



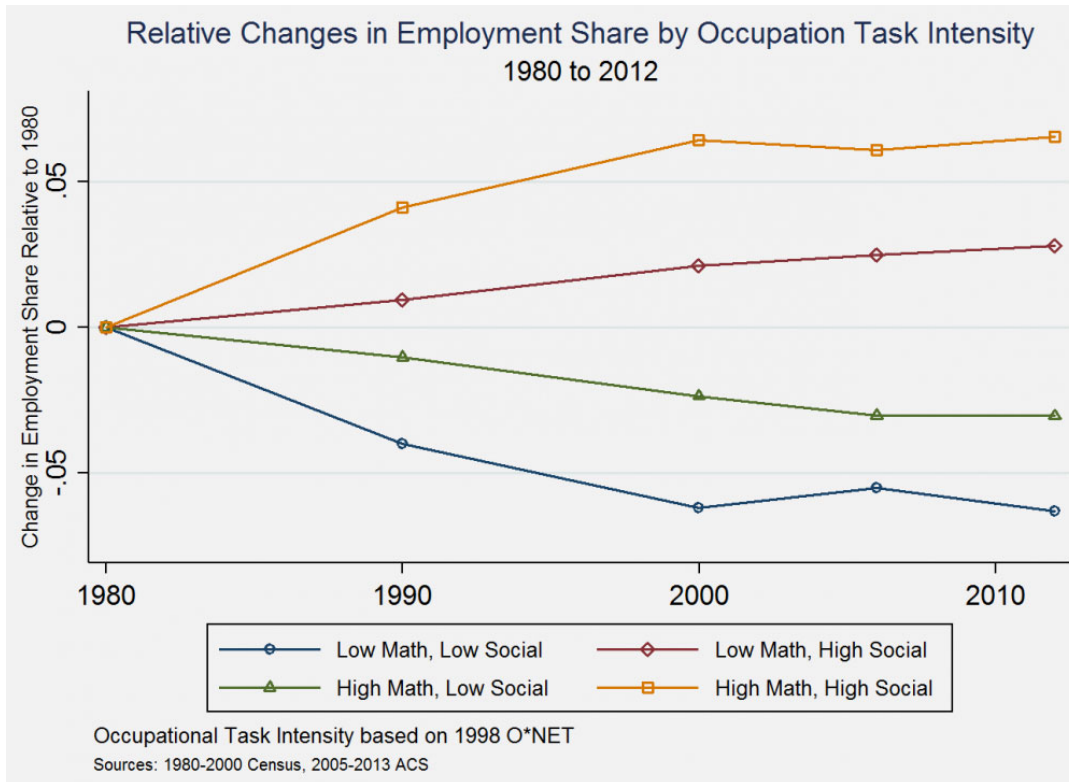
**Collective Student Efficacy Book Study MINUTES**  
**October 20, 2021 11:30-1:00**  
**Applebee's**

Attendance:

- Dylan McLeod, RED Student Y
- Maria Zavala Rocha, RED Student Y
- Kate Bade, RED Student Y
- Joe Peplinski, RED Student Y
- Cole Rollins, RED Student Y
- Bryan Matera, RED Faculty Y
- David Wolff, RED Faculty Y

Discussion Prompts:

What are your initial thoughts about the graph regarding the growing importance of social skills in the labor market (p. 2)?



Wondering, "Where am I on this graph?"

PreK and K need more emphasis on social skills and emotional skills as well as self-regulation skills.

Jobs can teach you technical skills but can't teach social skills.

We live in a global community and we need to communicate across cultures.

If you don't teach social and emotional skills, you help make students unemployable p. 2-3.

Consider the following Group Norms by the IDEAL Center. How do these align with the collective beliefs listed on p. 13?

<b>Establishing Group Norms (adapted from IDEAL Center)</b>	
Contributions	Be your best self, today. We all have something to learn. We all have something to contribute. Speak with the possibility of being heard.
Expertise	No one is good at everything. Everyone has relevant strengths to bring to group work.
Rights & Responsibilities	We have the right to ask for help. We have the duty to assist others. We need every person in our group.
Responding to the needs of the group	No one is done until everyone is done.

Group work is in a constant state of brainstorming.

One must believe in the good of the collective group.

The authors illustrate the reality of many classrooms on p. 17 para. 3. How does this illustration compare to your clinical experiences?

Research supports collective teacher efficacy but not all teams strive toward collective efficacy because of contrived collegiality (p. 20). How have you seen/witnessed/observed contrived collegiality work against collective teacher efficacy in your lived experiences?

Similarly, social loafing is a barrier to success of collective efficacy (p. 25). How might a teacher proactively avoid social loafing when students work together?

The authors share a list of critical communication skills on p. 28-29 and indicated that turn-taking as the one of the highest correlations of successful collective group work. What are your thoughts? What have you observed in your clinicals?

Turn-Talking - foundation for engagement; ensure all voices are heard; allows connection to show agreement/disagreement

Talking Sticks is a visual representation of the speaker.

Students must know the cues to know when its your turn to speak.

Clarity is Kindness; Clear is Kind

It is important to review the developmental milestones of each grade level you work in; review Yardsticks constantly