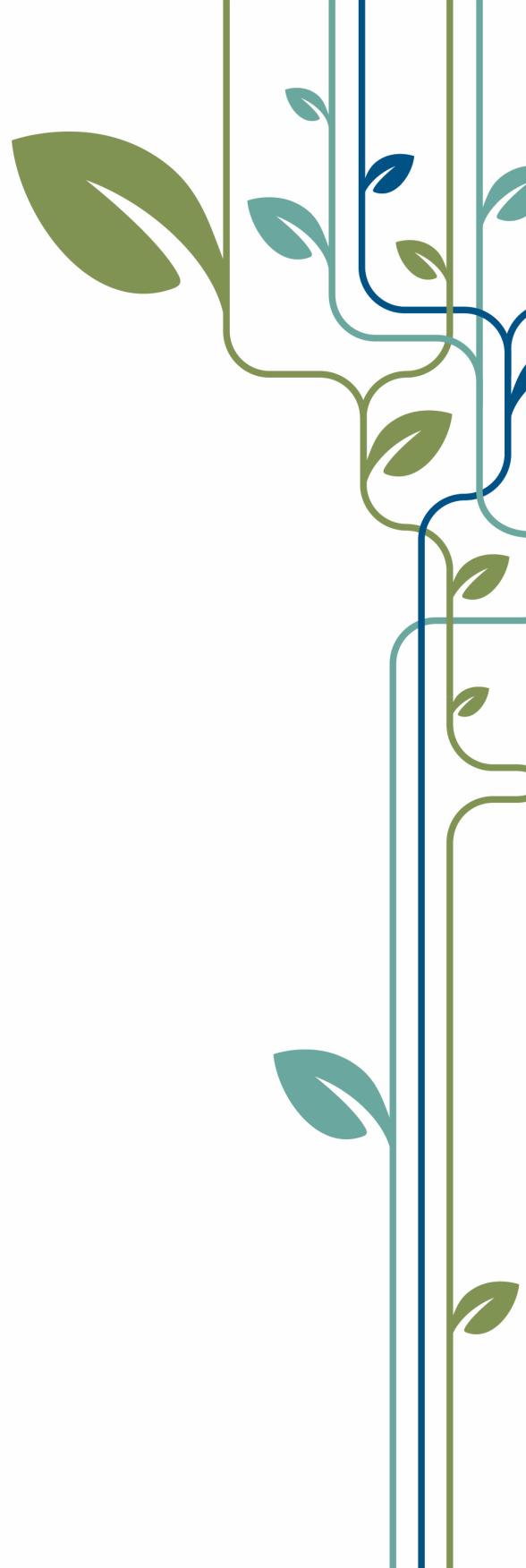




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Enhancing Group Work in CTE

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Sherry St. Clair is the founder of Reflective Learning LLC, an educational consulting agency based in Kentucky. Her organization works with schools around the world, creating specialized training and coaching services for school administrators and educators. Additionally, Sherry serves as a Senior Fellow for the International Center for Leadership in Education and Houghton Mifflin Harcourt. She holds a master's degree in Instructional Leadership, as well as a Rank I in Instructional Supervision.

As an international consultant, Sherry draws from her rich experience at various levels of public education—teaching elementary school, being an administrator in a high school of 1,300 students, working as a state consultant, and creating and facilitating virtual courses. Sherry is a highly regarded national speaker and consultant, providing educational agencies with expertise in the areas of instructional leadership, effective classroom practices, classroom walkthroughs, effective use of data and guidance on how to create structures for successful classroom coaching. Coaching schools to best meet the needs of all students is Sherry's passion.

Sherry is a contributing author to Effective Instructional Strategies Volume 2 published by the International Center for Leadership in Education. She has published numerous professional learning activity guides and facilitated webinar series focused on leadership and effective instructional practices. Additionally, Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. In partnership with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), Sherry has recently been a part of bringing innovative practices to scale. Her latest publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, was released in June of 2019.

