

Participant Book

750

Cooperative Learning Works in Middle School!

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 **Activity****Survey**

Directions: Consider the majority of your students' behaviors related to the statements below. Answer yes if you think the statement is a belief commonly held by your students. Answer no if you think the statement is not a belief commonly held by your students. (Statements below are taken from Allison Zmuda's article, "Springing into Active Learning.")

1. The rules of the classroom and content are based on what the teacher wants.
2. What the teacher wants me to say is more important than what I want to say.
3. The point of the assignment is to get it done.
4. Once an assignment is finished, it's off of the to-do list.
5. If I make a mistake, my job is to replace it with the right answer.
6. I feel proud of my work only if I receive a good grade.
7. Speed is synonymous with intelligence.
8. Once I get too far behind, I can never catch up.
9. What I'm learning in school doesn't have much to do with my life—but it isn't supposed to—it's school.

Snapshot Instructional Process 6 and Student Engagement 7

Instructional Process 6:

Teachers facilitate partner and team discussion by circulating among students to question, redirect, and challenge them to increase the depth of discussion and ensure individual progress.

Student Engagement 7:

Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text to support their answers, or for writing, students offer thoughtful responses during the revision process.

Highlight words and phrases in the objectives above that support authentic student engagement.

What is the difference between a compliant team and one that is authentically engaged?

Acknowledgement

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Springing into Active Learning

Allison Zmuda

Students need to understand that learning isn't neat: It can be messy, unpredictable, and full of exhilarating challenges.

One of the most significant and persistent barriers to student achievement resides in the collective mind-set of the very students we teach. Too many students have become compliant workers who simply follow directions and finish the necessary paperwork on time. They function like low-level bureaucrats—they complete each allocated task to make space for an endless litany of new tasks until the day they quit or get promoted.

Educators must reevaluate the degree to which compliance has affected every aspect of the learning environment, including the use of established classroom assessments and grading systems to identify success. Many A students have earned high marks primarily because of their meticulousness in following directions, their knack for repeating procedures on cue, and their ability to expertly summarize other people's ideas.

Compliant Versus Engaged

The difference between compliant and engaged learners surfaces in a range of school activities. In classroom discussions, compliant learners typically restrict themselves to answering the question the teacher asked, whereas engaged learners tend to raise additional questions, delve more deeply into thinking, or offer another point of view. When researching an issue, compliant learners often look for simple answers to complex questions, whereas engaged learners not only search for additional context about the topic to determine an appropriate focus for the research but also continually evaluate the validity of the sources they consult.

When revising written work, compliant learners typically fix identified errors, whereas engaged learners tend to evaluate feedback about their paper's strengths and weaknesses before making a decision about what to revise. In reading assignments, compliant learners tend to read what the teacher expects them to read during the given time frame and complete the accompanying task; engaged readers tend to read the text for both content knowledge and connections, not only to complete the specified task, but also to make sense of what they've read.

Beyond Bad Karaoke

For students to move beyond lip-syncing someone else's words, ideas, and solutions, they need the opportunity to struggle with a task that inspires their performance, that motivates them to do more than just go through the motions of learning and truly understand what the discipline requires. Just because students write a thousand paragraphs in middle school does not mean they are becoming writers or can even articulate what a paragraph is. Just because they conduct dozens of investigations in biology and chemistry does not mean they are thinking and working like scientists. Just because they are locating information online and in print does not mean they are researching and evaluating information.

In fact, the more educators focus instructional time on a prioritized set of discrete skills and tasks in isolation, the more compliant students become. Their only challenge is to remember the procedure, strategy, formula, or facts until the classroom assessment, state assessment, or advanced placement test.

The more schools require students to merely remember, the more bored students become. This boredom depresses their performance, which typically causes teachers to further sanitize classroom assignments with more structures, scaffolds, and cues—which, unsurprisingly, creates more boredom. The cycle continues as high school English

teachers question why students don't know how to write a decent paragraph and as math teachers wonder why students still don't understand fractions.

Problematic Beliefs

We can break the cycle of compliance by rooting out common misunderstandings that many students have about learning and about whether or not they are good at it. These beliefs, which intensify throughout the school years, can be highly detrimental to student achievement.

Belief 1: The rules of a classroom and a content area are based on what the teacher wants.

Students who hold this belief see classroom rules, protocols, scoring tools, and performance expectations as driven by the *teacher's* personal choice about how to structure the learning environment. This is profoundly different from seeing them as expectations driven by a specific *discipline*—what professionals in the field do to create, develop, and analyze ideas and information; produce quality work; and communicate effectively with others.

Belief 2: What the teacher wants me to say is more important than what I want to say.

Students who adopt this way of thinking become more blunt about it as they move through school. They might ask the teacher, "What do you think a good color choice would be? What do you see when you look at the data? What do you think is important to remember here?" Students come to believe that if they can figure out what the teacher wants, likes, and thinks, they will succeed in the class. They have given up on their own points of view, ideas, creative impulses, and problem-solving approaches as unworthy of pursuit.

Belief 3: The point of an assignment is to get it done.

Students who believe this typically feel as though they are drowning in work—there are always more problems, more readings, and more tasks to complete. They become stressed out, not only because they feel overwhelmed by time pressures, but also because they are insecure about the quality of their work.

Belief 4: Once an assignment is finished, it's off the to-do list.

Students who adopt this way of thinking do not welcome the opportunity to revise their work. They often become unhappy when a teacher asks them to reexamine what they have produced. Typically, they only work to fix identified weaknesses or errors, especially those that are straightforward or easy to repair.

Belief 5: If I make a mistake, my job is to replace it with the right answer.

Students who think this way routinely erase incorrect answers during class work or homework reviews, replacing them with the correct answers. Students don't attempt to learn what went wrong in the original attempt or to confirm whether, in fact, the response was even incorrect in the first place.

Belief 6: I feel proud of my work only if I receive a good grade.

Students who hold this belief always go right to the grade as the only valid source for feedback. Students are reluctant to perform tasks that the teacher isn't grading. "Why should I," they think, "if it doesn't really count?" Often, they just glance at the comments that accompany the grade or score—if they read them at all—even though this explicit feedback is not only the most time-consuming for teachers to communicate but also the most powerful in improving student performance on similar tasks.

Belief 7: Speed is synonymous with intelligence.

Students who hold this assumption watch other students finish first and become envious. "Why can't I be finished already, too?" they wonder. Often these students either try to work at a pace that is unnatural for them—too quickly to focus on the details, nuances, development, and mechanics of the task—or they work at their own pace but berate themselves for being slow and stupid.

Belief 8: Once I get too far behind, I can never catch up.

Students who believe this assume that teachers and other students label them: He's one of the slow ones; she tries hard but doesn't really get it; he's just not that smart. They also believe that teachers sort, group, and schedule them differently. They think that teachers are giving them easier work, which only widens the gap between them and their peers. Pretty soon they expect to be in classes with different students altogether—the other ones who dropped back from the pack.

Belief 9: What I'm learning in school doesn't have much to do with my life—but it isn't supposed to—it's school.

Students who think this way have resigned themselves to the fact that school is boring. School is what happens in between more meaningful learning experiences, such as communicating with friends, researching topics of personal interest, and learning how to solve authentic problems.

Embracing the Struggle

If students believe that school is boring, that they are stupid, that it shouldn't feel this hard, and that it has no connection to the real world, then they will regard every assignment, no matter how standards-based or authentic the task, as little more than busywork. Educators need to help students realize that these detrimental beliefs are not facts—they are simply thoughts that have become reinforced over time.

Students can adopt more nourishing thinking that will inspire their work. Instead of focusing on the grade or score, they can focus on their progress. Instead of focusing on getting the assignment over with, they can find satisfaction during the creation and production of work. Instead of trying to eliminate or cover up mistakes, they can evaluate the source of the error and search for a potential insight about their understanding—or their misunderstanding—of the content, the discipline, or themselves.

