

Annotated Bibliography

How can we create opportunities where students can build their confidence and the skill of collaboration amongst each other?

Elish-Piper, L. (2023). Family Engagement in Literacy. *Illinois Reading Council Journal*, 51(4), 54–58. <https://doi.org/10.33600/IRCJ.51.4.2023.54>

We often forget that students are more than that just like we forget teachers are too. They are people with lives outside of school. They have families which can either enhance their educational pursuits or present challenges. Having knowledge of this information enables us to understand the current position of our students and how we can offer them better support in the school environment. Additionally, it provides us with valuable strategies to assist families who might require extra assistance in engaging with their child's education. This article highlights the significance of fostering connections with students' families to further comprehend their unique backgrounds and identities. It also discusses the significance of including families into the mix to promote effective methods of collaboration skills and build confidence in our students. Bridging the divide between home and school clearly fosters trust and increases students' willingness to actively participate in their educational pursuits.

Frykedal, Karin F., Chiriac, Eva H. (2017).

Student Collaboration in Group Work: Inclusion as Participation. Informa UK limited, trading as Taylor & Francis Group, 184-199.

This article is based on evidence demonstrating the importance of social collaboration to promote learning in the four main codes: (a) the students act jointly; (b) the students discuss; (c) the students help each other; and (d) the source of authority is shifted. In the article, the importance of implementing these codes was highlighted in fostering self-confidence and fostering effective collaboration among students. Additionally, the article emphasized the significance of teachers playing a facilitating role and allowing space for student collaboration. This approach promotes socialization among students and prevents an imbalance where the teacher dominates the conversations. These insights align well with the recommendations for our group's problem of practice.

Haberman, M. (2010). The pedagogy of Poverty Versus Good Teaching. *Phi Delta Kappan*, 92(2), 81–87. <https://doi.org>

Teaching is more than providing material to students and checking off if students can complete the worksheet or not. Giving into the idea of how well students could complete their work with minimal effort or mistakes is an example of the practice of pedagogy of poverty. Effective teaching, on the other hand, involves the capability to facilitate valuable learning opportunities that enable students to make connections between their education and real-world scenarios. Moreover, it entails fostering the development of practical skills that can be applied in various aspects of life. The life skills incorporated in their learning will support students to become better citizens of the community. Apart from incorporating life skills, good teaching also includes student voice and having accountability and actions be placed back on the student opposed to the teacher. This aligns with the notion that students who engage in speaking are simultaneously both teaching and learning.

Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Myers Education Press.

This article goes in depth to explain the Plan-Do-Study-Act Cycle(PDSA) which aims to support an effective lesson study. The objective of a PDSA is to facilitate students' cognitive development and offer diverse opportunities for teachers to assist them. Numerous models have been developed and enhanced over time, which aligns with its intended use. Collaborative efforts are crucial in the implementation of a PDSA. This article presents a comprehensive overview, beginning with the Planning stage as a general conceptual phase. Then, the Do phase is where implementation takes place along with documentation of the lesson. The study cycle is an opportunity to reflect on the Do phase and readjust as needed. Finally, the act phase is where you use what you learned from the previous phase (Do) to progress into a successful lesson study. It is all an important cycle to lead to a successful engagement, learning opportunities for students.

J. Thousand, A. Villa and A. Nevin (Eds), *Creativity and Collaborative Learning*; Brookes Press, Baltimore, 1994.

In this article, Thousand et al. (1994) explore the key components of collaborative learning among students, namely positive interdependence, face-to-face interaction, individual accountability, small-group skills, and group effectiveness. These elements highlight the significance of trust and teamwork within the educational setting.

Establishing a firm foundation of trust within the group is crucial as it fosters a sense of

mutual support and willingness to assist one another. Trust also serves as a motivating factor for students to uphold their individual responsibilities and encourage each other's success. The article highlighted various strategies, such as whole group celebrations, small group discussions, and scaffolding lessons, that can effectively support foundational learning and provide valuable ideas for our lesson study.

Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction*. Heinemann.

This reading offered valuable guidance on how to develop a successful lesson study. It provided valuable insights on the process of creating a theme and essential question, which forms the basis for researching the topic. This information is instrumental in building an effective lesson plan. The reading also aided our team in understanding what to consider when delivering the lesson to our students, including strategies for supporting focused learners. Overall, it was a useful resource that helped us grasp the fundamentals of lesson planning.

Safir, S., & Dugan, J. (2021). *Street data: A next-generation model for equity, pedagogy, and school transformation*. Corwin.

Safir and Dugan discuss the significance of gathering street data and its potential to promote equality among all ethnic groups. They outline three primary elements for data collection: Satellite Data, Map Data, and Street Data. Satellite Data encompasses a wide range of information, including student performance on tests. Map data provides more focused insights but falls short of fulfilling the specific needs of individual students. The most targeted and effective level of data collection is street data, which delves into the strategies that work best for students and how to enhance support for their learning needs. This article emphasizes the importance of starting from the ground level up, particularly starting with the relationship between students and teachers.