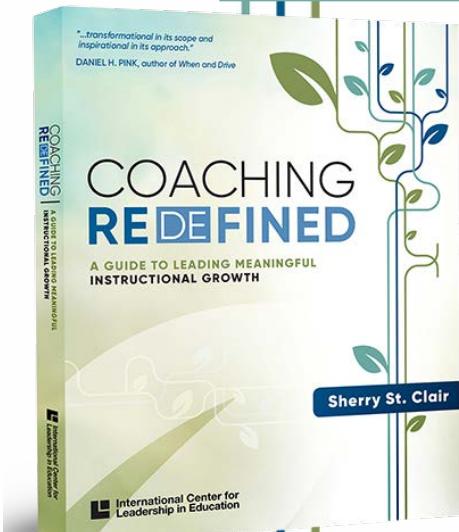
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Most Valuable Career Skills by 2020



Per the annual World Economic Forum report, the most valuable career skills by 2020 will be the following 10 skills:

1. **Complex problem solving:** To solve complex problems requires being able to identify the problem, evaluate all pertinent information and factors, consider a range of possible solutions, think critically through different solution options and their potential outcomes, and then make a judgment as to which solution to select. A series of skills go into complex problem solving, including observation skills, analysis, creativity, innovative thinking, evaluation, perseverance, and resilience, to name some.
2. **Critical thinking:** To think critically is to think deeply. Critical thinking requires that you first suspend judgment to evaluate all related factors and perspectives as objectively as possible. It entails taking time to think through what you might not be considering or yet seeing. Reason, logic, and judgment are all used to analyze and evaluate information to, ultimately, probe far beyond the surface of the matter at hand.
3. **Creativity:** To be creative is to imagine something new from the information and data available. Creativity emerges from a capacity to view the world differently, connect seemingly disconnected dots, and unearth unseen patterns to conceive something new. To be creative is to apply critical thinking and empathy to imagine experiences, ideas, and things from other perspectives.
4. **People management:** To manage people effectively is to see their strengths and weaknesses, guide them to develop their skills, help them grow, and motivate them through setting and reaching goals. Successful people management rests heavily on emotional intelligence, particularly empathy; to manage each individual effectively requires imagining her circumstances from her point of view and making decisions and recommendations accordingly.
5. **Coordinating with others:** To coordinate with others well requires strong collaboration skills. Productive coordination can only happen when you can empathize with those with whom you are coordinating to discern their needs, assess how they can and cannot contribute, and understand their values. From there, you must adapt your thinking, responses, and behaviors accordingly if coordination is to be productive.

Most Valuable Career Skills by 2020

Continued from previous page

6. **Emotional intelligence:** In most distilled terms, emotional intelligence is empathy; it is your capacity to stand in the shoes of another person and imagine her experience. The application of emotional intelligence is taking this imagined experience and using it to adjust decisions, behaviors, and actions appropriately. To be emotionally intelligent is to adapt your actions for each person based on your empathetic analysis of their perspectives and needs. Emotional intelligence also includes your ability to recognize, understand, and manage your own emotions.
7. **Judgment and decision making:** Sound decision-making skills rest first on sound judgment skills. To judge smartly is first to analyze and evaluate information or a circumstance as objectively as possible. Then you analyze and evaluate it from a perspective of emotional intelligence to consider all human components at play. Taking this full appraisal, you make the most reasonable and justifiable decision. The final factor of effective judgment and decision-making skills is knowing how to get buy-in and from whom.
8. **Service orientation:** To have a service orientation is to proactively seek ways to help others and be of value to them. It is to become known as someone who is available to assist others, think together, and grow together. It is also to become known as someone who adjusts her contribution and deliverables based on the needs and preferences of others. However, a service orientation requires a boundary of not sacrificing one's own values and principles.
9. **Negotiation:** Strong negotiation skills require a range of skills, including creativity, to see new potential ideas and possibilities; emotional intelligence, to imagine the needs, values, and priorities of all those at play and anticipate their actions; and judgment and decision making to keep negotiations moving forward. It also takes strong communication skills and the ability to listen actively to those involved. Negotiations require emotional control and interpersonal skills so that they can remain respectful and productive. Ultimately, to negotiate is to problem solve; it is to find a way for all involved parties to be included and advantaged in a reasonable solution.
10. **Cognitive flexibility:** To show cognitive flexibility is to be able, swiftly, to switch thinking between and among multiple concepts, topics, or ideas, such that you ultimately can process all factors simultaneously. Those with strong cognitive flexibility can quickly adapt their thinking and comprehension as circumstances and information change around them.

Jigsaw

Name _____

Date _____

Text _____

Group Members _____

Directions: As you carefully read the text, write down important information about your topic and the page where the information was found. Once all group members are finished reading, each will share what they learned with the rest of the group.



