BUILDING ESSENTIAL SKILLS TODAY (BEST)

Collaboration Toolkit

Version 1.0 | best-future.org

About BEST and the Collaboration Toolkit

In an effort to elevate the teaching and assessment of essential skills in our schools, Building Essential Skills Today (BEST) is working to shift how students learn and demonstrate essentials skills like communication, collaboration, creativity, and self-direction (aka Work-Study Practices). We are doing this through a developmentally backed research framework, teacher professional development, new instruction in the classroom, and use of a statewide performance assessment system rooted in competency-based education (PACE). We are also building the evidence base that this works for all students.

BEST is a dynamic group of teachers and leaders in four New Hampshire school districts (Laconia, Rochester, Sanborn, and Souhegan), the New Hampshire Learning Initiative (NHLI), the National Center for Innovation in Education (CIE), the New Hampshire Department of Education, and KnowledgeWorks all powered by (Jobs for the Future) with funding from the William and Flora Hewlett Foundation.

The rubrics and tools in this toolkit are designed to support teachers in K-12 classrooms, with particular focus on grades 6-12, who are interested in instructing and assessing in self-direction as a developmental progression. Used as a whole, the rubrics and accompanying tools should create a strong body of evidence to support student learning and growth in self-direction. These are the first versions of the tools and we acknowledge that they need to be piloted in a range of settings with a broader group of students. We welcome feedback and input from colleagues in the field and ask that you share that with us at info@best-future.org.

The versions presented here are the result of a three-year research-practice partnership between teachers and researchers in New Hampshire. The partnership worked through multiple, continuous improvement rounds to ensure all elements could easily be taken up by students and teachers in grades 6-12. The process ensured strong alignment with the Essential Skills and Dispositions Framework: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction co-developed by the National Center for Innovation in Education and the Educational Policy Improvement Center (now known as Inflexion). Without the dynamic exchange between practice and research expertise, this toolkit would not have been possible.

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Introduction

Welcome to the BEST Collaboration Toolkit, a resource for teachers and students for building collaboration skills. The BEST Project is a research practice partnership consisting of JFF, the New Hampshire Learning Initiative (NHLI), the Center for Innovation in Education (CIE), the New Hampshire Department of Education (NHDOE), and four New Hampshire School Districts: Sanborn Regional, Souhegan Regional, Rochester, and Laconia. The project is supported by funding from the William H. & Flora T. Hewlett Foundation

The toolkit draws on the research published in the book *Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction,* using the frameworks as the basis for the BEST Collaboration rubric.[1] The rubric and tools were designed by teachers and field-tested with teachers and students in the spring and fall of 2021. BEST teacher leads from the four school districts in the study, Anthony Doucet, Elizabeth Gouzoules, Donna Harvey-Moseley, Irene Stinson, Jessica Wallace, and Nicole Woulfe, represent teachers in grades 5–12. Rubric development, editing, and support were provided by Dr. Karin Hess, president of Educational Research in Action, and research guidance and review were provided by Wendy Surr of Wendy Surr Consulting.

Defining High-Quality, Equitable Collaboration

The BEST design team felt strongly that creating the collaboration toolkit required a focus on equity. We adopted the liberatory design process, from Hasso Plattner Institute of Design at Stanford University, to guide our work. Liberatory Design is the result of a collaboration between Tania Anaissie, David Clifford, Susie Wise, and the National Equity Project (Victor Cary and Tom Malarkey).

The first step in our journey was to take a deep dive into the research on what collaboration looks like for students in the classroom. BEST team leads explored a wide range of resources. One of these resources, the Learning with Others study, identified the key features of high-quality collaboration.[2] These included both structural and dynamic features (see box).

A key focus of the Learning with Others study was exploring differences in the experiences and outcomes of students from different racial and ethnic backgrounds. It found that for students of color, the quality of collaborative experiences was especially important. For instance, some Black students reported feeling undervalued, uncomfortable, and marginalized when collaborating with peers. At the same time, Black students who had the opportunity for high-quality collaboration showed gains in academic performance not seen among white students with the same opportunity. The study highlights issues of equity in collaborative experiences and reinforces the importance of designing collaborative opportunities that reflect high-quality elements.

Using this study as a guideline, the team drafted the BEST project definition for high-quality, equitable collaboration.

Structural Elements of High-Quality Collaboration

- → Student-centered, culturally responsive activities that require group interdependence
- → Balanced group composition
- → Group norms and task clarity

Dynamic Quality Elements

- → Responsive, respectful, and inclusive interactions
- → Constructive exchange
- → Shared leadership and decision-making`
- → Perceived inclusion

Source: Surr, Zeiser, Briggs, & Kendziora, 2018

BEST Project Definition of Collaboration

Collaboration is an individual's capacity to contribute to, and work with, other people in a process that reflects equity and requires interdependence as they work toward solving a problem, achieving a goal, or completing a project or task.

What Equitable Collaborative Learning Looks Like

All students have what they need to be successful.

- The **collaborative activity, materials, and resources** enable all students to fully participate. This means activities, resources, and materials reflect all students' backgrounds and lived experiences, offer multiple entry points and levels, and intentionally remove barriers that might impede student participation.
- The **collaborative culture and norms** within groups enable all students to feel respected, valued, and heard. Teachers intentionally prepare and facilitate groups to help ensure that all students are able to share their ideas and questions and to make mistakes without fear of judgment.
- The design of **collaborative activities and protocols** prioritize collective over individual goals. This means all students must play a role and share in responsibility, choices, and decision-making. This also means that the activity and expectations are designed so that the group cannot be successful unless all group members fully participate.

The Collaboration Rubric

The next step for the team was to translate our definition of high-quality, equitable collaboration to a rubric that could guide teachers and students in developing collaboration skills.

Building from the Essential Skills and Dispositions framework, the team partnered with Dr. Karin Hess to confirm a set of sub-skills and define a four-level progression of these skills, from emerging to extending, for students in K-12 across four grade bands. This culminated in the BEST Collaboration Rubrics.

The BEST Collaboration Toolkit

The toolkit is designed to support teachers in adopting high-quality, equitable collaboration in their classrooms and to enable students and teachers to monitor and measure progress in the mastery of the five collaboration sub-competencies:

The team's research solidified our commitment to creating a toolkit that will help teachers support high-quality, equitable collaboration throughout the learning cycle—from design and planning to preparing students, supporting students during collaborative work, and doing reflection and assessment of learning (see Figure 1.0 below).

