

The background of the cover is a solid light blue color. On the left side, there are several overlapping, glowing white lines that form a complex, organic pattern, resembling a stylized DNA helix or a series of interlocking loops. These lines are thicker in some areas and fade out towards the right.

STRATEGIES THAT APPEAR IN
ALL TYPES OF LESSONS

Organizing Students to Interact

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

ORGANIZING STUDENTS TO INTERACT

This element involves the teacher organizing students to interact in a thoughtful way that facilitates collaboration. Grouping students can aid them in understanding, practicing, and applying new knowledge. Groups can be large or small, and students can be grouped according to a variety of criteria. Care must be taken, however, to organize students in the way that best suits the activity and learning goal.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- When asked, students explain how the group work supports their learning.
- While in groups, students treat each other with respect.
- While in groups, students work efficiently and participate equally.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of

Organizing Students to Interact

the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Organizing Students to Interact

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I organize students to interact in a thoughtful way that facilitates collaboration, and I monitor the extent to which students collaborate.	I organize students to interact in a thoughtful way that facilitates collaboration, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher does not organize students into groups to help them process content.

Beginning (1): A teacher organizes students for group activities but provides little direction for group behavior.

Developing (2): A teacher groups students with care and provides detailed guidance for group activities, but is not sure if students are benefitting from the experience.

Applying (3): A teacher groups students with care and provides detailed guidance for group activities. He monitors and provides aid to groups as well as individual students during the activities and is able to see students growing in their understanding of the content.

Innovating (4): A teacher uses various strategies to successfully organize students to interact in group activities. When some students still seem to be having difficulty with the content, she restructures the activity so that they interact productively with other students who can provide them with helpful new perspectives on the material.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Grouping for Active Processing

The teacher assigns students to groups of two to five members for processing new information. Groups can be assigned for a specific purpose (ad hoc groups) or formed as long-term partnerships. In either case, groups should have operating rules of behavior and interaction. The teacher might place students in groups randomly, group them based on current levels of understanding, or even mix students who appear to understand something quite well with those who don't. When students process new information in groups, they are exposed to the ways other students process information, some of which might enhance their own understanding.

Teacher Actions

- Asking students to process new information in groups
- Creating operating rules for student processing groups

Desired Student Responses

- Processing new information with other students
- Explaining how their understanding of new information changed after interacting with peers

Extra Support

- Creating protocols for groups to follow that prompt students to share their perspectives, ask and answer questions, and paraphrase what other students are saying

Extension

- Asking students to evaluate the extent to which they offered their perspectives, asked and answered questions, and paraphrased what other students were saying during group discussions

Tips for Grouping Students to Process New Content

- **Organize groups appropriately:** Consider the content you will be presenting or the purpose for which you are grouping students before putting them in groups. For difficult content, consider grouping students who might have trouble understanding the content with students who are likely to understand it more easily. For a problem-solving activity, consider grouping students with partners with whom they have worked well in the past.
- **Allow students to process information collectively:** This strategy does not have to wait until after content has been presented. Try grouping students at the beginning of the lesson so they can process information collectively throughout. Pause during the presentation of new content and prompt students to discuss, ask each other questions, and formulate questions to ask the whole class.
- **Ask students to present what they have learned:** Formalize the discussion process by having students and groups perform specific tasks that involve sharing knowledge. Ask each student to summarize his or her understanding of the content for the group and then have each group compile a collective summary. Groups can also work together to create a nonlinguistic representation, such as a diagram or demonstration, of the content. Allow each group to present to the whole class, then lead a whole-class discussion on the similarities and differences in the groups' findings.

Group Norms

In order to ensure that student groups (especially long-term groups) function smoothly, the teacher asks students to create a list of norms (collective attitudes and behaviors) to govern the group's functioning. Norms provide a set of expectations regarding students' behavior within a group. For example, a group might have the norm "We listen attentively when others are talking," which conveys that students expect each other to be respectful and avoid side conversations. To help groups create a set of norms, the teacher might give each group member several index cards and ask students to write down the norms that are most important to them. Students can then aggregate and classify the norms to create a list of the beliefs and attitudes that will help guide the behavior of group members.

Teacher Actions

- Presenting examples of norms that ensure participation and respect
- Asking students to create norms for their groups

Desired Student Responses

- Creating group norms that ensure equal participation from all group members
- Creating group norms that ensure respect for all group members

Extra Support

- Brainstorming positive group behaviors as a whole class before asking individuals and groups to write norms

Extension

- After a group discussion, asking students to evaluate how well they adhered to their group's norms

Group Interaction Contract

Group Members: _____

Questions to consider when creating norms:

- How will we decide who speaks and when?
- If we think of something to say while someone else is speaking, what will we do?
- How can we make sure that we disagree respectfully?
- If we need to make a decision as a group, what will our process be?
- How can we encourage everyone to participate?

Our norms:

1. _____

2. _____

3. _____

4. _____

5. _____

Member Signatures

Date: _____

Fishbowl Demonstration

The teacher gives students a visual representation of what effective group work looks like by asking students to form a circle (“fishbowl”) around a group that demonstrates what effective group work looks like. The demonstration group might model behaviors such as paraphrasing, pausing, clarifying, questioning, brainstorming, and using respectful language.

Teacher Actions

- Preparing a small group of students to demonstrate effective group work
- Asking students to observe the group’s demonstration
- Discussing effective group behaviors that students saw during the demonstration

Desired Student Responses

- Demonstrating effective group behaviors (if in demonstration group)
- Explaining specific things that group members did to facilitate the group’s work (paraphrasing, clarifying, active listening)

Extra Support

- Creating hand signals or signs that indicate important aspects of group discussions (perspectives, questioning, paraphrasing) and asking students in the fishbowl demonstration to use the hand signal or sign that indicates what they are doing during the demonstration

Extension

- Asking students to track how often students in the fishbowl demonstration shared their perspectives, asked or answered questions, and paraphrased what others said
- Asking students to make generalizations about the relative importance of each aspect based on their observations

Technology Tips

- Have students create video or audio recordings describing how they worked together to practice or deepen their knowledge. Archive these and use them to give subsequent classes ideas about how to work together.

Fishbowl Group Observation Handout

During the fishbowl demonstration, place a tally mark under each group member's column every time they exhibit an effective group behavior.

Behaviors	Member 1:	Member 2:	Member 3:	Member 4:	Member 5:
Using respectful language					
Demonstrating active listening					
Pausing to let another group member speak					
Asking a question					
Paraphrasing another group member					
Clarifying another group member's statement					
Offering a new idea					
Other:					
Other:					

Job Cards

The teacher uses job cards to designate specific roles that students are to take within their groups. Examples of different jobs include facilitator, summarizer, questioner, and note-taker. This strategy can also help equalize participation when students work in groups.

Teacher Actions

- Creating cards that describe student roles in groups
- Explaining each role to students
- Assigning roles to students working in groups

Desired Student Responses

- Describing the expectations for various roles in groups
- Fulfilling the expectations for their roles in a group

Extra Support

- Adding pictures that illustrate the responsibilities of a role to each job card

Extension

- Asking students to identify additional roles (other than those identified by the teacher) that they think would benefit their group's functioning and to make job cards for those roles

Sample Job Cards

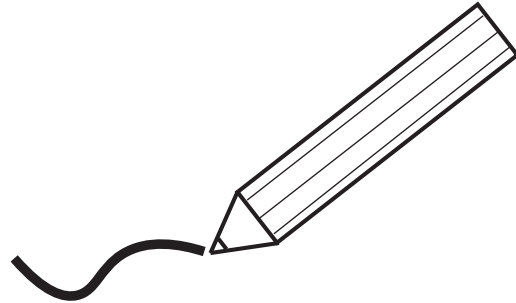
Name: _____



Group Leader

It's my job to decide what the group does next. I also make sure that everyone gets a chance to talk and that all group members treat one another with respect.

Name: _____



Group Notetaker

It's my job to write down all the important ideas my group comes up with.

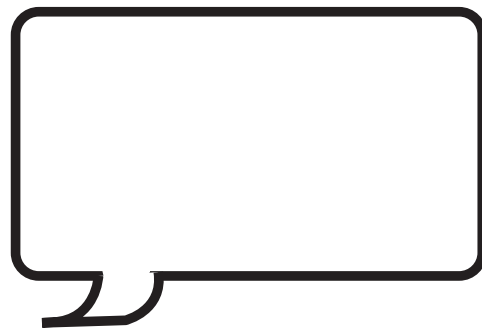
Name: _____



Group Questioner

It's my job to think up important questions to ask the group about our topic.

Name: _____



Group Summarizer

It's my job to gather everybody's ideas together into one big idea that can be explained in a simple way.

Predetermined Buddies To Help Form Ad Hoc Groups

The teacher gives students a blank chart showing a clock (with twelve blanks, one for each hour), the seasons (with four blanks), or another theme-based graphic with blanks. Before enacting this strategy, the teacher provides time for students to find a partner for each blank and fill the partner's name in on their chart. For example, if Maddie and John agree to be "summer" partners, Maddie signs the summer blank on John's chart and John signs the summer blank on Maddie's chart. When the teacher wants to form quick, ad hoc groups, he or she asks students to find their summer (or, for example, "two o'clock") buddies, and students quickly pair up.

Teacher Actions

- Creating a buddy chart with a graphic and blanks for student names
- Asking students to find a partner for each blank
- Using charts to create ad hoc groups

Desired Student Responses

- Fill in other students' names on their charts appropriately
- Use their buddy charts to form ad hoc groups

Extra Support

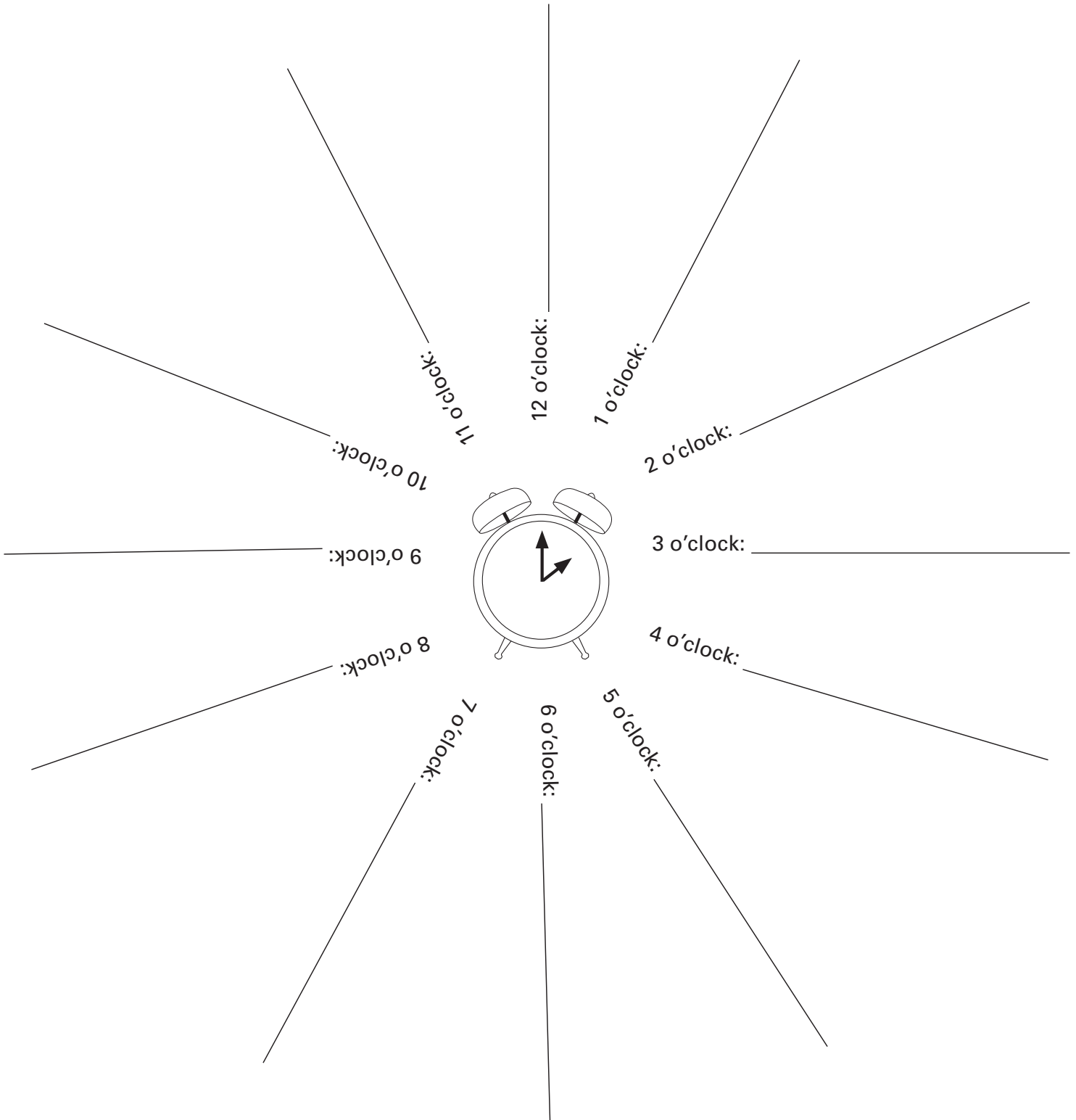
- Using charts with fewer blanks and having students fill out new charts often so students don't feel stuck with their current set of partners

Extension

- Asking students to share something about themselves or their interests with the person signing up to be their partner

Buddy Chart

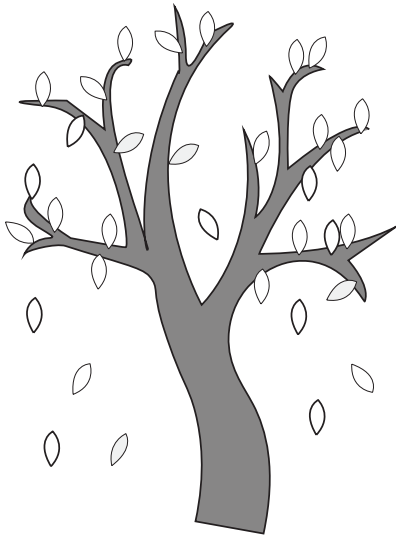
Name: _____



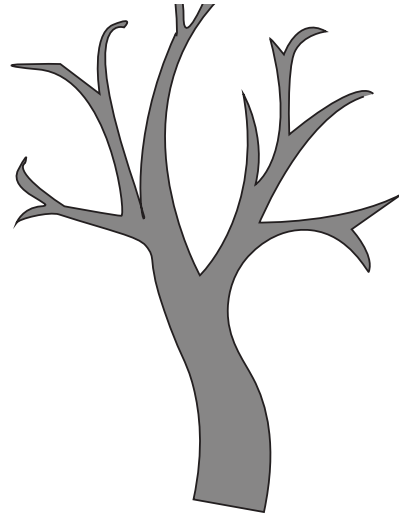
Buddy Chart

Name: _____

Fall



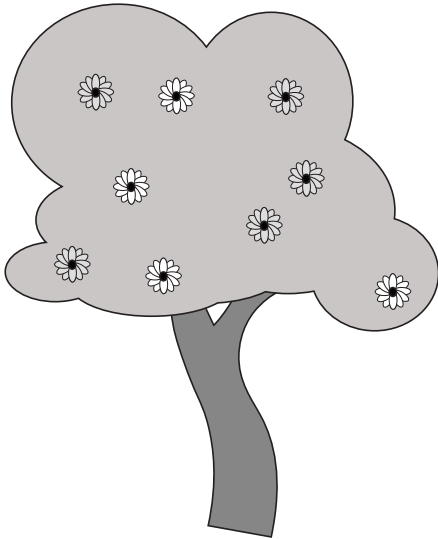
Winter



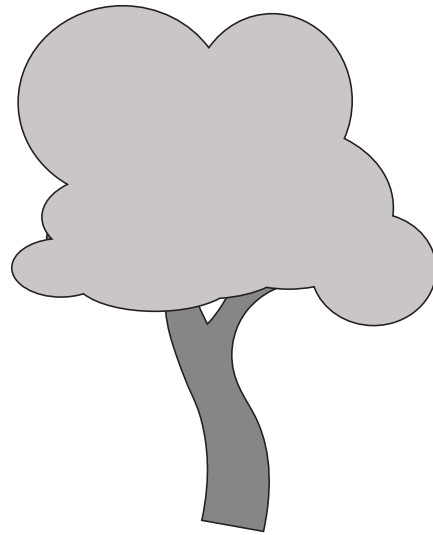
Name: _____

Name: _____

Spring



Summer



Name: _____

Name: _____

Contingency Plan for Ungrouped Students

The teacher designates a meeting spot for students who don't have a group and can then help those students pair up or join existing groups. For example, ungrouped students might gather in front of the teacher's desk or at the blackboard. This helps avoid some students being left ungrouped when groups are student selected.

Teacher Actions

- Designating a meeting spot for students who don't have a partner or group
- Helping ungrouped students pair off or join existing groups

Desired Student Responses

- Quickly signaling the teacher if they do not have a partner
- Pairing up with other ungrouped students and beginning to work

Extra Support

- Explicitly teaching students how to introduce themselves to a new partner, share something about themselves, and begin working

Extension

- Asking students to compare their experiences working with different partners to identify ways they can work effectively with a wide variety of partners

Technology Tips

- Use technology tools like dice and spinners (available in interactive whiteboard software or online) to assign students to groups.

Helping Students Form Relationships

In every class, there will sometimes be students who are left out of initial group formation simply because there are an odd number of students or the movement associated with forming groups makes it difficult to see available spots. However, teachers will want to avoid a situation in which the same students are consistently left out. Some students have difficulty forming relationships, and this can make them reluctant to pair up with others when asked to find a partner for group activities. Teachers can help remedy this by creating relationship-building opportunities so that students will be more comfortable with their classmates and less intimidated when next asked to find a partner. Assign students to pairs and have them practice forming relationships with each other. Make sure that students pair up with a new partner every time, and ask them to engage in some of the following prompts.

- **Introductions:** Have students introduce themselves, encouraging them to smile and shake hands. Ask them to take turns saying their name and where they are from. Model an introduction in front of the class with a volunteer.
- **Sharing:** Have students tell a fun fact or interesting anecdote about themselves. If they can't think of anything, try prompting them with questions such as "What is your favorite thing about school?" or "What do you like to do to have fun?"

Organizing Students to Interact

- **Compliments:** Have students give a compliment to their partner. Encourage them to avoid physical characteristics, though this may not be possible in a class of new students who are unfamiliar with each other. If necessary, start off by addressing a few of the more shy or isolated students in the class and saying something complimentary about each one.
- **Story-telling:** Have students tell each other a story. The story can be about themselves or even be completely fabricated. The point is to acclimate students to speaking at length to one another. Encourage participation by telling the class a story of your own.
- **Questions:** Have students take turns asking their partners questions. Make sure that they only ask one question at a time and that they give the other person plenty of time to answer. Walk around the class and suggest questions if necessary. Encourage pairs of students to pursue areas of interest with further questions to stimulate conversation.

Grouping Students Using Preassessment Information

After administering a preassessment, the teacher uses the information gained about individual students' prior knowledge to assign students to groups. In some cases, the teacher might want to mix students with high prior knowledge and students with low prior knowledge together. In other cases, the teacher might want to differentiate by grouping students with high prior knowledge together and creating separate groups of students with medium and low prior knowledge.

Teacher Actions

- Administering a preassessment
- Identifying students with high and low prior knowledge
- Grouping students heterogeneously or homogeneously

Desired Student Responses

- Explaining the purpose of preassessments
- Explaining the content for which they have high and low prior knowledge

Extra Support

- When grouping students homogeneously, identifying specific knowledge that each group needs to focus on

Extension

- When grouping students heterogeneously, creating guidelines to ensure that students with high prior knowledge and students with low prior knowledge all benefit from the experience

Sample Grouping Table

A table like the one shown below assigns students to categories based on their assessment scores and simplifies the process of creating homogeneous or heterogeneous groups. The large group categories in the table can be subdivided further to create smaller groups.

	High scores	Medium-high scores	Upper mid-range scores	Lower mid-range scores	Medium-low scores	Low scores
High scores	High-performing Homogenous groups			Heterogenous groups		
Medium-high scores						
Upper mid-range scores	High-performing Homogenous groups			Low-variance	High-variance	
Lower mid-range scores				High-variance	Low-variance	Homogenous groups
Medium-low scores	Heterogenous groups					
Low scores						

Pair-Check

This strategy was originally developed by Spencer Kagan and Miguel Kagan in the book *Kagan Cooperative Learning* (2009).

Within groups of four, students form pairs (two pairs per group) and designate who will be partner A and who will be partner B. Using a set of exercises, problems, or questions, partner A works on the first exercise, problem, or question while partner B coaches when necessary and praises partner A's work when complete. For the second exercise, problem, or question, the partners reverse roles. Then, the pair checks their answers with the other pair in their group. The goal is for all four group members to reach consensus about each solution. If solutions do not match, group members discuss and coach each other until they reach a common solution. They repeat the process, with consensus achieved after every two exercises, problems, or questions.

Teacher Actions

- Grouping pairs of students together to make groups of four
- Asking one student in a pair to work on an exercise while the other student coaches him or her and offers feedback
- Asking partners to switch roles for each problem
- Asking pairs to compare their answers with the other pair in their group of four

Desired Student Responses

- Offering helpful feedback and coaching while their partner is working on an exercise
- Explaining what they learned by comparing answers with other students

Extra Support

- Pairing high-background-knowledge students with low-background-knowledge students for pair-check

Extension

- Asking students to identify coaching techniques that were especially effective during pair-check

Tips for Using Pair-Check

- **Pair students appropriately:** In pair-check, students will work closely with their partner and some tasks or problems may prove challenging. Effective teamwork is a major objective, so make sure to group students appropriately. Be aware not only of students' levels of ability in the content area, but also of their communication and social interaction skills. Grouping a quiet student with an outgoing student might draw the quiet student into greater participation, for instance, but if pairs are too unbalanced one student may simply take over the activity.
- **Ask students to think out loud:** A key component of pair-check is its focus on the process of problem solving. Ask the students working on the problem to think aloud as they work.

Organizing Students to Interact

This allows their coaching partners to observe their strategy and provide helpful suggestions and encouragement. If necessary, model thinking aloud by narrating your own thought process as you solve a couple of problems in front of the class.

- **Instruct students on coaching one another:** Make sure that when students are in the coaching role, they do not simply suggest possible answers. The point of the activity is to provide encouragement and suggestions while collaborating in the problem-solving process. Model this behavior in front of the class with a volunteer before having pairs work on their own.
- **Monitor student pairs:** While students are working in pairs, walk around the class and monitor their interactions. Be careful not to interrupt the brainstorming process, but give hints when pairs appear to be truly stuck. Try to focus suggestions on the coaching partner rather than the student working the problem. For example, try directing the coach's attention to a certain step in the process that is causing his or her partner difficulty. When possible, provide assistance in such a way that students are encouraged to communicate with each other rather than directly with you.

Think-Pair-Share and Think-Pair-Square

This strategy was originally developed by Frank Lyman in the article “The Responsive Classroom Discussion: The Inclusion of All Students,” which was published in *Mainstreaming Digest* in 1981.

After grouping students in pairs, the teacher presents a problem. Students think about the problem individually for a predetermined amount of time. Then, students each share their thoughts, ideas, and possible solutions with their partners. Pairs discuss and come to a consensus about their solution. The teacher then asks pairs to share what they decided with the class. In a variation (think-pair-square), pairs confer with another pair (making a group of four) and come to a consensus in that group as well before sharing with the whole class.

Teacher Actions

- Asking students to complete a task individually
- Asking students to share their work with a partner and revise if necessary
- For think-pair-square, asking pairs to check their solution with another pair
- Asking pairs or groups to share their solutions with the class

Desired Student Responses

- Completing problems individually before comparing work with their partner
- Revising answers, if necessary, after conferring with a partner
- Explaining how their learning was improved by conferring with peers

Extra Support

- Creating a protocol to ensure that both students share their ideas and the reasoning behind those ideas and illustrating the protocol using a storyboard or pictures

Extension

- Asking students to identify similarities and differences between their group’s conclusions and other groups’ conclusions

Think-Pair-Share Activity Handout

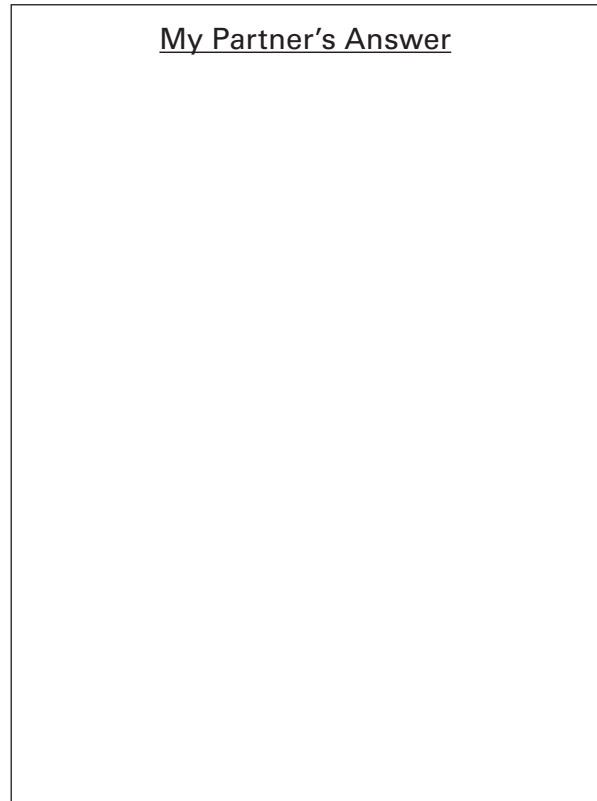
Name: _____ Partner name: _____

Think!

My Answer

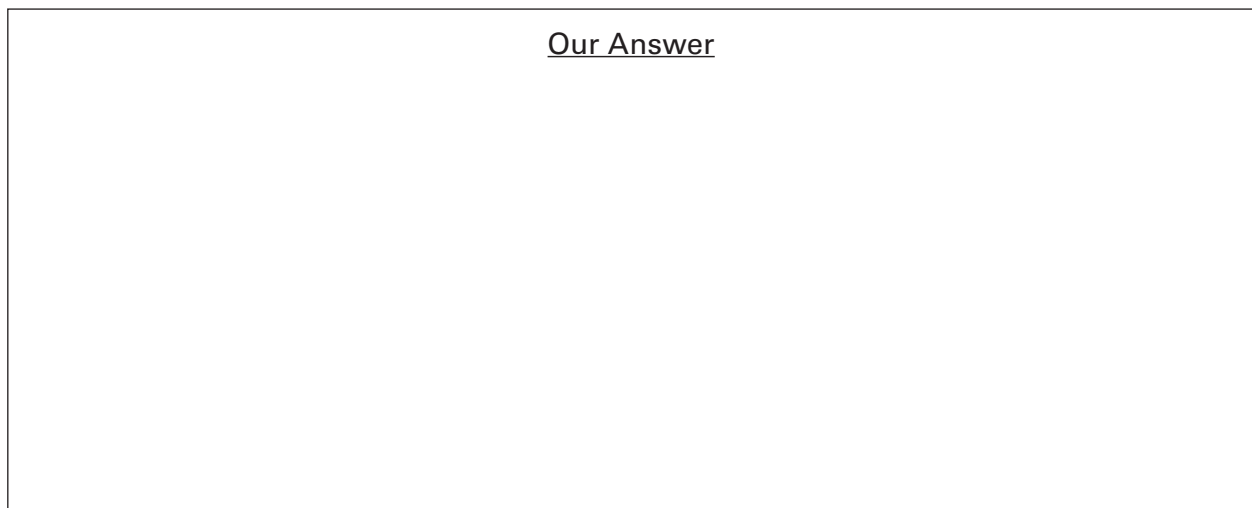


My Partner's Answer



Pair!

Our Answer



Share!

Student Tournaments

The teacher organizes students into teams to compete in various academic games. The teacher might keep track of each team's points over the course of a unit and provide a tangible reward or recognition to the top one or two teams. Team members should be remixed after each unit to ensure that students have the opportunity to work with a variety of other students.

Teacher Actions

- Organizing students into teams
- Asking teams to compete in various academic games
- Tracking each team's points over a period of time (such as a unit) and giving a small reward or recognition to the top teams
- Remixing teams after each unit

Desired Student Responses

- Demonstrating greater engagement when participating in student tournaments
- Participating in teams with a wide variety of other students over the course of a year (due to mixing teams)
- Explaining how tournaments enhanced their learning

Extra Support

- Ensuring that all groups contain students with high and low background knowledge

Extension

- In addition to giving tangible rewards to the top teams, asking students to give each other special awards for good sportsmanship, teamwork, or growth in understanding

Student Tournament Scoring Chart

Class: _____ Dates: _____ through _____

Unit: _____

Date	Game	Points				
		Team 1	Team 2	Team 3	Team 4	Team 5
Totals						

Winning Team: _____

Promised Reward: _____

Inside-Outside Circle

This strategy was originally developed by Spencer Kagan and Miguel Kagan in the book *Kagan Cooperative Learning* (2009).

Students form two concentric circles with an equal number of students in each circle. Students forming the inner circle stand facing outward, and students forming the outward circle stand facing inward (so that each person in the inner circle faces a person in the outer circle). The teacher asks a question or presents a problem, and students discuss their thoughts, answers, and solutions with the person facing them. On a signal from the teacher, each person in the inner circle takes one step to the left, so that everyone now faces a new partner. Partners again compare answers and solutions, after which the teacher asks individuals to share answers or solutions with the group. The teacher might also ask students to share what they discussed with their partners and how it changed (or didn't change) their thinking.

Teacher Actions

- Dividing students into two equal groups and arranging them in two concentric circles with inside students facing out and outside students facing in
- Asking students to discuss an issue, problem, or question with the person facing them
- Asking students in the inside circle to move one position to the left and discuss the issue, problem, or question with their new partner

Desired Student Responses

- Following the appropriate process for inside-outside circle
- Discussing issues, problems, or questions respectfully with their partners
- Explaining how hearing different students' perspectives on issues, problems, or questions improved their own understanding of the topic

Extra Support

- Putting tape on the carpet or floor so students understand where to stand and where to move to
- Displaying a storyboard or pictures depicting student behavior during this strategy

Extension

- Asking students to identify similarities and differences between the perspectives of their different partners

Inside-Outside Circle Activity Handout

Name: _____ Date: _____

Discussion Question: _____

As you speak with your partners, keep the following questions in mind:

- How is my partner's perspective different than mine?
- How is my partner's perspective similar to mine?
- What new issue or point of view is my partner presenting that I hadn't thought of?
- Does my partner's perspective raise any new questions?
- Does anything my partner is saying cause me to rethink my own perspective?

Use the following space to take notes about your partners' perspectives:

Partner 1:

Partner 2:

Partner 3:

Cooperative Learning

The teacher appropriately structures and governs the use of cooperative learning during cognitively complex tasks. This involves (1) designing structures for group and individual accountability, (2) providing ongoing coaching of students' interpersonal and group skills, (3) specifying clear roles and responsibilities for all group members, and (4) using a variety of grouping criteria and grouping structures that make sense in the larger scheme of classroom activities and instructional segments.

Teacher Actions

- Designing ways to keep individual students and groups accountable during cognitively complex tasks
- Coaching students to improve their interpersonal and group-work skills during cognitively complex tasks
- Specifying clear roles and responsibilities for group members during cognitively complex tasks
- Using a variety of grouping structures, criteria, and sizes during cognitively complex tasks

Desired Student Responses

- Producing artifacts and documents to verify progress on their cognitively complex tasks
- Describing how their interpersonal and group-work skills have improved during their cognitively complex tasks
- Explaining the roles and responsibilities of each group member for a cognitively complex task

Extra Support

- Explicitly teaching interpersonal and group skills before asking students to work in groups

Extension

- Asking students to evaluate their use of interpersonal and group skills and their fulfillment of a role in a group

Technology Tips

- Direct students to websites that encourage collaboration. Some websites are designed to facilitate online conversations, while others allow students to collect information and work together to produce papers and presentations (for example, [wikispaces.com](https://www.wikispaces.com) or docs.google.com).

Cooperative Learning Feedback Chart

Group: _____ Date: _____

Project/Unit: _____

Group Members: _____

Criteria	Comments
All group members participated equally in group activities.	
The group demonstrated successful interpersonal skills (cooperation, time management, conflict resolution, and so on).	
The group distributed tasks and responsibilities evenly.	
The group completed all progress-check activities and/or documents on time.	
All group members contributed to the final presentation, demonstration, or product.	
The group demonstrated understanding of the material.	
Other Comments:	

Peer Response Groups

Students work with peers to give and receive feedback on their cognitively complex tasks. To ensure equal participation and consistent feedback, the teacher assigns roles to students and uses scoring scales or checklists to ensure similar standards for each member of the group.