Students need to learn to embrace struggle as a necessary part of growth. This lesson is crucial, not only for developing resiliency, but also for honing creativity, ingenuity, and entrepreneurship. One of the best ways to model high engagement during times of significant struggle—when students agonize to improve, to understand the problem, to break through existing barriers—is to share the insights of famous people from different time periods and fields who struggled with learning within their respective domains.

The amount of failure is staggering. Thomas Edison, for example, invented the light bulb on the 2001st try. And to think that so many of our students give up after the first or second time! Edison was a great promoter of the value of effort. "Genius is 1 percent inspiration and 99 percent perspiration," he said. "As a result, a genius is often a talented person who has simply done all of his homework."

Students would also find solace in hearing what basketball great Michael Jordan had to say about failure and success:

I've missed over 9,000 shots in my career. I've lost almost 300 games. Twenty-six times I've been trusted to take the game-winning shot—and missed. I've failed over and over and over again in my life. And that is why I succeed.

Becoming stronger, smarter, more sophisticated, more efficient, and more expressive all require taking on challenges that do not follow predictable paths to a predetermined right answer. Share with students Isaac Asimov's thoughts on the lack of predictability in learning: "The most exciting phrase to hear in science, the one that heralds new discoveries, is not *Eureka*, but *That's funny*. ..."

Or introduce students to the encouraging words of Linus Pauling, who wrote, "The best way to have a good idea is to have lots of ideas."

Our discomfort with failure will never go away entirely. But as Vinod Kosla, the cofounder of Sun Microsystems, pointed out about the stresses of problem solving in the business world, "No one will pay you to solve a non-

problem." By accepting the inevitability of failure—and the role it plays in ultimate success—students can move from simply going through the motions of a task to becoming fully engaged learners.

The Compliance-Free Curriculum

To assess how compliance has influenced your classroom practice, consider the following questions:

- *To what extent do the classroom rules encourage the "neatness" of compliant behavior instead of the inherent messiness of engagement?* When classroom rules allow for the messiness of engagement, discussions are no longer exclusively focused on what the teacher thinks. Students become more interested in what their classmates think. The discussions may become louder and students may grow more frustrated, but the quality of the information and ideas the students are trying to convey and their use of technical vocabulary, evidence, and supporting details will likely improve.
- *To what extent do scoring tools over-reward students for packaging their work and underreward the quality of thinking?* It is crucial to scrutinize all scoring tools to ensure the appropriate balance among quality of thought or approach, quality of process, and quality of presentation. The design of scoring tools can overcompensate students for the presentation phase of the work—the mechanics, neatness, and organization—and minimize the importance of the thinking that motivated the work.
- *To what extent do school staff members "save" students from having to struggle?* Every student, regardless of past performance, must struggle to learn. Students construct knowledge and create meaning as they actively work to make sense of the discrete parts of a problem. This struggle to "connect the dots" creates true fluency within a discipline as students learn to handle increasingly complex tasks. In an effort to make the work more doable, teachers should not strip the task of the hard parts, leaving students only with the follow-through—for example, teaching them to write a letter that has become a pat formula, teaching them to solve a word problem by identifying all the important information for them, or teaching them to use a database by telling them how to enter the search terms.
- *To what extent do students revise work?* Revision doesn't happen as often as it should because of mutual reluctance: Students often are unwilling to dig below the surface of their original work without significant guidance from the teacher about what is wrong, and teachers are hesitant about putting substantial amounts of time into scoring the work again because they are not convinced that students will actually use the feedback to improve. The revision process will be more successful if you clarify what quality looks like, as established by the scoring tool and models of student work, and discuss the work with students before they revise it. This will ensure that their efforts will address key weaknesses as opposed to cosmetic changes only.
- *To what extent has the pace of the curriculum compromised the opportunity to go more deeply into the discipline?* The frenetic attempts to cover the curriculum have prevented teachers from giving students ample time to figure things out for themselves. Students will ask tangential questions, wonder about things that have no space in the curriculum, pursue avenues that are dead ends, and spin their wheels with no apparent breakthrough in sight. Although it may seem difficult to slow down the increasingly aggressive pace of instruction, giving students time to learn in this way will pay off in the end. When students have meaningful opportunities to understand, they are more likely to wisely use that knowledge in future tasks and situations.

The Authentic Learning Environment

Educators need to reflect on questions like these with one another and with students. When these conversations happen frequently enough, the definition of what learning looks like, sounds like, and feels like will begin to shift. Students will grow more accepting of not getting it right the first time, of feeling frustrated, of being on a rollercoaster, of wanting to give up. But they will also learn that a breakthrough can be right around the corner, that the right words are on the tip of their tongue, that the connections they are hunting for are right before their eyes. Such faith in one's capacity creates the joy, tolerance, and fascination that forge engaged learning environments that embrace the unexpected.

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Article Reflection

Directions: Work in teams or with a partner to reflect on the following questions. Be prepared to share your responses with the whole group.

1. When considering some of the key concepts of cooperative learning, why is it so important that students move beyond basic karaoke?
2. How does the quote from Michael Jordan apply to the concept of embracing the struggle in a cooperative learning classroom?
3. How does the concept of compliant versus engaged learners apply to a cooperative learning setting?
4. What do students need to know about active learning?

Five Levels of Student Engagement

Levels	Descriptors
Authentic Engagement High Attention – High Commitment	<ul style="list-style-type: none"> • Immersed in work • Clear meaning • Immediate value to them • Persist even when it is difficult • Learning at high levels
Authentic Engagement High Attention – Low Commitment	<ul style="list-style-type: none"> • Little or not immediate meaning • Extrinsic outcomes of value keep them engaged (grades)
Authentic Engagement Low Attention – Low Commitment	<ul style="list-style-type: none"> • Little or no meaning • Expend effort to avoid negative consequences (not having to stay in during recess to complete work)
Authentic Engagement No Attention – No Commitment	<ul style="list-style-type: none"> • Disengaged • No attempt to comply • Not disruptive to learning of others
Authentic Engagement Diverted Attention – No Commitment	<ul style="list-style-type: none"> • Refuse to do • Disruptive • Attempt to substitute alternative activities

Cooperative Learning – Levels of Use Guidelines Reading Wings and The Reading Edge*

*Italicized text refers to teamwork in the Reading Edge.

Creating Positive Interdependence Through Team Recognition and Equal Opportunities for Success			
Levels of Use General Description	Mechanical Routines and procedures are in place and utilized.	Routine Teacher uses the cooperative-learning routines and procedures to manage and facilitate student engagement.	Refined Cooperative learning is the tool that enables everyone to succeed academically. Students are taking ownership of their learning and of teaching one another.
Think-Pair-Share (T-P-S)	<ul style="list-style-type: none"> This structure is used, but one of the steps is sometimes left out. Questions are knowledge based or superficially comprehension based (Right There questions). 	<ul style="list-style-type: none"> All parts of TPS are used correctly with adequate think time provided for students. Questions begin to require higher levels of thinking (application, synthesis, analysis, and evaluation). TPS may be used for nearly every question. Students know that anyone may be called on to respond (hands aren't raised). 	<ul style="list-style-type: none"> All parts of TPS are used to deepen student understanding of concepts and/or to provide opportunities for cognitive elaboration and massed practice. Teacher asks challenging questions that spur purposeful discussion among student partnerships; students gain greater clarity and depth of understanding of strategies, skills, and texts, which leads to improved student outcomes. Students begin to challenge one another as well, without prompting.
Random Reporter	<ul style="list-style-type: none"> Teacher randomly calls on a student to answer a question. Students sometimes aren't given time to fully discuss a question. Students sometimes raise their hands to answer a question. Other students show reluctance or avoidance behaviors. Students sometimes don't respond or respond with incorrect or poorly thought-out answers. There is superficial (if any) use of the rubrics. 	<ul style="list-style-type: none"> Teacher calls on students randomly to answer a question after students have had an opportunity for discussion. Most student responses are correct, if sometimes superficial. Rubrics are used with teacher and student feedback. Teacher monitors and supports students who struggle. A complete answer to the question is shown to students either to model rubric use or to summarize student responses. 	<ul style="list-style-type: none"> Teacher calls on students randomly. Students in teams use feedback based on rubrics to prepare one another to be called on and to give high-level responses. During team discussion, teams know what the scores for their responses would be and why. During class discussion students provide feedback to other teams based on rigorous interpretation of rubrics. Students are eager to be called on to speak for their teams. There are no free riders or know-it-alls. Teams support students who struggle. Team learning is evident, and all teammates have similar high scores.
Celebration	<ul style="list-style-type: none"> Team celebration points are used, but their use may be inconsistent. Teacher may award points without appropriate, specific feedback and/or when students give correct answers. Teacher awards a lot of points, mostly for basic routines and behaviors. The use of cheers is evident, but not frequent. Students and teams occasionally receive celebratory feedback. 	<ul style="list-style-type: none"> Team celebration points are awarded based on teamwork. The Team Celebration Points poster is visible to all students. Teacher provides behavioral feedback when awarding points. The accumulation of points is connected to rewards that are linked to student motivation (on a scale from extrinsic to intrinsic). Teacher is aware of where teams are regarding their motivation and adjusts team rewards accordingly. Teacher intersperses cheers and celebratory statements throughout the lesson. Teams understand why they receive points with respect to how the team worked together to get the responses they report. 	<ul style="list-style-type: none"> Team celebration points are used to encourage and motivate students based on rigorous academic learning outcomes/100-point responses. Teacher skillfully uses points as a way to emphasize new learning/behaviors and to scaffold instruction to help students develop increasingly deeper connections to learning outcomes. Students are motivated, engaged, and interested in their success. They enjoy the success and team recognition. Teacher feedback connects the quality of responses to team preparation. Team celebration points connected to learning outcomes motivate students to achieve higher team scores. Teacher and students naturally and frequently integrate celebration and recognition connected to learning outcomes throughout each part of the lesson for individuals, teams, and the whole class. Celebrations provide specific behavioral feedback for success. Students encourage/congratulate team spokespersons and are invested in the quality of their teams' responses. Teacher awards fewer team celebration points because expectations are higher now. Ultimately, all teams are able to achieve super team status.
Team Effectiveness	<ul style="list-style-type: none"> Team score sheets are printed out each cycle. Data in the team score sheets may be spotty. The team score sheet isn't used for goal setting consistently, if at all. Teams choose their lowest scores and have a standard formula for improvement (e.g., .5 additional points or 5% improvement for the next cycle). 	<ul style="list-style-type: none"> Good, great, and super teams are identified each cycle. Certificates are awarded (or some form of recognition is utilized). Data in the team score sheet (TSS) is entered consistently. Students use the TSS to record their data. Students use team data to reflect on their performance and select an area to improve. Students recognize gaps but may not know how to deal with them. Goal setting is mechanical and rote; students have not taken ownership of this task. Teacher forms heterogeneous teams using high-medium-low formulas. 	<ul style="list-style-type: none"> Super team status is important to each team. Students have access to the data in the team score sheets and use it to monitor and celebrate their own growth and that of their teams and to set team goals. Students know how they improved and specifically why they are super, great, or good teams. They can articulate what they did and what they need to do to maintain or increase their scores. Students know what fellow team members are good at and what they need help with to prepare for the next cycle to maintain or move up to super team status. Team goals are based on rigorous, specific feedback from the teacher and teammates, who use language from the rubrics and other assessment data. Students know where the gaps in their performance are and what they must do to fill them. Teammates know how to support one another to address the gaps. Students are invested in team success.

Structures/Foundational Understandings

Individual Accountability —Within the team scoring cycle, individual students must demonstrate learning for the team. Also, many data points are used for individual accountability, including measures on the TSS, the CAS, the TCRF, portfolios, student work samples, teacher observations, etc.			
Levels of Use General Description	Mechanical Routines and procedures are in place and utilized.	Routine Teacher uses the cooperative-learning routines and procedures to manage and facilitate student engagement.	Refined Cooperative learning is the tool that enables everyone to succeed academically. Students are taking ownership of their learning and of teaching one another.
Story Test/Comprehension Test	<ul style="list-style-type: none"> Students complete the story test given during each cycle. Students may not get results back quickly. Teacher does not highlight the targeted skill question (TSQ) for students as they preview the test. 	<ul style="list-style-type: none"> Students get the results of the test in time to set goals for the next cycle. Teacher leads a discussion on the correct answers after the test is turned in. Students review the story test questions. Students may or may not score well on the targeted skill question (TSQ). The discussion sometimes focuses on the TSQ answers. 	<ul style="list-style-type: none"> Students can appropriately analyze the story test/comprehension test questions before responding. Students have an opportunity to reflect on and edit their own responses to the story test/comprehension test to enhance their learning and test-taking skills. Students consistently score well on the TSQ. Based on the story test results, students know what they need to work on and what they need help with from their teams. Students strive to improve their results on the story test/comprehension test.
Release of Responsibility	<ul style="list-style-type: none"> There is more teacher talk than student talk. Teacher owns most of the instruction and feedback. Teacher monitors by giving feedback about the tasks to be completed rather than focusing on student learning and partner work. 	<ul style="list-style-type: none"> The ratio of teacher talk to student talk is 50/50. Teacher delivers the instruction, and teams process learning activities together while the teacher monitors. Teacher monitors and sometimes gives students feedback on their learning. 	<ul style="list-style-type: none"> There is more student talk than teacher talk. Teacher facilitates and asks questions to extend learning. Students own responsibility for their own learning and seek help from teammates as needed. Students coach one another and take responsibility for one another's learning to meet team goals and increase their test scores.

Team Cooperation Goals			
Levels of Use General Description	Mechanical Routines and procedures are in place and utilized.	Routine Teacher uses the cooperative-learning routines and procedures to manage and facilitate student engagement.	Refined Cooperative learning is the tool that enables everyone to succeed academically. Students are taking ownership of their learning and of teaching one another.
Everyone participates.	<ul style="list-style-type: none"> Everyone on a team takes turns and takes responsibility for contributing to the conversation. 	<ul style="list-style-type: none"> Each partnership/team makes sure everyone has a chance to participate in the discussion. Role cards may be used to facilitate the discussion. 	<ul style="list-style-type: none"> Each team member actively participates in discussion, freely expresses agreement/disagreement, elaborates on and/or challenges ideas, and offers evidence for responses.
Explain your ideas/tell why.	<ul style="list-style-type: none"> Students explain their ideas and tell why with prompting. 	<ul style="list-style-type: none"> Students explain their ideas, tell why, and cite evidence. 	<ul style="list-style-type: none"> Students explain ideas, tell why, and make sure partners/teammates understand and know the evidence to report out and represent the team successfully.
Practice active listening.	<ul style="list-style-type: none"> Students use an active-listening posture to hear partners (eyes on partner, slightly leaning toward partner, etc.). 	<ul style="list-style-type: none"> Students listen so they can retell what their partners have said and reflect on what has been said. 	<ul style="list-style-type: none"> Students listen to hear what their partners do and do not understand to help their partners succeed on tests and tasks and successfully represent their teams for reporting out.
Help and encourage others.	<ul style="list-style-type: none"> Students physically show encouraging behavior: look at speaker, make eye contact, nod, etc. 	<ul style="list-style-type: none"> Students affirm and elaborate on what partners/teammates have said. 	<ul style="list-style-type: none"> Students help partners/teammates who are struggling with certain tasks/skills so everyone can succeed on the test and when reporting out.
Complete tasks.	<ul style="list-style-type: none"> Students make sure their own work is completed. 	<ul style="list-style-type: none"> Students make sure their own and their partners'/teams' tasks are completed. 	<ul style="list-style-type: none"> Students make sure their own and their partners'/teams' tasks are completed and understood at the highest rubric level for success on tests and when reporting out for the team.



Video Viewing

Directions: Use the Cooperative Learning – Levels of Use guidelines to identify the teams’ strengths.

Video 1:

Video 2:

Identify which structures or foundational understandings could be areas of focus on the way to becoming refined.

Video 1:

Video 2:

Which foundational understandings do you believe are the most challenging, yet essential, to fostering authentic engagement?

Team Name: _____

Team Members: _____

Team Score Sheet

Last Lesson Cycle Results for: _____

Team Test Averages (0-100)	
Comprehension	
Writing	
Vocabulary	
Average of Scores	

Classwork		
Lightning Round	Team Average Rubric Scores	Team Celebration Poster Points
- Strategy Use	_____	
- Graphic Organizer/Notes	_____	
- Team Talk Oral	_____	
- Team Talk Written	_____	
- Summary	_____	
- Fluency (rubric)	_____	
- Word Power	_____	
Think-Pair-Share	_____	
Random Reporter	_____	
Team Goal Met/Not Met	_____	
Team Celebration Score (top band=100, middle band=90, low band=80, below=70)		


Final Team Outcomes	
Super: 90 and above Great: 80-89 Good: 70-79	
Final Team Cycle Score (0-100)	Individual Bonus Points

÷ 2 =

New Lesson Cycle for: _____

Team Goal:
Team Cooperation Goal:
Reading Objective:
Strategy and Substrategy:

Vocabulary Vault



Lightning Round Scores (80, 90, 100)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Strategy Use							
Graphic Organizer/Notes							
Team Talk Oral							
Team Talk Written							
Summary							
Fluency (rubric)							
Word Power							

Team Celebration Points Tally		Lesson 8	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
*Tally points for completion of Read and Respond (R&R) and team responses each day.	TCP								
	R&R*								

Teacher: _____ **Start Date:** _____

How to Use the Team Score Sheet

Goal Setting

- Review your team's scores from the previous lesson cycle.
- Review your individual scores from your celebration certificate. Record your cycle score, strength, and area for improvement on your Individual Progress Chart.
- Decide which of these scores your team will work to improve during the new cycle:

_____ Strategy Use	_____ Summary	_____ Writing Test
_____ Graphic Organizer/Notes	_____ Fluency	_____ Vocabulary Test
_____ Team Talk Oral	_____ Word Power	
_____ Team Talk Written	_____ Comprehension Test	

- Write your team's goal for this lesson cycle. Talk about how to improve this score and meet the new goal.

Recording Team Scores and Points

Each day a different teammate will be assigned to record rubric scores and team celebration points when awarded to the team.

Team Points for Lightning Round

- **Strategy Use:** A Random Reporter will earn points for the team by reporting the team's strategy-use discussion. Write the score earned in the Strategy Use box for the correct lesson. A 100-point score earns a team celebration point.
- **Graphic Organizer/Notes:** A Random Reporter will earn points for the team by sharing the information from the graphic organizer or other notes while reading the text. Write the score earned in the Graphic Organizer/Notes box for the correct lesson. A 100-point score earns a team celebration point.
- **Team Talk Oral:** A Random Reporter will earn points for the team by reporting the team's responses to Team Talk questions. Write the score earned in the Team Talk Oral box for the correct lesson.
- **Team Talk Written:** A Random Reporter will earn points for the team by reading the written response to the designated question aloud. Write the score earned in the Team Talk Written box for the correct lesson. A 100-point score earns a team celebration point.
- **Summary:** A Random Reporter will earn points for the team by reading a written summary of the text aloud. Write the score earned in the Summary box for the correct lesson. A 100-point score earns a team celebration point.
- **Fluency:** A Random Reporter will earn points for the team by reading aloud for a rubric score. Write the score earned in the Fluency box for the correct lesson. A 100-point score earns a team celebration point.
- **Word Power:** A Random Reporter will earn points for the team by sharing an entry from the word power journal. Write the score earned in the Word Power box for the correct lesson. A 100-point score earns a team celebration point.
- **Read and Respond Discussion:** A Random Reporter will earn points for the team by responding to one of the Read and Respond questions on day 7. Write the score earned in the row for the rubric indicated in the lesson 7 column. A 100-point score earns a team celebration point.

Vocabulary Vault

When the teacher opens the Vocabulary Vault, record any words that your team submitted to earn team celebration points.

Team Celebration Points Tally Boxes

- Mark one point in each day's tally box for each team member whose completed Read and Respond form for the previous night is approved by the teacher.
- Mark one point in each day's tally box for each rubric response that is awarded 100 points by the teacher.
- Mark additional points in each day's tally box whenever the teacher awards team celebration points for other Random Reporter and Think-Pair-Share responses.
- At the end of each day, report your total team celebration points so they can be recorded on the class poster.
- At the end of each day, talk about how the team earned points and how more can be earned the next day.



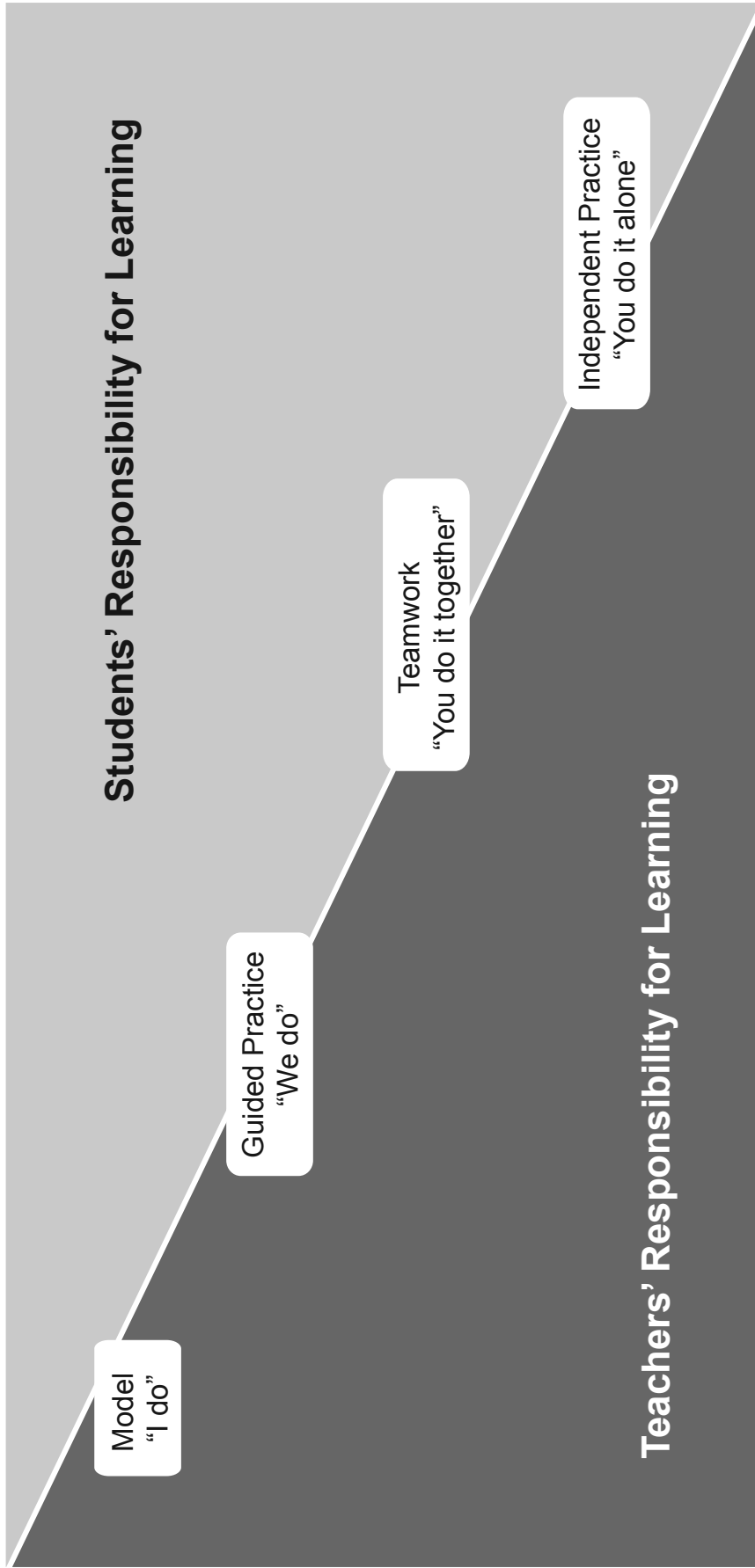
Activity Analyzing Student Goals

Directions: Identify the following goals as mechanical, routine, or refined. Explain why you chose each answer.

