

Standard III **Element E**

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced in Element E will be students who demonstrate a willingness to assume leadership roles and utilize group processes to build trust and promote effective interactions among team members. Students will also use group feedback to reflect on and revise their work.

STUDENTS:

6 *Demonstrate a willingness to assume leadership roles in their teams.*

Student Leadership Roles

<https://confluence.cornell.edu/display/AGUACLARA/Student+Leadership+Roles>

7 *Utilize group processes to build trust and promote effective team interactions.*

“Teamwork Skills: Being an Effective Group Member”

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member>

8 *Use group feedback to reflect on and improve the quality of their work.*

“Active engagement with assessment and feedback can improve group-work outcomes and boost student confidence”

<https://www.tandfonline.com/doi/full/10.1080/23752696.2017.1307692>

An essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement through the process of learning results from the careful analysis of how members are working together.

Classroom Examples

Early childhood: Kindergarten students are working on Colorado Academic Standard 1: Oral Expression and Listening, Grade Level Expectation 2-- Communication relies on effective verbal and nonverbal skills.

The teacher implements group learning using centers in her classroom, but she observes that the classroom is noisy and many students are off-task. An observer notes that students move from one center to another when the bell rings, but expectations for what students should accomplish at the centers is unclear. This insight helps the teacher realize the importance of having clear expectations and accountability for what students do in groups independently. By answering the questions below, she is able to construct reasonable outcomes for each center.

- What learning outcome do I expect students to accomplish at each center?
- How will students work individually and with peers at each center?
- How will students work with the materials at each center?
- How will I communicate expectations to students?

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(Provide opportunities for students to participate using various roles and modes of communication.)

She then creates and displays a visual with text and graphics at each center for everyone to reference. This chart provides steps for using materials appropriately and contains vocabulary related to the center’s outcome. *(Has a clear purpose for student collaboration.)* Clear expectations allow students to meet learning objectives and interact cooperatively with one another.

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 2: Reading for All Purposes, Grade Level Expectation 2—Comprehension strategies are necessary when reading informational or persuasive text.

Third-grade students are studying literature and are reading the book *Eleven* by Sandra Cisneros. The instructional objective is for students to analyze how particular elements of a story interact. The teacher begins the lesson by modeling the use of two-column notes. Next, she has students identify and label the main elements: Rachel, Mrs. Price, and “the red sweater” in the left-hand column. In the right-hand column students are directed to find textual evidence that describes those three main elements. The students work together in small groups that have been predetermined by the teacher to best support readers. *(Has a clear purpose for student collaboration. Adjusts team composition based on learning objectives and student needs.)* Students make connections among the three elements and analyze the relationship between the two characters, each other, and the red sweater. For struggling students, the teacher modifies the two-column note format to prepopulate with some of the details from the story. For the final task, the teacher allows students to create a visual representation and provides sentence starters for those students who need them. *(Provides opportunities for students to participate using various roles and modes of communication.)*

High school civics: Students are working on the Colorado Academic Standard 4: Civics, Grade Level Expectation 2—Purposes of and limitations on the foundations, structures and functions of government.

Students are learning to what extent the events of September 11, 2001, had an impact on governmental decisions. The teacher facilitates a discussion on the roles and responsibilities of the Department of Homeland Security, which was created immediately after the September 11 attacks and is charged with the protection of U.S. citizens within our borders. Students are told that Homeland Security recommends all citizens prepare an emergency response plan. Working in collaborative groups of four, students explore the elements needed to create an effective plan as outlined on the Homeland Security website. Students are provided a list of individuals they may contact for additional information, i.e., local and federal Homeland Security employees, policemen, etc. *(Promotes teamwork and leadership skills.)* They identify a potential problem within their community or school that would require an emergency response and establish an appropriate plan for the problem. *(Has a clear purpose for student collaboration.)* Upon completion, students present their plans to the appropriate community or school leadership in charge of adopting emergency response plans. Each group member is responsible for presenting a specific aspect of the plan to the class. *(Provide opportunities for students to participate using various roles and modes of communication. Holds students accountable for work product and collaboration processes.)* Students use a rubric to evaluate each group’s plan and provide feedback to peers.

Planning/Coaching Questions

- How will all students be included in group activities?
- How will you decide on the instructional grouping of students during a lesson?
- How will you communicate to students their individual and group responsibilities?
- How will you hold individual students and groups accountable?
- How will you assess the learning of groups and individuals?
- How will you promote teamwork and development of leadership skills?

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