Teacher Actions

- Creating scoring scales or checklists to evaluate students' performance on their cognitively complex tasks
- Asking students to give their peers feedback about their performance on cognitively complex tasks using scoring scales or checklists

Desired Student Responses

- Using teacher-generated scoring scales and checklists to evaluate their progress on cognitively complex tasks
- Giving peers helpful feedback about their cognitively complex tasks based on teacher-generated scoring scales and checklists
- Incorporating feedback from peers into their cognitively complex tasks

Extra Support

- Asking students to give their peers feedback about one specific aspect only of their cognitively complex task

Extension

- Asking students to compare their peers' cognitively complex tasks to their own and draw conclusions about what they could do a better job on

Peer Response Group Feedback

Name: _____ Date: _____

I am giving feedback to (name) _____

on (project) _____.

After reviewing your partner's work, think about and answer the following questions.

What aspect of your partner's work interested you the most?

What aspect of your partner's work confused you the most?

What aspect of your partner's work impressed you the most?

Do you have any suggestions for ways in which your partner could improve his or her work? Be specific.

Do have any suggestions for what your partner might try next or where he or she might go from here?

Do you have any other comments?

Peer Tutoring

Advanced students volunteer to help students who need just a little assistance to move up to the next level. Advanced students should probably not tutor severely struggling students (who need intensive help from the teacher); rather, the teacher pairs advanced students with students who need only a small amount of help or guidance to achieve competence or proficiency.

Teacher Actions

- Identifying advanced students who are interested in helping other students with their cognitively complex tasks
- Creating guidelines for peer tutoring to ensure that both students involved increase their learning (one by explaining what he or she already knows, one by hearing their peer's explanation of an idea or concept)

Desired Student Responses

- Volunteering suggestions or positive feedback to peers during cognitively complex tasks
- Following guidelines for peer tutoring
- Explaining what they learned from a peer tutoring experience

Extra Support

- Asking students to identify specific areas they would like a peer tutor to work with them on

Extension

- Asking students to identify specific techniques they think will help their peer improve his or her skills or knowledge

Peer Tutor Handout

Name: _____ Date: _____

Peer Name: _____ Unit or Topic: _____

While you work with your peer, think about and discuss each of the following questions. Fill out the answers together and give this sheet to your peer at the conclusion of your tutoring session.

As you begin, take some time to look over your peer's work or let your peer explain his or her understanding of a topic. Focus on getting a complete picture of what your peer knows. Be sure to give your peer plenty of time to think and speak.

Explain your overall impression of your peer's work:

Identify some things that your peer has done well:

What area does your peer think he or she is having difficulty in?

Now that you have reviewed your peer's work or understanding of a topic, break down the topic into smaller bits. If it is a skill or process, break it down into steps. If it is a concept your peer is having difficulty understanding, break it down into smaller pieces or categories of information. If your peer is executing a specific step of a skill or process incorrectly, ask him or her to explain why he or she is doing it that way. If he or she is having difficulty understanding a specific part of a broader concept, ask him or her to explain what he or she knows about that part. You and your peer may find it useful to write out a list or make a diagram during this step.

Are there any gaps in your peer's understanding of the topic? If so, explain.

Are there any misconceptions in your peer's understanding of the topic? If so, explain.

Explain your own understanding of the area or areas of the topic in which your peer is having difficulty.

What suggestions might you offer for ways in which your peer might improve his or her work or understanding of the topic?

Do you have any additional comments for your peer?

Structured Grouping

The teacher designs and implements structured group activities that feature both individual and group accountability. Individual group members carry out specific tasks and responsibilities while working together on the final product. Structured group activities are designed to deepen and extend students' understanding of a topic rather than introduce new content.

Teacher Actions

- Designing structured group tasks that require students to deepen and extend their understanding of a topic
- Providing individual roles and responsibilities to each member of a group
- Designing ways to keep individuals and groups accountable during structured grouping tasks

Desired Student Responses

- Interacting responsibly and cooperatively with other members of the group
- Taking responsibility for carrying out individual tasks and responsibilities
- Explaining how the structured group task has expanded their understanding of the topic
- Explaining how each member of the group contributed to the final product

Extra Support

- Having separate groups meet together for a short time to discuss their unique approach to the task before splitting again and returning to work

Extension

- Asking students to experiment with multiple perspectives and approaches to completing the final product

Accountability Handout for Working in Groups

Name: _____ Date: _____

Group: _____

Fill out this section individually.

My group has been assigned the following task: _____

My role within the group is _____.

This means that it is my job to _____.

_____.

In order to complete my task for this specific assignment, I will need to:

My task is necessary to complete the group assignment because:

If I encounter a problem while working on my task, I will:

Fill out this section by discussing the questions with your group.

As a group, in order to complete our task, we will need to:

The members of our group have been assigned the following roles:

If any member of our group has difficulty with his or her role, we will:

If our entire group has difficulty completing our task, we will:

Group Reflecting on Learning

The teacher organizes students into groups to reflect on their learning progress, on activities they have participated in with their peers, or on a piece of work they have produced. Groups can be as small as two students, but the teacher should make a plan so that groups can be formed quickly and regularly. The reflection process should be structured to guide students in sharing their reflections, encouraging each other, and identifying ways to grow in their learning.