1. We will raise our cycle check scores by 5 points.
2. We will earn 80% or more on the Random Reporter rubric.
3. All team members will explain their ideas and tell why so we can write more specific responses when explaining how we answered a question on the test.
4. We will boost our Random Reporter rubric score by making sure that everyone participates during Team Discussion.
5. We will practice active listening during Interactive Read Aloud.
6. We will help and encourage others when our partners or team members are struggling to clarify new words, including vocabulary, as we read the text.

Choose one of the mechanical goals. How can you support your students in developing that goal into a refined goal?

Steps to Releasing Responsibility for Learning to Students



The Reading Edge Middle Grades 2nd Edition Instructional Process—Informational Text

		Lesson 1	Lesson 2	Lesson 3	Lesson 4
Active Instruction (TP)	Opening	<ul style="list-style-type: none"> Post the Big Question. Students write responses as they arrive for class. 	<ul style="list-style-type: none"> Display the vocabulary words. Partner vocabulary study Spot check Read and Respond forms. 	<ul style="list-style-type: none"> Same as lesson 2 	<ul style="list-style-type: none"> Same as lesson 2
	Vocabulary		<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Introduce the vocabulary words. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Model exploring a word in a word power journal. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3)
Teamwork (TP)	Set the Stage	<ul style="list-style-type: none"> Discuss the Big Question. Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Partners identify the text as literature or informational. TIGRRS: Review the process as necessary. TIGRRS: Partners survey text features to determine the topic and the author's intent. TIGRRS: Students identify the graphic organizer that they will use to make notes. Students identify strategies that they use to prepare to read informational text. 	<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Partners identify the text as literature or informational. TIGRRS: Review the process as necessary. TIGRRS: Partners survey text features to determine the topic and the author's intent. TIGRRS: Students identify the graphic organizer that they will use to make notes. Teams discuss their preview and explain. Build background about the topic. 	<ul style="list-style-type: none"> Same as lesson 2 	<ul style="list-style-type: none"> Same as lesson 2
	Interactive Read Aloud	<ul style="list-style-type: none"> Remind students of the reading objective. TIGRRS: Read/think aloud to model use of the target skill or strategy within the TIGRRS process. TIGRRS: Restate important ideas, and add notes to the graphic organizer. TIGRRS: Partner pairs read/think aloud to practice use of the skill/strategy. TIGRRS: Partner pairs review, reread, and add to their graphic organizer. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1
Class Discussion (TP)	Partner Prep	<ul style="list-style-type: none"> Students use routines for partner reading, word power, and fluency. TIGRRS: Partners read, clarify, and restate. [SR] Partners practice fluency and give feedback. [SR] Partners add words to their word power journals. [SR] Circulate, and give feedback. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1
	Team Discussion	<ul style="list-style-type: none"> Students use routines for strategy use and Team Talk discussions. Remind students to review rubrics for the Lightning Round. Preview the Team Talk questions, and guide student reflection on the "(Write)" question. Team members discuss questions and individually write the answer to the "(Write)" question. Teams discuss strategy use, graphic organizers, and word power journals. Teams refer to rubrics and make sure every member is prepared to report on the team discussion. Circulate, and give feedback to teams and students. Record individual scores on the teacher cycle record form. Award team celebration points. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 TIGRRS: Students write summaries, using the summary rubric as a guide.
Class Discussion (TP)	Lightning Round	<ul style="list-style-type: none"> Random Reporters share teams' strategy use discussions, oral and written Team Talk responses, word power discussions, and fluency. Use rubrics to give feedback. Record individual scores on the teacher cycle record form. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 TIGRRS: Students review their written summaries, using the summary rubric as a guide.
	Celebrate	<ul style="list-style-type: none"> Celebrate team successes by tallying scores on the poster. Allow the top team to choose a cheer. Remind students about the Read and Respond homework. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1

Lesson 5		Lesson 6		Lesson 7		Lesson 8	
<ul style="list-style-type: none"> Same as lesson 2 		<ul style="list-style-type: none"> Same as lesson 2 		<ul style="list-style-type: none"> Display the Two-Minute Edit. Students write corrections as they arrive for class. Use Random Reporter to check corrections. Award team celebration points. 		<ul style="list-style-type: none"> Same as lesson 7 	
<ul style="list-style-type: none"> Same as lesson 4 		<ul style="list-style-type: none"> Partners review and rate vocabulary words again. 		<ul style="list-style-type: none"> Ask teams for Vocabulary Vault words. Award team celebration points. 			
<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the writing objective. Introduce the writing project. Read the prompt aloud. Students identify the purpose for writing. Review the appropriate writer's guide. Highlight the writing objective. Identify the writing project as practice for part II of the cycle test. 		<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the reading and writing objectives. Review the Vocabulary Vault. 		<ul style="list-style-type: none"> Teams review the cycle goal. Connect the cycle reading objective to students' homework selections. Remind students to think of strategies and skills used during their self-selected reading. Remind students to add notes to their Read and Respond forms in preparation for their presentations. 			
Model a Skill	<ul style="list-style-type: none"> Model part of the writing process. 	Prepare Students for the Test	Partner Review <ul style="list-style-type: none"> Remind students of the target skill or strategy that they have been practicing this cycle. Partners review their notes and word power journals. 	Celebrate/Set Goals	<ul style="list-style-type: none"> Distribute the scored cycle tests. Distribute team score sheets and celebration certificates. Celebrate team successes with a class cheer. Teams set goals for next cycle. Award team celebration points. 		
			Test Directions <ul style="list-style-type: none"> Distribute the test, and explain the directions. Students preview the questions and identify key words and phrases in the indicated skill question. Introduce the text that students will read. 				
Independent Work	<ul style="list-style-type: none"> Students write for 10 minutes. 	Test <ul style="list-style-type: none"> Tell students that they have 30 minutes for the test. Give a 5-minute warning. 		Class Council <ul style="list-style-type: none"> Share class compliments. Review progress toward the previous goal. Discuss a new concern or choose a scenario. Have teams discuss. Use Random Reporter to share responses. Clarify class goal and measure of progress to be discussed at the next Class Council. 			
Team Discussion	<ul style="list-style-type: none"> Monitor discussions as partners and teams give feedback. Students revise and edit their writing projects. Students share their drafts and use the peer feedback checklist to get feedback from their partners/teammates. Each team puts their writing projects in a pile in the middle of their table for random selection. 		<ul style="list-style-type: none"> Teams discuss their answers to the test questions. Monitor and prompt thinking about important ideas in the reading and about the skills and strategies that students have been practicing. 	Brain Games <ul style="list-style-type: none"> Students prepare, share, and revise their presentations of their self-selected reading. Circulate to students who need scores. Point out successes, and give feedback for improvement. Check for homework completion. Enter scores on the teacher cycle record form. Make sure students have reading selections and Read and Respond forms for next cycle. 	<ul style="list-style-type: none"> Choose a brain game from the card set. Students play the brain game. Use questions to debrief and remind students of self-regulatory strategies. 		
Lightning Round	<ul style="list-style-type: none"> Display and evaluate randomly selected writing projects, using the appropriate writer's guide. Award points to teams whose writing projects meet the criteria, and record on the poster. 		<ul style="list-style-type: none"> Random Reporters share team discussions of a test question. Collect test answers. 				
Reflection on Writing	<ul style="list-style-type: none"> Students reflect on the writing process. 						
<ul style="list-style-type: none"> Same as lesson 1 		<ul style="list-style-type: none"> Same as lesson 1 		<ul style="list-style-type: none"> Tally all cycle scores. Tell students that their tests will be returned at the beginning of the next lesson and that teams' points and test scores will determine team status. Record team celebration points on the teacher cycle record form. Collect the Read and Respond forms. 		<ul style="list-style-type: none"> Same as lesson 1 	