Important Information		Page
1		
2		
3		
4		
5		
Important Information from Group Members		Page
1		
2		
3		
Summary of Article:		

Daily Check-In

Name	Role	Work Completed	Plan for Tomorrow	Group Signature	Date

Group Roles and Responsibilities

Date: _____ Group Members: _____

Leader: The leader is responsible for leading group discussion and encouraging everyone to be a part of the group's decisions. They make sure everyone is respected. They also make sure everyone gets a chance to speak and participate. In our group, the leader is

Manager: The manager is responsible for keeping the group focused on the task. They encourage all group members to complete their portion of the task by the decided deadline. They also gather any materials the group needs to complete the task and collect the group's work at the end of each class. In our group, the manager is

Recorder: The recorder is responsible for recording who is present during group work, the group's decisions and any answers to the group's questions. In our group, the recorder is

Spokesperson: The spokesperson is responsible for investigating any questions had by the group. They will also share the group's ideas with the rest of class when necessary. In our group, the spokesperson is

Group Rules

All group members will show respect for all other group members.

- We will respect each other's ideas.
- We will listen while others are talking.
- We will speak to each other respectfully and honestly.

All group members will work at all times.

- Everyone will contribute equally and will share responsibility for the completion of the task.
- If someone doesn't understand any component of the task, we will help them learn.

All group members will try to communicate effectively.

- We will not be critical of the ideas of others.
- We will work through any differences in a respectful way.

All group members will be committed to working as a team.

- Everyone will commit to keeping an open mind and will try to build up other team members.
- If we do not agree on how to proceed, we will vote on any disagreements.

All group members will use our time wisely.

- Everyone will commit to attending class regularly.
- We will quickly gather our needed supplies and show up to our group in a timely manner.
- If one team member sees another team member off-task, they will respectfully ask them to focus on the group's work.

Student Conversation Starters

Disagree <ul style="list-style-type: none">• I disagree with _____ because _____.• Respectfully, I disagree because _____.• I see it differently because _____.• Looking at it a different way, I think _____.• I see what you're saying, but I think _____.	Summarize <ul style="list-style-type: none">• Overall, I think _____.• My whole point is that _____.• It all boils down to _____.• To summarize, I think _____.• To summarize, I learned that _____.	
Agree <ul style="list-style-type: none">• I agree with _____ because _____.• The evidence _____ shared is critical because _____.• I believe the same thing as _____ because _____.• As _____ pointed out, _____.• Like _____, I believe _____ because _____.	Clarify <ul style="list-style-type: none">• Can you help me understand what you mean by _____?• Can you explain what you mean by _____?• I think I hear you saying _____.• Could you say that another way?• I'm confused about _____. Can you please explain it to me a different way?	Paraphrase <ul style="list-style-type: none">• I believe that you are saying _____.• Is it fair to say you believe _____?• It sounds like you think _____.• I'm hearing that _____.• In other words, _____.• Let me see if I understand you correctly. I think you're saying _____.

Trade A Thought

Name: _____ Date: _____

My thought:

Classmate's thought:

Classmate's thought:

Project-Based Learning Student Contract

Name	Contact information- Phone and Email	Role	Duties
Group Signatures:			
Any Group Concerns:			



Group Guidelines

1. All members of the group stay focused on the task.
2. All members of the group contribute to the conversation and the task.
3. Noise from group is kept at an appropriate level.
4. Group members respect each other.
5. Group members actively listen to each other.

Group Feedback



Group Guidelines

Introduction

The Speaking and Listening Standards of the Common Core State Standards asks students to “engage effectively in a range of collaborative discussions” in order to build on the thoughts of others’ ideas. Group Guidance is meant to help students learn to improve their group skills.

How to Use

- In a whole-group setting, the teacher reviews the Group Guidance rules for group work.
- In a small-group setting, one student from the group sets the Group Guidance paper in view of all group members and the teacher.
- If groups are not following one of the Group Guidance rules, the teacher simply circles the coordinating number of the rule on their sheet. This is a reminder to the group to improve in that area.
- At the end of small-group time, the teacher asks the students to reflect on their behavior and record their opinions in the Group Feedback section.
- The teacher will collect the sheets and add additional thoughts to that section.



Peer Feedback Form

Title of Work: _____

Owner of Work: _____

Reviewer: _____

Strength of Work:

Ideas for Improvement:

Title of Work: _____

Owner of Work: _____

Reviewer: _____

Strength of Work:

Ideas for Improvement:

Title of Work: _____

Owner of Work: _____

Reviewer: _____

Strength of Work:

Ideas for Improvement:

Title of Work: _____

Owner of Work: _____

Reviewer: _____

Strength of Work:

Ideas for Improvement: