Teaching



- Student-directed groups
- Text is chunked in smaller parts
- Teacher or students can choose stopping points

Jigsaw



1. Students start in "home" groups and read their assigned article.
2. Each student moves to an "expert" group to discuss like material and brainstorm ways in which to present their understanding back to "home" group.
3. Students meet in "home" groups to teach their reading and to learn from the other members of their "home" group.

Collaborative Poster

- Students create a poster with specific visual information (drawings and text).
- All students participate in making the poster using their own colored marker.
- They sign the poster in their color.
- Students discuss **critically**, explain, and make decisions to complete this task.

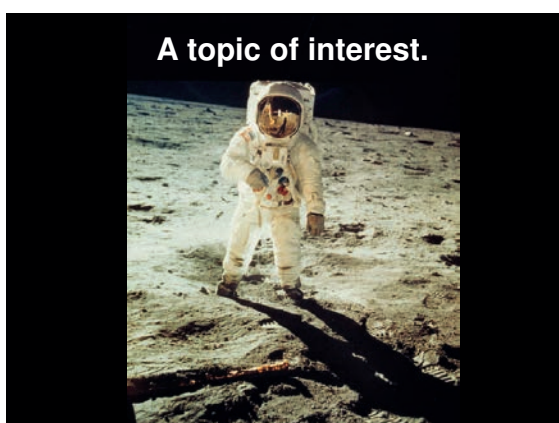


What **group work** do you do?
How can you make it more **productive**?

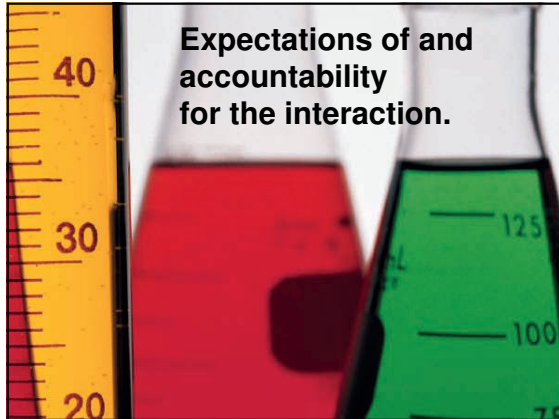
What does it take to
make a task
engaging ***and***
interactive?

**Enough background knowledge
to have something to say.**

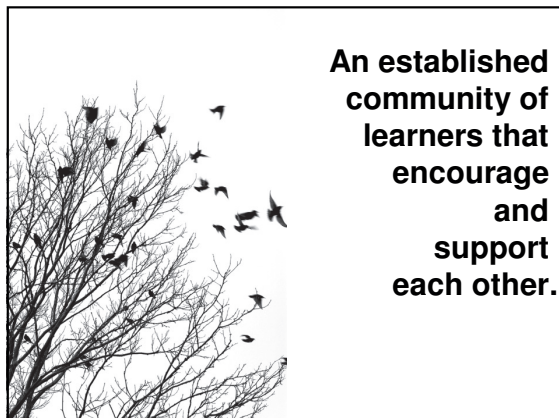








Expectations of and accountability for the interaction.



An established community of learners that encourage and support each other.

Common Mistakes During Collaborative Learning	
Common Mistake	What to Remember/Do
One student is doing all the work	<ul style="list-style-type: none"> •Plan for productive work •Hold students accountable
Task does not match purpose, modeling, and guided instruction	<ul style="list-style-type: none"> •Analyze lesson plan •Check for alignment of lesson parts together
Not preparing students for subsequent independent practice	<ul style="list-style-type: none"> •Analyze lesson plan •Check for alignment of lesson parts together







Tip # 4: Look to Learn





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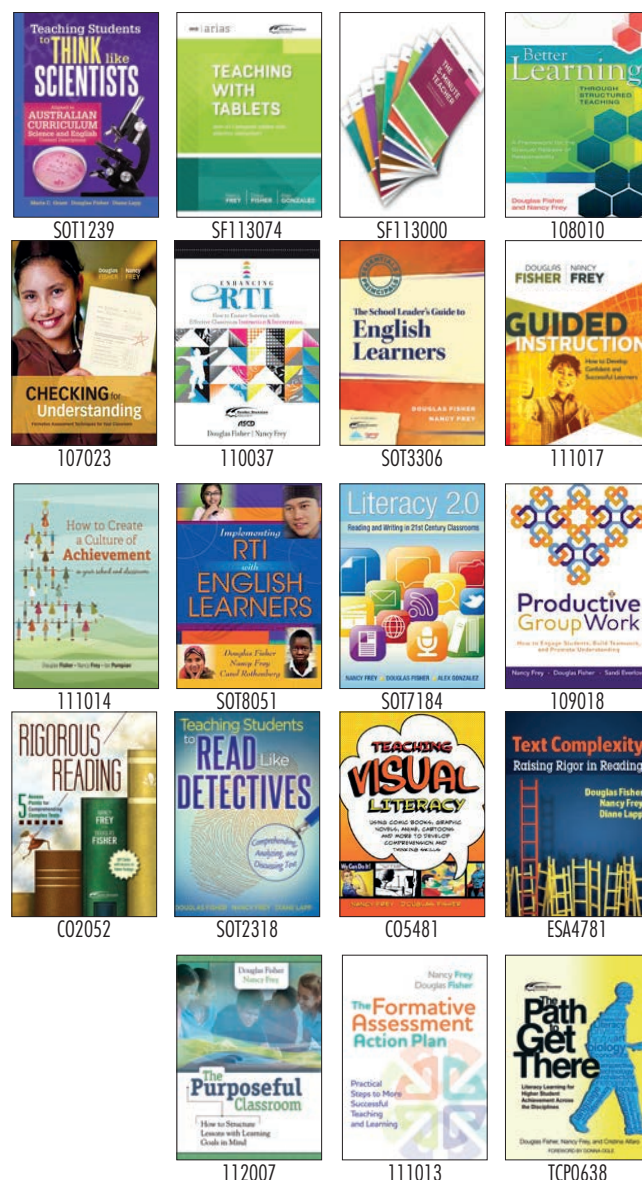
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	SF113000	ASCD Arias Publications (Set of 9)	\$120.00
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	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
	111017	Guided Instruction: How to Develop Confident and Successful Learners	\$25.95
	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	SOT1239	Teaching Students to Think Like Scientists	\$32.95
	CO5481	Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills	\$39.95
	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



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Indicators of Success - Productive Group Work

INDICATORS	4-Exemplary	3-Applying	2-Approaching	1-Limited
Complexity of task: <i>The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).</i>	Task reflects purpose and what was modeled. The task allows students an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled. Students have an opportunity to experiment with concepts.	Tasks provide multiple, clear opportunities for students to apply and extend what was modeled. Students have an opportunity to use a variety of resources to creatively apply their knowledge of what was modeled.	The task is somewhat reflective of the purpose of the lesson, but there is little opportunity for student experimentation or innovation.	Task is an exact replication of what was modeled, with little or no opportunity for student experimentation with concepts.
Joint attention to tasks or materials: <i>Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.</i>	Students ask critical questions of each other, developing and forming personal opinions and conclusions. They are able to evaluate and synthesize information, as well as independently use a variety of resources to acquire new or unknown information.	Body language, visual gaze, and language interactions provide evidence of joint attention to the task or materials by all members of the group. Students can explain their contributions and the contributions of other group members.	Body language, visual gaze, and language interactions provide some evidence of mutual attention to the task or materials by most members. Students are not holding each other accountable for purposeful contributions.	Students divide up the task so that they can work, then meet near end to assemble components. Body language, visual gaze, and lack of language interactions provide evidence of independent work occurring within the group.
Argumentation not arguing: <i>Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.</i>	Students reach a better understanding or consensus based on evidence and opinions provided by others. Students hold each member of the group accountable by using questioning strategies and evidence to persuade or disagree. The conversation is respectful and courteous.	Students ask for and offer evidence to support claims. However, members continue to maintain initial beliefs or positions about a topic without considering the arguments of others. The conversation is generally respectful but some members may not participate.	There is a process in place for accountable talk. However, student dialogue is limited and there are minimal efforts to support the product. The conversation is generally respectful, but is often dominated by one member of the group or veers off-topic.	No clear process is in place to facilitate accountable talk. Lack of structure is evidence as students are off-task, in conflict, and/or are unable to complete product.
Language support: <i>Written, verbal, teacher, and peer supports are available to boost academic language usage.</i>	Sentence frames are differentiated based on students' proficiency and need. A wide range of frames are available for students and students use the frames independently in academic language and writing. Teacher modeling includes the use of frames as well as academic vocabulary and high expectations for language production.	Students use one or two sentence frames from the variety that are available in a structured setting. A set of target vocabulary is available and used. Teachers model the use of frames. Students are encouraged to use the language support in guided instruction and productive group work.	Academic language related to the concept/standard is present. A frame may be provided. The teacher models at least once using target vocabulary or language frame. Students are encouraged to attempt using target vocabulary without opportunities for guided practice.	Vocabulary is posted but its use is not modeled. Students are simply told to use words. Language frames are not provided.
Teacher role: <i>What is the teacher doing while productive group work is occurring?</i>	Teacher is purposeful in scaffolding using prompts, cues and questions and checks for understanding regularly. Evidence collected during this time is used to plan further instruction.	Some scaffolding and checking for understanding occurs but there are delays in corrections or changes to the instruction. There is a link to further instruction.	Scaffolding or checking for understand occurs but is not used to plan further instruction.	Teacher manages, but does not interact with groups to scaffold conceptual knowledge.
Grouping: <i>Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).</i>	Groups are flexible and change based on students' proficiency, academic need, and/or content area. Productive group work occurs throughout the day.	Purposeful heterogeneous grouping occurs which are fluid in response to students' proficiency.	Some heterogeneous grouping occurs, but homogeneous grouping practices dominate. Decisions based on assessment are not apparent.	Grouping practices are solely homogeneous and are done primarily for scheduling convenience.