The Reading Edge Middle Grades 2nd Edition Instructional Process—Literature

		Lesson 1	Lesson 2	Lesson 3	Lesson 4
Active Instruction (TP)	Opening	<ul style="list-style-type: none"> Post the Big Question. Students write responses as they come to class. 	<ul style="list-style-type: none"> Display the vocabulary words. Partner vocabulary study Spot check Read and Respond forms. 	Same as lesson 2	Same as lesson 2
	Vocabulary		<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Introduce the vocabulary words. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Model exploring a word in a word power journal. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3)
	Set the Stage	<ul style="list-style-type: none"> Discuss the Big Question. Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Students survey the text to determine whether it is informational or literature. Build/activate background knowledge. 	<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Build/activate background knowledge as needed. 	Same as lesson 2	Same as lesson 2
	Interactive Read Aloud	<ul style="list-style-type: none"> Remind students of the reading objective. Explain the skill/strategy and its value to a reader. Read aloud and demonstrate or prompt use of targeted skill/strategy. Debrief Model making notes on graphic organizer. 	Same as lesson 1	<ul style="list-style-type: none"> Read aloud and demonstrate or prompt use of targeted skill/strategy. Debrief Model making notes on graphic organizer. Partners identify important events or details to add to graphic organizer. 	Same as lesson 3
Teamwork (TP)	Partner Prep	<ul style="list-style-type: none"> Review partner reading routines as necessary. Partners read, clarify, and retell. Partners make notes on their graphic organizers. Partners practice fluency and give feedback. Partners add words to their word power journals. Circulate and give feedback on strategy use/prompt and reinforce partner discussions. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
	Team Discussion	<ul style="list-style-type: none"> Students use routines for strategy use and Team Talk discussion. Remind students to review rubrics for the Lightning Round. Preview the Team Talk questions and guide student reflection on the “(Write)” question. Team members discuss questions and individually write the answer to the “(Write)” question. Teams discuss strategy use, graphic organizers, and word power journals. Teams refer to rubrics and make sure every member is prepared to report on the team discussion. Circulate, and give feedback to teams and students. Record individual scores on the teacher cycle record form. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
	Lightning Round	<ul style="list-style-type: none"> Random Reporters share teams’ strategy-use discussions, oral and written Team Talk responses, word power discussions, and fluency. Use rubrics to give feedback. Record individual scores on the teacher cycle record form. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
Class Discussion (TP)	Celebrate	<ul style="list-style-type: none"> Celebrate team successes by tallying scores on the poster. Allow the top team to choose a cheer. Remind students about the Read and Respond homework. Award all team celebration points from the poster. Celebrate team successes. 	Same as lesson 1	Same as lesson 1	Same as lesson 1

Lesson 5		Lesson 6		Lesson 7		Lesson 8	
Same as lesson 2		Same as lesson 2		<ul style="list-style-type: none"> • Display the Two-Minute Edit. • Students write corrections as they arrive for class. • Use Random Reporter to check corrections. • Award team celebration points. 		Same as lesson 7	
Same as lesson 4		<ul style="list-style-type: none"> • Partners review and rate their vocabulary words again. 		<ul style="list-style-type: none"> • Ask teams for Vocabulary Vault words. • Award team celebration points. 			
<ul style="list-style-type: none"> • Teams review the cycle goal. • Post and present the writing objective. • Introduce the writing project. • Read the prompt aloud. • Students identify the purpose for writing. • Review the appropriate writer's guide. • Highlight the writing objective. • Identify the writing project as practice for part II of the test. 		<ul style="list-style-type: none"> • Teams review the cycle goal. • Post and present the reading and writing objectives. • Review the Vocabulary Vault. 		<ul style="list-style-type: none"> • Teams review the cycle goal. • Connect the reading objective to the students' homework selections. • Remind students to think of strategies and skills used during their self-selected reading. • Remind students to add notes to their Read and Respond forms in preparation for their presentations. 			
Model a Skill	<ul style="list-style-type: none"> • Model part of the writing process. 	Prepare Students for the Test	Partner Review <ul style="list-style-type: none"> • Remind students of the target skill or strategy that they have been practicing this cycle. • Partners review their notes and word power journals. 			Celebrate/Set Goals	<ul style="list-style-type: none"> • Distribute the scored cycle tests. • Distribute team score sheets and celebration certificates. • Celebrate team successes with a class cheer. • Teams set goals for next cycle. • Award team celebration points.
			Test Directions <ul style="list-style-type: none"> • Distribute the test and explain the directions. • Students preview the questions and identify key words and phrases in the indicated skill question. • Introduce the text that students will read. 				<ul style="list-style-type: none"> • Share class compliments. • Review progress toward the previous goal. • Discuss a new concern or choose a scenario. • Have teams discuss. Use Random Reporter to share responses. • Clarify class goal and measure of progress to be discussed at the next Class Council.
Independent Work	<ul style="list-style-type: none"> • Students write for 10 minutes. 	Test	<ul style="list-style-type: none"> • Tell students that they have 30 minutes for the test. • Give a 5-minute warning. 			Class Council	<ul style="list-style-type: none"> • Share class compliments. • Review progress toward the previous goal. • Discuss a new concern or choose a scenario. • Have teams discuss. Use Random Reporter to share responses. • Clarify class goal and measure of progress to be discussed at the next Class Council.
Team Discussion	<ul style="list-style-type: none"> • Monitor discussions as partners and teams give feedback. • Students revise and edit their writing projects. • Students share their drafts and use the peer feedback checklist to get feedback from their partners/teammates. • Each team puts their writing project in a pile in the middle of their table for random selection. 		<ul style="list-style-type: none"> • Teams discuss their answers to the test questions. • Monitor and prompt thinking about the important ideas in the reading and about the skills and strategies that students have been practicing. 	<ul style="list-style-type: none"> • Students prepare, share, and revise their presentations of their self-selected reading. • Circulate to students who need scores. Point out successes, and give feedback for improvement. • Check for homework completion. • Enter scores on the teacher cycle record form. • Make sure students have reading selections and Read and Respond forms for the next cycle. 		Brain Games	<ul style="list-style-type: none"> • Choose a brain game from the card set. • Students play the brain game. • Use questions to debrief and remind students of self-regulatory strategies.
Lightning Round	<ul style="list-style-type: none"> • Display and evaluate randomly selected writing projects, using the appropriate writer's guide. • Award points to teams whose writing projects meet the criteria, and record on the poster. 		<ul style="list-style-type: none"> • Random Reporters share team discussions of a test question. • Collect test answers. 	<ul style="list-style-type: none"> • Teams report their review of the texts and Read and Respond discussions. • Use rubrics to evaluate responses, give specific feedback, and award points. 			
Reflection on Writing	<ul style="list-style-type: none"> • Students reflect on the writing process. 						
Same as lesson 1		Same as lesson 1		<ul style="list-style-type: none"> • Tally all cycle scores. • Tell students that their tests will be returned at the beginning of the next lesson and that teams' points and test scores will determine team status. • Record team celebration points on the teacher cycle record form. • Collect the Read and Respond forms. 		Same as lesson 1	

Cooperative Learning Techniques

Discuss and Defend

Purpose

This is a structured opportunity for students to discuss an issue with their teammates, make an argument, and support their position with evidence. Having students discuss and defend their ideas allows them to review and revise their thinking. It gives them practice with skills that they will be expected to use in their writing and assessments. It also offers you a window into their thinking to check for understanding and tailor instruction as needed.

Breaking It Down

- Students take turns sharing their thoughts about a topic or their answers to a question, being sure to give concrete reasons for their position.
- As each student shares, team members listen carefully to the argument.
- Once the student has finished, teammates challenge the student with questions like: How do you know that? Why do you think that? What evidence do you have?