Performance levels in the framework (p. 4) move from **Beginners** to **Emerging Experts** as students have opportunities to engage with collaborative tasks. From childhood through adulthood, an individual may fall along different points of a developmental continuum for each component of collaboration. Learners navigate challenges through active tinkering and targeted engagement, leading to more intuitive expression in familiar situations.

Beginners / Emerging

Beginngers show respect for different perspectives, with some support and modeling; care about how others feel; and defer to the group for decision making and task assignment. *New Hampshire's rubrics call this level "Emerging."*

Advanced Beginners / Developing

Advanced Beginners remain open to competing ideas from others, avoid conflict, cooperate to keep group work moving forward, and take turns with tasks to be fair. *New Hampshire's rubrics call this level "Developing."*

Strategic Learners / Applying

Strategic Learners value all group members' perspectives, initiate compromise to move work forward, and build consensus to define roles and tasks that match group members' strengths. *New Hampshire's rubrics call this level "Applying."*

Emerging Experts / Extending

Emerging Experts synthesize a group's best thinking, voice and address power imbalances in a group's dynamic, and anticipate conflicts in order to strengthen group cohesion. *New Hampshire's rubrics call this level "Extending."*

BEST Collaboration Rubric

grades K-2

	Self-awareness & Personal Responsibility	Communicating	Decision-making & Problem Solving	Contributing & Supporting	Monitoring & Adapting
	How am I building on my strengths, interests, and experiences when planning group tasks and working on my part?	Do I contribute my ideas clearly, listen respectfully, and encourage the participation of all group members?	How do I show that I value perspectives of others and am willing to work with others to resolve my personal challenges or conflicts between members?	Do I contribute to group expectations by providing feedback on the work and ideas of others, completing my tasks, and assessing the quality of our results?	How do the members of my group evaluate our progress and determine when and how we should modify our approach to benefit the group?
Emerging	**I can...** show that I understand group processes by paying attention and suggesting ways I can help with group tasks. *(With prompting)*	**I can...** take turns speaking, share my ideas, and listen to ideas from each group member. *(With prompting)*	**I can...** recognize how others feel and try to work out differences when we disagree. *(With guidance)*	**I can...** offer my ideas and respond to the ideas of others with a question or personal opinion. *(With prompting)*	**I can...** reflect on my progress and follow guidance from others when I need help. *(With prompting)*
Developing	**I can also...** choose what I will do to help my group meet a goal. *(With guidance)*	**I can also...** answer questions that help me say more about my ideas and get more information about the ideas of others. *(With guidance)*	**I can also...** work with my group to compare how each of our ideas might be different or the same. *(With guidance)*	**I can also...** ask for feedback on my ideas and give feedback to others when asked. *(With guidance)*	**I can also...** suggest ideas when my group has a problem and needs to make changes to our plan. *(With guidance)*
Applying	**I can also...** work with my group to figure out what tasks we each can do to accomplish our shared goal and work to complete my part.	**I can also...** give suggestions to others and ask for feedback that helps me clarify my ideas.	**I can also...** help my group plan and suggest ways to be fair with who does each part or task.	**I can also...** meet group expectations for contributing and completing my part of the group's work.	**I can also...** build on ideas and suggestions of others to improve our group's strategies or plan.
Extending	**I can also...** reflect on what I did well, what I'm getting better at, and what I learned from working with my group.	**I can also...** encourage everyone to participate by asking follow-up questions that help the group to better understand ideas or suggestions.	**I can also...** suggest ways that the group might work out a conflict or problem.	**I can also...** work with my group to evaluate how we did in meeting group goals and suggest ways to improve the quality of our work next time (*With guidance*).	**I can also...** work with my group to suggest ways to improve how we work together as a group. (*e.g., using peer conferencing rubric*).

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BEST Collaboration Rubric

grades 3-5

	Self-awareness & Personal Responsibility	Communicating	Decision-making & Problem Solving	Contributing & Supporting	Monitoring & Adapting
	How am I building on my strengths, interests, and experiences when planning group tasks and working on my part?	Do I contribute my ideas clearly, listen respectfully, and encourage the participation of all group members?	How do I show that I value perspectives of others and am willing to work with others to resolve my personal challenges or conflicts between members?	Do I contribute to group expectations by providing feedback on the work and ideas of others, completing my tasks, and assessing the quality of our results?	How do the members of my group evaluate our progress and determine when and how we should modify our approach to benefit the group?
Emerging	**I can...**	**I can...**	**I can...**	**I can...**	**I can...**
	suggest ways I will contribute my strengths to help with group tasks. *(With prompting)*	take turns when sharing my ideas, giving suggestions, or listening to ideas shared by others. *(With prompting)*	compare my ideas to ideas of others and respond to questions that help me understand the similarities or differences. *(With guidance)*	share my ideas and explain how they could help meet our group's expectations.	reflect on my progress and reach out to others for feedback when needed. *(With prompting and guidance)*
Developing	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	choose my role and work to complete my tasks to help my group meet a shared goal. *(With guidance)*	clarify or elaborate on my ideas when asked and ask others for more information about their ideas.	contribute my ideas to group planning and suggest ways to be fair when deciding on possible tasks. *(With guidance)*	ask for feedback on my ideas and give feedback to others based on group expectations and planning.	work with my group to identify challenges and look for possible solutions. *(With guidance)*
Applying	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	work with my group to analyze possible strategies and roles, choose the best approach to accomplish our shared goal, and complete my parts.	provide additional support for my ideas and opinions and ask others to elaborate on their perspectives so I can better understand them.	work with my group to agree on how to fairly assign tasks and roles *(e.g., figuring out how to use each person's ideas, strengths, or interests).*	meet group expectations for completing my individual tasks and contributing to the quality of my group's work.	affirm and build on ideas of others and help my group change our plan to improve our strategies or our processes.
Extending	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	reflect on what I learned working with my group when I used my strengths and challenged myself.	encourage everyone to participate by asking follow-up questions, giving relevant feedback, or showing appreciation for each person's contributions.	ask others to share different points of view when we are trying to find a way to resolve a conflict.	work with my group to give each other help and feedback to ensure the quality of our work meets group goals and success criteria.	reflect with my group on progress we made and what we learned from working out problems or challenges together.

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BEST Collaboration Rubric

grades 6-8

	Self-awareness & Personal Responsibility	Communicating	Decision-making & Problem Solving	Contributing & Supporting	Monitoring & Adapting
	How am I building on my strengths, interests, and experiences when planning group tasks and working on my part?	Do I contribute my ideas clearly, listen respectfully, and encourage the participation of all group members?	How do I show that I value perspectives of others and am willing to work with others to resolve my personal challenges or conflicts between members?	Do I contribute to group expectations by providing feedback on the work and ideas of others, completing my tasks, and assessing the quality of our results?	How do the members of my group evaluate our progress and determine when and how we should modify our approach to benefit the group?
Emerging	**I can...**	**I can...**	**I can...**	**I can...**	**I can...**
	draw on past experiences when working with my group to establish norms for group processes and to guide my contributions to group tasks. *(With guidance)*	share and elaborate on my perspectives and encourage others to share their perspectives during group dialogue. *(With prompting)*	follow a process provided by the teacher to advocate for my ideas, consider ideas of others, and work toward group consensus.	explain how my contributions could help to meet expectations for completing my group's work.	monitor my progress in completing tasks and work through challenges with help from others.
Developing	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	show a commitment to group goals and adjust my responsibilities to ensure that my contributions help my group meet success criteria for quality work. *(With guidance)*	justify my point of view with supporting evidence and pose questions or give feedback to others to clarify their points of view. *(With guidance)*	use my understanding of differing perspectives and approaches to develop shared group goals, roles, and tasks.	affirm the efforts and ideas of others and suggest ways to use them to advance group expectations and planning.	contribute ideas and build upon suggestions from others to make possible individual or group course corrections. *(With guidance)*
Applying	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential.	work with my group to pose questions, seek feedback, and analyze different perspectives in order to modify a position or idea.	work with my group to build consensus when determining tasks and roles needed to achieve group goals, based on each person's strengths or interests.	support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product.	work with my group to analyze challenges, identify the need for different strategies, and adjust our approach to meet individual or group needs.
Extending	**I can also...**	**I can also...**	**I can also...**	**I can also...**	**I can also...**
	describe how I contributed my strengths and overcame challenges to improve the quality of my group's final product.	contribute well-supported ideas and validate each team member's contributions with positive reinforcement and constructive feedback.	work with my group to evaluate possible trade-offs and merits of each idea and find a way to resolve conflicts that honor each member's contributions.	analyze alternative approaches that could increase my personal learning or advance the overall quality of my group's performance.	work with my group to reflect on group progress and adapt norms, roles, or strategies to optimize the collective group effort and advance the overall quality of my group's performance.

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BEST Collaboration Rubric

grades 9-12

	Self-awareness & Personal Responsibility	Communicating	Decision-making & Problem Solving	Contributing & Supporting	Monitoring & Adapting
	How am I building on my strengths, interests, and experiences when planning group tasks and working on my part?	Do I contribute my ideas clearly, listen respectfully, and encourage the participation of all group members?	How do I show that I value perspectives of others and am willing to work with others to resolve my personal challenges or conflicts between members?	Do I contribute to group expectations by providing feedback on the work and ideas of others, completing my tasks, and assessing the quality of our results?	How do the members of my group evaluate our progress and determine when and how we should modify our approach to benefit the group?
Emerging	**I can...** work with my group to set group goals and roles, establish norms for group processes, and identify or adapt my contributions to meet group needs. *(With guidance)*	**I can...** share and elaborate on my perspectives and encourage others to clarify their perspectives during group dialogue.	**I can...** follow an established process provided to advocate for my ideas, consider ideas of others, and work toward group consensus.	**I can...** identify my individual contributions and justify how they could help to meet specific group needs or goals.	**I can...** identify models, approaches, or support that will help me to overcome barriers in completing my tasks and work through challenges. *(With guidance)*
Developing	**I can also...** work with my group to analyze our approach and plan out equitable tasks so that each member's contributions help the group meet success criteria for work quality. *(With guidance)*	**I can also...** justify my point of view with supporting evidence and pose questions or give relevant feedback to others to help them clarify their points of view.	**I can also...** work with my group to build consensus when our group encounters problems or has differing viewpoints *(e.g., determining tasks or roles based on strengths or*	**I can also...** affirm the efforts, ideas, and contributions of team members and give constructive feedback based on group expectations and planning.	**I can also...** work with my group to identify potential challenges or the need to adjust our approach in order to meet individual or group needs.
Applying	**I can also...** work with my group to adapt approaches and overcome potential challenges to accomplish a shared goal and maximize group potential.	**I can also...** pose direct follow-up questions, seek relevant feedback, and evaluate different perspectives in order to modify, or strengthen a position or idea.	**I can also...** resolve potential group conflicts by refining my position or seeking a compromise that builds on the group's best ideas.	**I can also...** complete my individual tasks and work with my group to evaluate the effort and quality of our contributions in meeting established group goals.	**I can also...** work with my group to evaluate group progress and needs, seek solutions, and reassign responsibilities to troubleshoot problems.
Extending	**I can also...** analyze how my roles and responsibilities within the group dynamics demonstrated individual responsibility and enhanced group equity.	**I can also...** contribute well-supported ideas and validate each team member's contributions with positive reinforcement and constructive feedback.	**I can also...** work with my group to evaluate the effects of decisions made to resolve conflicts in terms of honoring each member's contributions and strengthening group cohesiveness.	**I can also...** analyze alternative approaches that could increase my personal learning or advance the overall quality of my group's performance.	**I can also...** work with my group to reflect on progress and adapt group norms, roles, or strategies to optimize the collective group effort and enhance a positive group dynamic.

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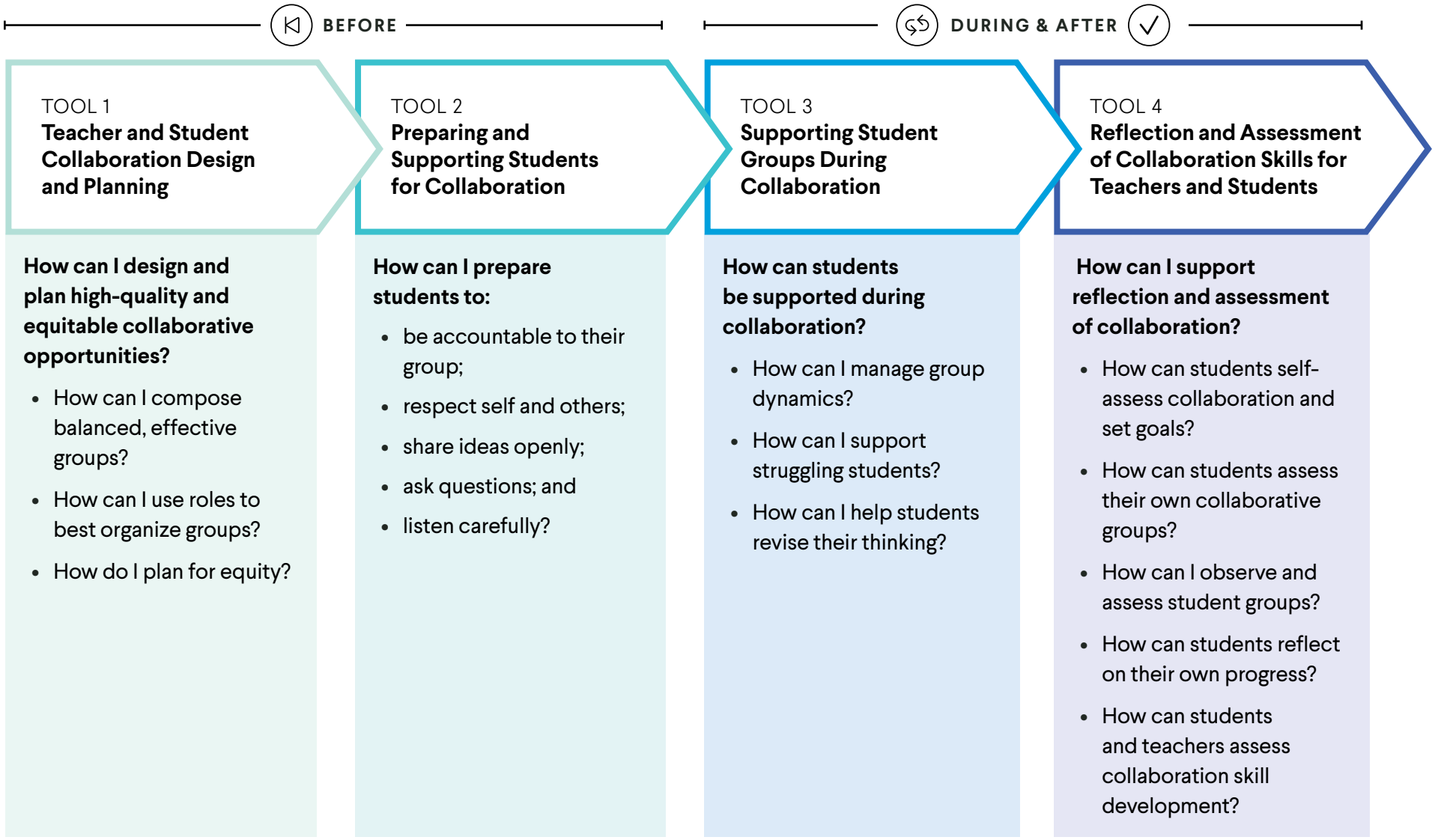
FIGURE 1.0

BEST Collaboration Toolkit Road Map



TOOL 1:

Teacher and Student Collaboration Design and Planning, Grades K-12

How can I design and plan high-quality and equitable collaborative opportunities?

> How can I compose balanced, effective groups?
>
> How can I use roles to best organize groups?
>
> How do I plan for equity?

Why

Collaboration is a learned skill, and building a collaborative culture in the classroom takes time. The purpose of the Teacher and Student Collaboration Design and Planning tool (Tool 1) is to help plan activities, lessons, and assessments when collaboration skills are being instructed and assessed.

When

Teachers may use this resource in planning high-quality collaborative activities. Considerations for the design activity include strategies to develop a collaborative group culture by establishing group processes such as roles and norms; determining the makeup of the group membership, the optimum number of team members, and the duration of the group; and accessing funds of knowledge.

Where

The planning tools and embedded collaboration resources are appropriate for all grade levels and content areas.

Who

Teachers should use this tool as they enter the planning process for high-quality collaborative activities. Using the guidelines and resources provided will ensure an equitable and high-quality collaborative learning experience.

How

Tool 1 can guide you in your planning, design, and implementation process. Common questions teachers ask while planning and implementing are listed, with links to the BEST Collaboration Toolkit resources that you can use to design and support high-quality collaboration in your classroom. See the appendix for variations on this tool that offer alternative approaches to designing and planning collaboration activities with a focus on specific collaboration sub-skills by grade band. Click here for Tool 1.1.a - 1.1.c.

BEFORE

Tool 1: What Teachers Think About Before the Collaborative Event

How can I design and plan high-quality and equitable collaborative opportunities?

- How can I compose balanced, effective groups?
- How can I use roles to best organize groups?
- How do I plan for equity?

Check out these toolkit resources:

- *Tool 2: Preparing and Supporting Students During Collaboration*
  - » *Forming Teams*
  - » *Group Roles*
- *Tool 1.2, Planning for Equity*
- *Tool 1.3, Accessing Funds of Knowledge*

TEACHER NOTES

BEFORE

Tool 1: What Teachers Think About Before the Collaborative Event

How can I help prepare students to:

- be accountable to their group;
- respect self and others;
- share ideas openly;
- ask questions; and
- listen carefully?

Check out these toolkit resources:

- *Tool 2: Preparing and Supporting Students During Collaboration*

TEACHER NOTES

DURING

Tool 1: What Teachers Think About During the Collaborative Event

How can students be supported during collaboration?