Teacher Actions

- Establishing a plan to quickly and regularly organize students into reflection groups
- Asking students to reflect on their learning and identify ways in which they might grow
- Designing a structured reflection guide for students

Desired Student Responses

- Explaining what they understand about their learning progress
- Listening respectfully to their peers reflect on their own learning
- Explaining how group reflection helped them identify ways to grow in their learning progress

Extra Support

- Providing students with a list of sample questions to ask themselves and their peers during group reflection

Extension

- Asking students to explain how they might approach learning situations differently in the future

Technology Tips

- Ask students to keep logs or journals online or on a school server. This allows the teacher to monitor student entries and provide feedback when necessary.

Group Reflection Worksheet

Name: _____ Date: _____

Group: _____

Consider these questions during group reflection. Your answers should reflect your own thoughts and your group's input.

How do I think my learning is going so far?

Are there any areas I do really well in?

What is it about how I approach those areas that helps me to be successful?

Are there any areas in which I am not doing as well as I would like?

Why do I think I struggle in those areas that I don't do so well in?

How do the other members of my group approach those areas that I have trouble with?

Is there anything I can do differently that might help me to be more successful?

The next time I start to have trouble, I will:

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

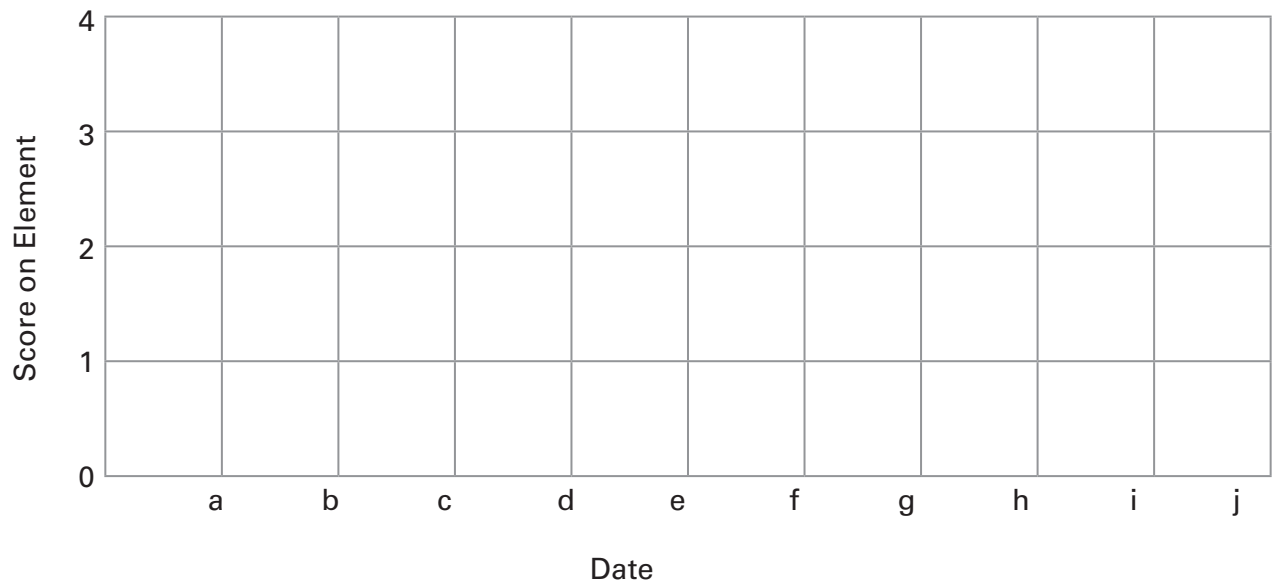
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of organizing students to interact.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Grouping for Active Processing	
	Group Norms	
	Fishbowl Demonstration	
	Job Cards	
	Predetermined Buddies To Help Form Ad Hoc Groups	
	Contingency Plan for Ungrouped Students	
	Grouping Students Using Preassessment Information	
	Pair-Check	

	Think-Pair-Share and Think-Pair-Square	
	Student Tournaments	
	Inside-Outside Circle	
	Cooperative Learning	
	Peer Response Groups	
	Peer Tutoring	
	Structured Grouping	
	Group Reflecting on Learning	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with organizing students to interact. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Following guidelines for group activities	
Interacting respectfully with fellow group members	
Participating fully and equally in group activities	
Fulfilling individual roles during group activities	
Providing helpful feedback to peers	
Valuing the input of other group members	
Incorporating new perspectives from peers into a better understanding of the topic	
Explaining how group work supported their learning	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Organizing Students to Interact

- 1. My teacher asks me to work in a group to practice skills or to think about information that I have learned.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 2. My teacher uses lots of different sizes and kinds of groups; sometimes we pick our own groups and sometimes he or she assigns us to groups.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 3. I know how I am expected to interact with other students in a group.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 4. When I work in a group, everyone acts respectfully.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 5. I understand why my teacher asks me to work with other students.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

- 6. When I work with others, my learning is better than when I work alone.**

Strongly Disagree Disagree Neither Agree
Nor Disagree Agree Strongly Agree

Teacher Survey for Organizing Students to Interact

1. I provide students with clear direction on how to form groups.

Often Sometimes Rarely Never I don't know

2. I provide students with clear direction on how to interact with other students in a group.

Often Sometimes Rarely Never I don't know

3. I monitor student groups to ensure students treat each other with respect.

Often Sometimes Rarely Never I don't know

4. I monitor student groups to ensure students work efficiently and participate equally.

Often Sometimes Rarely Never I don't know

5. I can explain how the way I organize students to interact is most suited to the situation or activity.

Often Sometimes Rarely Never I don't know

6. When asked, my students can explain how group work supports their learning.

Often Sometimes Rarely Never I don't know