Fine-Tuning the Technique

- Students may need time and repetition to internalize the process, but you can make it easier for them by consistently challenging students to support their answers. Don't accept responses at face value. Always ask students: How do you know that? Why do you think that? What evidence do you have?
- To improve the quality of discussion, have students paraphrase or restate what their teammates just said, before offering their own responses.
- Explicitly show students how to apply the same strategy to their writing, not just their speaking. Help them to learn to develop their answers on assessments, student pieces, and written answers using the same three questions: How do you know? Why do you think that? What evidence do you have?
- Each class period, spend five minutes or so listening to one team's discussion. What does this tell you about the students on the team? Have they grasped the most important concepts? Do you need to clarify any misunderstandings? How might this change the way you present new material to these students?

Jigsaw

Purpose

Jigsaw is a cooperative learning technique developed by Elliot Aronson (1978) in which students leave their teams to work in expert groups to research a topic and gather specific information. It allows teams to divide a larger task or topic into smaller pieces so they can get more done in the same amount of time. It also lets students delve more deeply into one topic and then reap the benefits of teaching their teammates about it.

Breaking It Down

- In Jigsaw, team members are divided among several expert groups, each assigned a different topic.
- All #1s work on the same project, all #2s on another, etc. Instead of creating an additional expert group, distribute any fifth members of teams among existing groups.
- After completing work in their expert groups, students return to their team and teach their teammates what they have learned.
- By the end of class, each team member will have learned about all the topics.

Fine-Tuning the Technique

- Be sure to review expectations with the whole class before teams split into expert groups. It is critical that students understand what they are to do in their groups and what they will be expected to teach their teammates when they return to their teams. Write a key question or task on the board as a visual reminder to keep students on task. Remind students to take notes in their expert groups on the important information that they learn.
- Don't leave the sharing information to chance after students return to their teams. Ask students questions that require input from each team member. Ideally, these questions should not simply restate one or more questions from each expert group, but ask new questions that require students to synthesize the information through team discussion.
- In One-to-One conferences, ask team members to describe two things they learned from their team mates. This helps remind students that they must listen carefully and that their teammates are also depending on them to provide good information.
- Pacing is key when you are using Jigsaw. Allow adequate time for both expert groups and teams to complete their parts of the technique. If time is short, you might need to modify the task, for example, by limiting the number of questions you ask students to research.

Random Reporter

Purpose

Random Reporter is a flexible strategy developed by Spencer Kagan (1992) that introduces the expectation that all students will be prepared to answer every question with the support and assistance of their team. At the same time, because you select students at random to respond to a question, it eliminates the need for raised hands and keeps you from inadvertently calling on the same students over and over again.

Breaking It Down

- When you place students into teams, assign each student a number from one to four (or one to five with teams with five members). Write the number on a piece of masking tape and stick the tape to each student's desk. Change the numbers only when you form new teams.

1. Ask a question.
2. Have students think about an answer.
3. Have teams discuss their answers.
4. Call on either #1s, #2s, #3s, or #4s (or #5s) to share the team's answer.

Fine-tuning the Technique

- Do not call a number until it is time to share. Students are more likely to stay engaged in team discussion and to help each other prepare an answer if they do not know who will be asked to share the team's response. After all, it could be them!
- If you feel you need help randomly selecting students, label wooden sticks or slips of paper with numbers from one to four (or five) and put them into a bag. Call a team name and then pull a number from the bag.

One-to-One Conferences

Purpose

The business of learning takes place in our heads and doesn't always show up on formal assessments. To know where each student in your class is both academically and socially, you need regular one-to-one contact. One-to-One conferences are an opportunity for you to check student progress, expand student thinking, and coach students to do better by helping them set individual learning goals. The conferences allow you to give timely feedback and to tailor instruction to the needs of each student.

Breaking It Down

- Whenever students are working in teams, circulate to conduct One-to-One conferences with individuals, partners, or teams.
- Ask open-ended, higher-order thinking questions that require students to delve into their understanding of the most important concepts and content.
- Clarify and correct misunderstandings as needed, or assist students in breaking tasks down into manageable chunks.

Fine-Tuning the Technique

- Ask questions that assess understanding of basic concepts by having students tell you what they are working on or what they have learned. For students who are struggling, set small, intermediate goals that direct students toward the final product; revisit these students often to check progress. Pose higher-order questions to students who are ready to extend their thinking beyond the immediate task. Teach them how to generate these kinds of questions on their own.
- It is more important to have meaningful discussions with those students you do see than to see every student every day. Make a plan. Which students or teams do you want to target for One-to-One conferences today? This cycle? Are you particularly concerned about the academic or social progress of a student? Is there someone who needs the boost of a little extra attention? How are you going to make sure to touch base with every student at some point during the cycle.
- Use what you learn from One-to-One conferences to tailor your instruction. Do you need to revisit a concept with the whole class? Do you need to try presenting information in new ways? Are you pushing students hard enough? How can your conferences with students spur your own thinking about teaching and learning?

Round Table

Purpose

Round Table is a technique that allows teams to quickly brainstorm answers to a question, or to make lists of questions, facts, ideas, or conclusions. It is a timesaving way to generate responses from all team members that helps maintain a high level of student participation.

Breaking It Down

- During Round Table, team members all work from a single piece of paper.
- One student writes a response on the paper and then passes it to the next student.
- That student writes a response and passes the sheet along to the third team member, and so on.
- Teammates continue to adding responses until you call time (usually 2 or 3 minutes).

Fine-Tuning the Technique

- Round Table works best when responses are limited to lists or short sentences. Do not use this technique for questions that require a lengthy response or extended thought.
- Vary the amount of time you have students spend brainstorming depending on how many responses they seem to be generating and the pacing of the lesson. You don't want to cut off the flow of ideas, or to overstretch your time. Allow a bit of extra time if teams have difficulty getting started on their lists.
- Use Random Reporter to have several teams share their responses after you bring the brainstorming to a close.

Think-Pair-Share

Purpose

As with Random Reporter, this simple questioning technique keeps all students involved in class discussions and provides an opportunity for every student to share an answer to every question. It takes the fear out of class discussion by allowing students to think carefully about their answers and talk about them with a partner before they are called onto respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class. The technique was developed by Frank Lyman of the University of Maryland (1981).

Breaking It Down

To use Think-Pair-Share, follow these steps:

- Ask the question
- Have students individually think about an answer for a few seconds.
- Allow students to discuss their answer with a partner for a few seconds.
- Finally, have students share in teams, or call on a few students to share their answers with the class.

Fine-Tuning the Technique

- There is no magic amount of “think” time and “pair” time. In general, depending on the complexity of the question, allow students to think for five or six seconds, and to pair for perhaps ten seconds. You want to give them just enough time to think and to spark some ideas in their partner, but not enough time to get off-task.
- Give a specific task when asking students to pair. For example, say “Take ten seconds to talk with your partner and come up with one answer to the question” or “Talk with your partner for a few seconds and see if you can come up with two solutions to the problem.”
- When it comes time for students to share their responses (in partners, in teams, or as a class), anything doesn’t go. Students need to provide correct, well-reasoned, clearly explained answers. Use questioning to help students or teams flesh out their answers. Model the elements that make an answer stronger such as supporting evidence and academic language. Refer to the rubrics to set expectations for a quality response.

Lightning Round/Rubric Scores

Purpose

Good student discussion is one of the most powerful tools available to teachers in the classroom. Team scoring continues to be an important feature for giving motivating feedback to students. Effective team scoring:

- empowers students to take control of their own learning;
- motivates students to work as team members with individual accountability;
- promotes team study with appropriate teacher monitoring and adjusted instruction, which increases probability of student success as learners;
- provides teachers with useful data regarding students' strengths and needs in reading;
- helps inform instructional planning.

To provide students with feedback on their learning during team study and discussion, several team scores are collected during the Lightning Round.

Breaking It Down

- The teacher uses Random Reporter to select two or three students to present their teams' responses.
- Using the appropriate rubric, the teacher evaluates the response. Does the response meet the criteria for 80, 90, or 100?
- If the Random Reporter's response meets the 100 criteria on the rubric, award the team a point on the team celebration poster. If the response is 80 or 90, refer to the rubric and make clear what would be needed to improve the response.