- How can I manage group dynamics?
- How can I support struggling students?
- How can I help students revise their thinking

Check out these toolkit resources:

- *Tool 2: Collaboration Routines for Developing Collaborative Self-Awareness and Personal Responsibility Resources*
- *Tool 2.2: Debriefing Activities for Developing Collaborative Decision-Making and Problem-Solving Resources*
- *Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students*

TEACHER NOTES

AFTER

Tool 1: What Teachers Think About After the Collaborative Event

Select the Student and Teacher Assessment Tools:

Student: Tool 4.1: Student Self-Assessment Tool

Teacher: Tool 4.3: Teacher Group Collaboration Assessment Tool

Group Peer Assessment: Tool 4.2: Group Collaboration Assessment Tool

Student: Tool 4.4: Post Collaboration Activity Student Self-Assessment & Reflection Tool

TEACHER NOTES

TOOL 2:

Preparing and Supporting Students For Collaboration

How can I prepare students to:

- be accountable to their group;
- respect self and others;
- share ideas openly;
- ask questions;
- listen carefully;

Why

Clear guidance for students on how to work together in groups is essential to communicate the expectation that they will cooperate with others and be collaborative members of the group. The tools below are designed to provide more deliberate instruction for students in developing stronger collaboration skills.

When

Classroom instruction should include building collaboration skills early, and the topic should be revisited frequently and on a regular basis. The tools here, representing routines that will support strong collaboration experiences, can be used repeatedly.

Where

These resources are appropriate for all subjects and can be easily adapted for all grade levels.

Who

Teachers introduce the key ingredients to collaboration and model effective use. Students gain familiarity with the procedures and then make them a part of their regular routines.

How

The table on the next page labeled Tool 2: Preparing and Supporting Students During Collaboration maps the ingredients for a high-quality collaborative experience to the BEST collaboration rubric skills and focus areas that will help to prepare and support students during collaboration. Once you have identified the skill or focus area you are working on, use the third column to select the corresponding toolkit resource link.

BEFORE

Tool 2: Preparing and Supporting Students During Collaboration

	Rubric Dimensions & Focuse Areas					
	Self-Awareness and Personal Responsibility	**Communicating**	**Decision-Making and Problem Solving**	**Contributing and Supporting**	**Monitoring and Adapting**	
Ingredients for Collaboration	Reflecting on My Roles in a Group	Equitable Sharing of Ideas	Working Through Group Differences or Personal Challenges	Individual and Group Effort	Evaluating Group Processes	**Resources for Students**
Respecting self and others	X	X	X	X	X	• Collaboration Routines (Tool 2.2) • Routines (Tool 2.1) • Debrief Activities (Tool 2.3)
Open sharing of ideas		X	X	X	X	• Collaboration Routines (Tool 2.2) • Routines (Tool 2.1) • Debrief Activities (Tool 2.3) • Sentence Starters (Tool 2.2c)
Encouraging all members' voices		X	X	X	X	• Collaboration Routines (Tool 2.2) • Routines (Tool 2.1) • Sentence Starters (Tool 2.2c)
Asking questions	X	X	X	X	X	• Collaboration Practice (Tool 2.2) • Sentence Starters (Tool 2.2c)
Practicing careful listening	X	X	X	X	X	• Collaboration Practice (Tool 2.2) • Debrief Activities (Tool 2.3)
Learning from and with each other	X	X	X	X		• Sentence Starters (Tool 2.2c) • Debrief Activities (Tool 2.3)
Being accountable to the group	X	X	X	X		• Collaboration Routines (Tool 2.1)
Revising thinking		X	X	X	X	• Collaboration Practice (Tool 2.2)
Defining roles clearly	X	X	X	X		• Supporting Student Groups during Collaboration (Tool 3) • Collaboration Routines (Tool 2.1)
Doing reflection	X				X	• Group Process Reflection and Assessment Activities

TOOL 3:

Supporting Student Groups During Collaboration

How can students be supported during collaboration?

> How can I manage group dynamics?
>
> How can I support struggling students?
>
> How can I help students revise their thinking?

Why

When students are working on collaborative activities and tasks, it is important to determine when and how to modify their approach to benefit the group. The resources in Tool 3 are designed to support student groups during collaborative activities by giving guidance on troubleshooting and resolving conflicts, managing group dynamics, supporting struggling students, and helping students revise their thinking based on what they have learned.

When

Even when teachers have helped them build skills and prepare for collaboration, students still need ongoing guidance, tools, and support during collaborative activities to ensure that their collaborative experience is positive, equitable, and successful. The resources in Tool 3 can be used to support strong collaboration experiences.

Where

These tools are appropriate for all subjects and can be easily adapted for all grade levels.

Who

Teachers provide students with resources they can use on their own during collaborative activities. In addition, teachers should plan to check in on collaborative groups to ensure that they are sustaining a positive group culture, that all students are fully included in group activities and decisions, that they can constructively resolve conflicts, and that students are revising their thinking based on what the group has learned.

How

Tool 3: Supporting Student Groups During Collaboration (on the next page) offers selected resources for supporting collaborative groups in action. Teachers may also want to refer to Tool 2: Preparing and Supporting Students During Collaboration for additional resources that can support groups both before and during collaboration.

DURING

Tool 3: Supporting Student Groups During Collaboration

Teachers and students may wonder...	Why is this important?	Resources
... how can I manage group dynamics?	Research shows that the culture and interactions within collaborative groups are key to quality. Groups whose members treat one another respectfully, manage conflict constructively, and ensure that all members are fully valued and included are associated with more positive outcomes.	The table labeled "Our Team Is Off—Track Now What? (Tool 3.1)", the quick guide, and the extended activity and Tool 3.2: Team Wellness Check-In Protocol resource can be used to support students in the process of monitoring and adapting group dynamics and productivity during collaborative experiences.
... how can I support struggling students?	Students may differ in their levels of comfort and skill in working within collaborative groups. These comfort and skill levels may vary depending on group composition, challenge level, or the topic at hand. Students and teachers should check in with students during group work to identify those who may be struggling and offer them alternatives, supports, and new ways to connect, engage, and thrive.	**Peaks and Valleys** This sharing exercise can be used by collaborative groups to identify challenges and work through student feelings. Tool 3.3: The Learning with Others Student Experiences Survey Teachers can use selected sections of this collaboration student survey to identify students who may be feeling excluded, disinterested, or insufficiently supported during collaborative group time. (Note: this links directly to the Learning With Others: Study of Collaboration Student Survey by Wendy Surr et al and housed on JFF site.)
... how can I help students revise their thinking?	One of the most important features of working in collaborative groups is exposing students to differing perspectives, experiences, and ideas.	Tool 2.2: Collaboration Practice Activities Tool 3: Supporting Student Groups During Collaboration

These activities are included in Tool 3: Supporting Students during Collaboration.

TOOL 4:

Reflection and Assessment of Collaboration Skills for Teachers and Students

How can I support reflection and assessment of collaboration?

> How can students self-assess collaboration and set goals?
>
> How can students assess their own collaborative groups?
>
> How can I observe and assess student groups?
>
> How can students reflect on their own progress?
>
> How can students and teachers assess collaboration skill development?

Why

If we value collaboration, then we must enable teachers and students to understand collaborative learning goals, reflect on progress, and assess mastery. Tool 4 provides the opportunity for students to engage in the metacognitive activity of reflecting on their collaborative learning experience. It also gives teachers and students the tools they need to set goals and monitor progress and mastery.

When

Reflection and assessment occurs before, during, and after the collaborative experience. The tools are intended for students to use before the experience, to set goals and identify areas for growth; for teachers and students during the process, so they have the opportunity to monitor their progress and adapt their behaviors; and for teachers and students after the experience, to assess growth and mastery.

Where

These tools are appropriate for all subjects and can be easily adapted for most grade levels (5-12).

Who

Tools are provided for students, groups, and teachers to observe, assess, and reflect on their collaborative experience.

How

Look through the questions in Column 1 in the table and select the purpose for the reflection and assessment. Column 2 provides an explanation of why this area is important. Column 3 shows the resource that corresponds to the question posed in the first column.

AFTER

Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students

Question	Why is this important?	Resources
How can students self-assess collaboration and set goals?	Self-awareness and monitoring/adapting, considered to be the metacognitive skills, are consistent dimensions across all of the essential skills (creativity, communication, collaboration, and self-direction).	Tool 4.1 Student Self-Assessment Tool
How can students assess their own collaborative groups?		Tool 4.2 Collaboration Group Assessment Tool
How can I observe and assess student groups?	Providing students opportunities for reflection and using the results to make adjustments during the process help them develop confidence in their skills.	Tool 4.3 Teacher Group Collaboration Assessment Tool
How can students reflect on their own progress?		Tool 4.4 Post Collaboration Activity Student Self-Assessment & Reflection Tool
How can students and teachers assess collaboration skill development?	The reflection and assessment tools allow teachers to formatively assess the group and provide feedback in the moment.	BEST Collaboration Rubrics

Appendix 1

Tool 1.1: Teacher Design and Planning for Collaboration

Teacher Planning for Collaboration Tool 1.1.A–1.1.C

Why

This tool helps in the planning process. As the year progresses, you may choose to work with students on collaborative skills in steps. The BEST Collaboration Rubric identifies focus areas: "Reflecting on My Role in a Group," "Equitably Sharing Ideas," "Working Through Group Differences or Personal Challenges," "Individual and Group Effort," and "Evaluating Group Processes." The Teacher Planning Tool for Collaboration Resources helps identify the tools that map to the focus areas you elect to focus on with students.

When

Use the Teacher Design and Planning Tool for Collaboration Resources throughout the year as you progress through the collaboration skill focus areas.

Where

The planning tools and embedded collaboration resources are appropriate for all grade levels and content areas.

Who

The Teacher Planning Tool for Collaboration is ideal for teachers who are choosing a path for their students in developing collaboration skills. The tools align with the collaboration rubric focus area questions, the collaboration rubric dimension proficiency descriptors, and the student preparation and evidence collection tools.

How

First, select a collaboration focus identified in the collaboration rubric. Using the focus area's color coding, find the match from the Collaboration Skills rubric listed in the second row of the table. For example, if you select "Reflecting on My Role in a Group" (color-coded blue) from the Collaboration Focus list, then the corresponding skill (rubric "proficient" level descriptor) is "work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential (grades 6-8)."

Once you've selected your focus and skills, you can shift to the additional resources available to guide your planning. You will find a crosswalk of the student preparation resources and the BEST Collaboration rubric dimensions in Tool 2: Preparing and Supporting Students During Collaboration

Tool 1.1A: Teacher Planning Tool for Collaboration (Grades 6-8)

Collaboration Focus Area *Noted on the BEST Collaboration Rubric* Tool 2: Preparing and Supporting Students During Collaboration	**Reflecting on My Role in a Group** Self-Awareness and Personal Responsibility Dimension **Equitably Sharing Ideas** Communication Dimension **Working Through Group Differences or Personal Challenges** Decision-Making and Problem-Solving Dimension **Individual and Group Effort** Contributing and Supporting Dimension **Evaluating Group Processes** Monitoring and Adapting
Collaboration Skills *Identified on the BEST Collaboration Rubric Grades 6-8)*	Work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential. Work with my group to pose questions, seek feedback, and analyze different perspectives in order to modify a position or idea. Work with my group to build consensus when determining tasks and roles needed to achieve group goals, based on each person's strengths or interests. Support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product. Work with my group to analyze challenges, identify the need for different strategies, and adjust our approach to meet individual or group needs.

TOOL 1.1A: TEACHER PLANNING TOOL FOR COLLABORATION (GRADES 6-8)

Scaffolds and Resources to Support High-Quality Collaboration	**Tool 2: Preparing and Supporting Students During Collaboration** • Tool 2.1: Collaboration Routines for Developing Collaborative Self-Awareness and Personal Responsibility Resources • Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication Resources • Tool 2.3: Debriefing Activities for Developing Collaborative Decision-Making and Problem-Solving Resources **Tool 3: Supporting Student Groups During Collaboration** • Tool 3.1: "Our Team Is Off—Track Now What?" • Tool 3.2: Team Wellness Check-In Protocol • Tool 3.3: The Learning with Others Student Experiences Survey **Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students** • Tool 4.2: Collaboration Group Assessment Tool

TEACHER NOTES

TOOL 1.1A: TEACHER PLANNING TOOL FOR COLLABORATION (GRADES 6-8)

Evidence Collection Tools *Formative Assessment*	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher:** **Tool 4.3: Teacher Group Collaboration Assessment Tool** **Student:** **Tool 4.1: Student Self-Assessment Tool** **Student:** **Tool 4.4: Student Self-Assessment Tool** **Exit tickets**
Conflict-Resolution Strategies	Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication Resources and the "Tool 3.2: Team Wellness. Check-in Protocol" table include scenarios to practice conflict-resolution strategies and team wellness check-in.
Summative/ Final/Cumulative Reflection and Assessment	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher:** **Tool 4.3: Teacher Group Collaboration Assessment Tool** **Student:** **Tool 4.1: Student Self-Assessment Tool** **Student:** **Tool 4.4: Student Self-Assessment Tool**