Fine-Tuning the Technique

- When evaluating team responses and giving feedback, refer to specific criteria in the rubrics.
- Poll other teams and have them evaluate a response. Be sure to have teams explain their feedback in light of the rubric.
- Celebrate team successes!

Create a plan.

Consider your students' use of cooperative learning. Which structure/foundational understanding do you want to focus on when you return to school?

Identify at least two actions for increasing your students' level of use.

Which resources will you use to accomplish your plan?

What evidence will you look for to assess progress?

750

The **READING**
EDGE Middle
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**Cooperative Learning Works
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Goals

- Increase the level of your students' engagement.
- Foster authentic engagement using the cooperative learning levels of use guidelines.
- Encourage team goal setting, celebration, and release of responsibility to result in refined use of cooperative learning.

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Student Team Learning

- Team Recognition
- Individual Accountability
- Equal Opportunities for Success

3

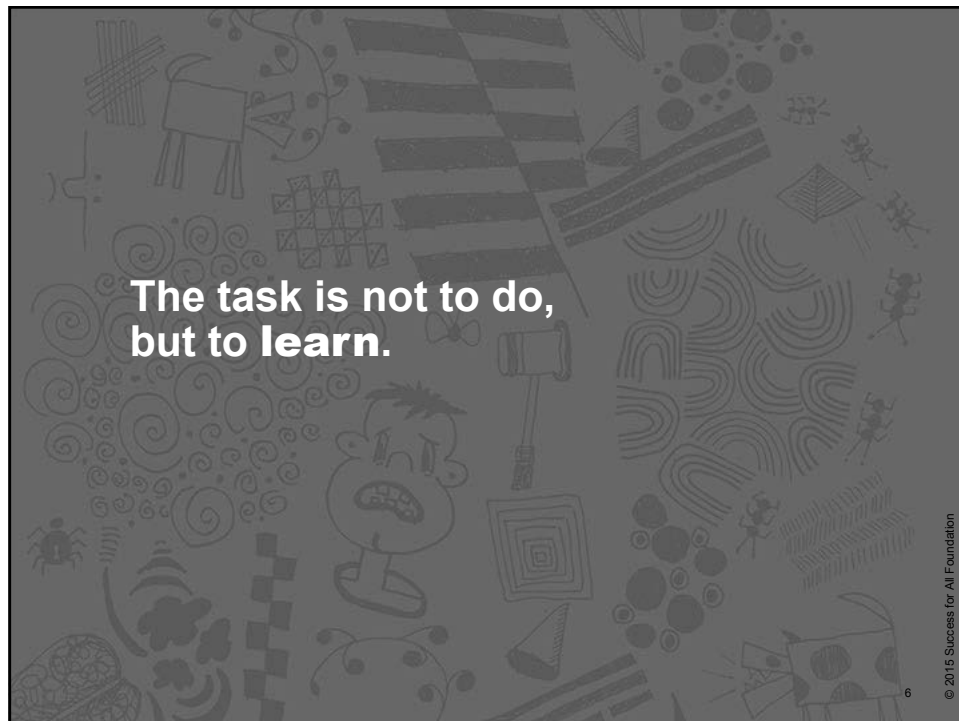
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- Teach
- Team Study
- Test
- Team Recognition

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Student Engagement

Instructional Process 6:

Teachers facilitate partner and team discussion by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress.

Student Engagement 7:

Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text to support their answers, or for writing, students offer thoughtful responses during the revision process.

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Compliance versus Engagement

All participants read the introductory paragraphs.

#1s read “Compliant Versus Engaged” and “Beyond Bad Karaoke,”

#2s read “Problematic Beliefs,”

#3s read “Embracing the Struggle,” and

#4s read “The Compliance Free Curriculum.”

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Five Levels of Student Engagement

Levels	Descriptors
Authentic Engagement High Attention – High Commitment	<ul style="list-style-type: none"> Immersed in work Clear meaning Immediate value to them Persist even when it is difficult Learning at high levels
Strategic Compliance High Attention – Low Commitment	<ul style="list-style-type: none"> Little or not immediate meaning Extrinsic outcomes of value keep them engaged (grades)
Ritual Compliance Low Attention – Low Commitment	<ul style="list-style-type: none"> Little or no meaning Expend effort to avoid negative consequences (not having to stay in during recess to complete work)
Retreatism No Attention – No Commitment	<ul style="list-style-type: none"> Disengaged No attempt to comply Not disruptive to learning of others
Rebellion Diverted Attention – No Commitment	<ul style="list-style-type: none"> Refuse to do Disruptive Attempt to substitute alternative activities

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Cooperative Learning: Levels of Use

Level	Description
Mechanical	Routines and procedures are in place and utilized.
Routine	Teacher uses the cooperative learning routines and structures to manage and facilitate student engagement.
Refined	Cooperative learning is the vehicle to help everyone be academically successful. Students are taking ownership of learning and of teaching each other.

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Analyzing Levels of Use

- View the video.
 - ▶ Team 1
 - ▶ Team 2
- Use the levels of use guidelines to identify the teams' strengths.
- Identify which structures or foundational understandings could be areas of focus as you work toward a refined level of use.

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Intrinsic Motivation

Review the foundational understandings for cooperative learning. Which concepts would you focus on if you want to encourage intrinsic motivation?

- Team goal setting
- Celebration
- Release of responsibility

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Team Scoring Process

READING EDGE
Team Score Sheet

Team Name: _____
Team Members: _____

Last Lesson Cycle Results for:

Team Total Score(s) (2-100)	Classroom	Team Practice Points Score	Team Collaboration Points Score	Final Team Outcomes
Comprehension	Lighting Road _____ - Strategy Use _____ - Complete Organize/Notes _____ - Main Idea/Key _____ - Main Idea/Key _____ - Summary _____ - Flaring Habits _____ - Word Power _____ Team Goal Met/Not Met _____	_____	_____	Super! 50 and above Great! 30-49 Good! 20-29
Team Collaboration Score (Use Super 50, Great 30-49, or Good 20-29) _____				Final Team Cycle Individual Score (0-100) Final Score Points _____

New Lesson Cycle for:


Team Goal: _____

Team Collaboration Goal: _____

Reading Objective: _____

Strategy and Substrategy: _____

Vocabulary Vault



Lighting Road Score (0-100)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Strategy Use							
Complete Organize/Notes							
Main Idea/Key							
Main Idea/Key							
Summary							
Flaring Habits							
Word Power							

Team Collaboration Points Total

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
TOP						
TEAM						

Teacher: _____ Start Date: _____

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Team Celebration Points Poster

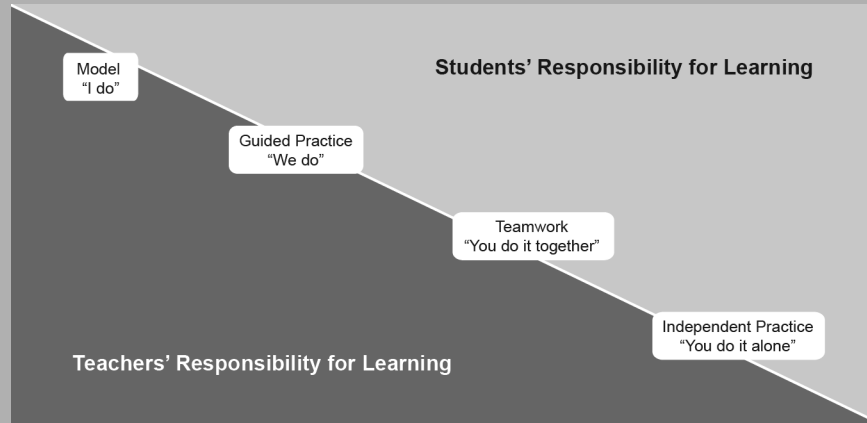
SFAF Team Celebration Points Date Started _____

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Release of Responsibility



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What's next?

Create a plan!

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