Tool 1.1B: Teacher Planning Tool for Collaboration (3-5)

Collaboration Focus Area *Noted on the BEST Collaboration Rubric* Tool 2: Preparing and Supporting Students During Collaboration	**Reflecting on My Role in a Group** Self-Awareness and Personal Responsibility Dimension **Equitably Sharing Ideas** Communication Dimension **Working Through Group Differences or Personal Challenges** Decision-Making and Problem-Solving Dimension **Individual and Group Effort** Contributing and Supporting Dimension **Evaluating Group Processes** Monitoring and Adapting
Collaboration Skills *Identified on the BEST Collaboration Rubric Grades 6-8)*	Work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential. Work with my group to pose questions, seek feedback, and analyze different perspectives in order to modify a position or idea. Work with my group to build consensus when determining tasks and roles needed to achieve group goals, based on each person's strengths or interests. Support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product. Work with my group to analyze challenges, identify the need for different strategies, and adjust our approach to meet individual or group needs.

TOOL 1.1B: TEACHER PLANNING TOOL FOR COLLABORATION (GRADES 3-5)

Scaffolds and Resources to Support High-Quality Collaboration	**Tool 2: Preparing and Supporting Students During Collaboration** • Tool 2.1: Collaboration Routines for Developing Collaborative Self-Awareness and Personal Responsibility Resources • Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication Resources • Tool 2.3: Debriefing Activities for Developing Collaborative Decision-Making and Problem-Solving Resources **Tool 3: Supporting Student Groups During Collaboration** • Tool 3.1: "Our Team Is Off—Track Now What?" • Tool 3.2: Team Wellness Check-In Protocol • Tool 3.3: The Learning with Others Student Experiences Survey **Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students** • Tool 4.2: Collaboration Group Assessment Tool

TEACHER NOTES

TOOL 1.1B: TEACHER PLANNING TOOL FOR COLLABORATION (GRADES 3-5)

Evidence Collection Tools *Formative Assessment*	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher: Tool 4.3: Teacher Group Collaboration Assessment Tool** **Student: Tool 4.1 Post Collaboration Activity Student Self-Assessment** **Student: Tool 4.4: Student Self-Assessment Tool** **Exit tickets**
Conflict-Resolution Strategies	Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication Resources and the "Our Team Is Off-Track, Now What?" table include scenarios to practice conflict resolution strategies and Tool 3.1: Team Wellness. Check-in Protocol
Summative/ Final/Cumulative Reflection and Assessment	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher: Tool 4.3 Teacher Group Collaboration.** **Student: Tool 4.1 Post Collaboration Activity Student Self-Assessment & Pre assessment** **Student: Tool 4.4: Student Self-Assessment Tool**

Tool 1.1C: Planning Tool for Collaboration (9-12)

Collaboration Focus Area

Noted on the BEST Collaboration Rubric

[Tool 2: Preparing and Supporting Students During Collaboration]

Reflecting on My Role in a Group
Self-Awareness and Personal Responsibility Dimension

Equitably Sharing Ideas
Communication Dimension

Working Through Group Differences or Personal Challenges
Decision-Making and Problem-Solving Dimension

Individual and Group Effort
Contributing and Supporting Dimension

Evaluating Group Processes
Monitoring and Adapting

Collaboration Skills

Identified on the [BEST Collaboration Rubric Grades 9-12)]

Work with my group to set group goals, analyze possible approaches to accomplish tasks, and assign individual roles that maximize group potential.

Work with my group to pose questions, seek feedback, and analyze different perspectives in order to modify a position or idea.

Work with my group to build consensus when determining tasks and roles needed to achieve group goals, based on each person's strengths or interests.

Support my group by working to complete individual and group tasks and evaluating the effectiveness of our approach or quality of our final product.

Work with my group to analyze challenges, identify the need for different strategies, and adjust our approach to meet individual or group needs.

TOOL 1.1C: PLANNING TOOL FOR COLLABORATION (9-12)

Scaffolds and Resources to Support High-Quality Collaboration	**Tool 2: Preparing and Supporting Students During Collaboration** • Tool 2.1.: Self-Awareness and Personal Responsibility Resources • Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication • Tool 2.3: Debriefing Activities for Developing Collaborative Decision-Making and Resources **Tool 3: Supporting Students during Collaboration** **Tool 4: Reflection and Assessment of Collaboration Skills for Teachers Tool 4.2**

TEACHER NOTES

TOOL 1.1C: PLANNING TOOL FOR COLLABORATION (9-12)

Evidence Collection Tools *Formative Assessment*	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher: Tool 4.3: Teacher Group Collaboration** **Student: Tool 4.1: Pre assessment Collaboration Activity Student Self-Assessment** **Student: Tool 4.4: Student Self-Assessment** **Exit tickets**
Conflict-Resolution Strategies	Tool 2: Collaboration Practice Activities for Developing Collaborative Tool 2.2 Resources and the "Our Team Is Off-Track, Tool 3.1" table include scenarios to practice conflict resolution strategies and team wellness check-in.
Summative/ Final/Cumulative Reflection and Assessment	**Tool 4.5: Teacher observations** • Skills listed, student names listed, room for observations **Teacher: Tool 4.3: Teacher Group Collaboration** **Student: Tool 4.1: Pre assessment Collaboration Activity Student Self-Assessment** **Student: Tool 4.4: Student Self-Assessment**

Tool 1.2: Planning for Equity

Collaborative groups are not necessarily equitable. Group composition, culture, level of teacher support, and the nature of collaborative activities can thwart efforts to enable full access for all students. For instance, the Learning with Others study exploring racial-ethnic differences in experiences and outcomes associated with collaboration found that "Students in the all-Black focus groups reported lower perceived relevance of collaborative activities, more frequent experiences of exclusion and stereotyping and marginalization, and lower perceived support from teachers."[3]

To address these inequities, the study's authors suggest, teachers should "lean in a bit more" to ensure that all students feel that they are being adequately supported during collaborative group work. In addition, they suggest that teachers "take extra steps to gather feedback directly from Black students to ensure that their collaborative and classroom experiences are positive and reflect desired elements."

Tool 1.3: Accessing Funds of Knowledge

When students collaborate with one another, they have an opportunity to hear perspectives outside their own. Student collaboration allows for all voices to be heard and the varied life experiences of each learner to be honored. Creating opportunities for students to share their personal background knowledge values their identities. Techniques for enhancing collaboration include these:

- Interpretive listening as opposed to evaluative listening
- Focusing on many possible responses instead of a single right answer
- Referencing what students share to build on it, thus constructing knowledge together
- Allowing for students to reference their lived experiences when addressing topics

Tool 1.4: Forming Groups

We discovered in our research that the composition of the team is important.

According to Toth and Sousa, teams may consist of two to five students, with the ideal number being four.[4] Teachers should choose the team members and create heterogeneous teams. The BEST teachers discovered that for teams to move from being a loosely connected group to a high-functioning team, the length of time students work together is a factor. Groups become teams when they have time to practice the group protocols that build trust and the collaborative culture. Assigning teams for longer periods of time provides the opportunity to solidify the group process and time to engage in the reflection process enhancing metacognition and deepening the skills of self-awareness and monitoring and adapting.

For additional resources on forming groups, go to PBLWorks.org.

TOOL 2:

Preparing Students for Collaboration Resources

How can I design and plan high-quality and equitable collaborative opportunities?

> How can I compose balanced, effective groups?
>
> How can I use roles to best organize groups?
>
> How do I plan for equity?

Why

Clear guidance for students on how to work together in groups is essential so they know the expectations on how they will cooperate with others and be a collaborative member of the group. The tools below are designed to more deliberately instruct students in developing stronger collaboration skills.

When

Building skills in collaboration should occur early and often in classroom instruction to set a tone and be revisited on a regular basis. The tools here can be used in an ongoing fashion and represent routines that will support strong collaboration experiences.

Where

These tools are appropriate for all subjects and can be easily adapted for all grade levels..

Who

Teachers introduce the key ingredients to collaboration and model effective use. Students gain familiarity with the procedures and then make them a part of their regular routines.

How

The Tool 2: Preparing and Supporting Students During Collaboration table maps the ingredients for a high quality collaborative experience to the BEST collaboration rubric skills and focus areas and the toolkit resource that will help to prepare and support students during collaboration. Read through the table, identify the skill or focus area you are working on and select the corresponding resource link from the third column.

Tool 2.1: Collaboration Routines for Developing Collaborative Self-Awareness and Personal Responsibility Resources

Asking students to consider what collaboration looks, sounds, and feels like is a good way to set the stage for future collaborative activities. Consider asking students to develop their own lists or use the list provided in the table below.

Tool 2.1.A: Working with a Partner

Adapted from the New Hampshire Learning Initiative's Formative Assessment Teacher Leadership Series, developed by Margaret Heritage. Published with permission.

Looks like...	Sounds like...	Feels like...
Turning toward partner	Compliments	My thoughts are valued
Maintaining eye contact	Partner voice	Compromising
Staying on task	Asking questions related to task	Gaining a deeper understanding
Sitting close	Pleasant voice	

Tool 2.1B: Form Agreements, Norms, Contracting, and Roles

- Be deliberate in asking students to commit to behaviors that will support collaboration and what each student brings to the agreement.
- Having a specific role helps team members to focus and guide their contributions and interactions with one another. Consider these examples of roles from a humanities class.
- For long-term groupings, use this sample team contract to support students in recognizing what they bring to the collaborative situation and encourages the development of agreed-upon team norms.

Tool 2.2: Collaboration Practice Activities for Developing Collaborative Communication Resources

Scenarios for practice: Learning to collaborate takes time and directed effort. The tools in this section are designed to support students in developing collaborative skills and promote self-awareness and personal responsibility. They offer opportunities to practice collaboration, specifically decision-making and problem solving, outside of the demands of a specific task related to the curriculum. These scenarios can support students learning with and from one another. When using these tools, the teacher should direct students in debriefing the experience. Some questions to consider are:

1. What did you notice about the interactions you had in your discussions?
2. What went well in your discussions?
3. What was challenging in your discussions?
4. What might you do differently next time you are working in a similar situation?

Tool 2.2A: Cooperation Activity vs. Collaboration Activity

Consider the following scenarios. For each, determine whether it is a cooperation activity or collaborative activity.

- Dividing and conquering an assignment given to a group
- Partnering and working together to complete a project through sharing ideas, compromising, and contributing to the final product
- Solving a math problem together by discussing the options of visual models, choosing a method to go with, and discussing the reasonableness of the answer
- Discussing how to solve a problem and then completing it on your own
- Organizing work together so everyone is on the same page and dividing up a task so that each person plays a role

Tool 2.1B Humanities Class Team Roles and Norms - Psychology Version

Created by Jessica Wallace 2021 Reprinted with permission
Adapted from Souhegan Math Department Team Roles and Norms - based on the College Preparatory Math Program (cpm.org)

Asking students to consider what collaboration looks, sounds, and feels like is a good way to set the stage for future collaborative activities. Consider asking students to develop their own lists or use the list provided in the table below.

Resource Managers:

Resource Managers get necessary supplies and materials for the team and make sure that the team has cleaned up its area at the end of the day. They also manage the non-material resources for the team, seeking input from each person and then calling the teacher over to ask a team question. Typically, a teacher could expect to hear a resource manager asking:

- "Does anyone have an idea?"
- "Who can answer that question? Should we send out a scout?"
- "What supplies do we need for this activity?"

Facilitators:

Facilitators help their teams get started by having someone in the team read the task aloud. They make sure each person understands the task and that the team helps everyone know how to get started. Before anyone moves on, the facilitator asks to make sure each team member understands the team's answer. Typically, a teacher could expect to hear a facilitator asking:

- "Who wants to read?"
- "Does anyone know how to get started?"
- "What does the first question mean?"
- "I'm not sure – What are we supposed to do?"
- "Do we all agree?"
- "I'm not sure I get it yet – can someone explain?"

Recorder/Reporters:

Recorder/Reporters share the team's results with the class (as appropriate) and serve as a liaison with the teacher when s/he has additional information to share with the class and calls for a "huddle" with all of the recorder/reporters. In some activities, a recorder/reporter may make sure that each team member understands what information s/he needs to record personally. Typically, a teacher could expect to hear a recorder/reporter asking:

- "Does everyone understand what to write down?"
- "How should we show our thinking on this task?"
- "Can we describe this in a different way?"
- "What does each person want to explain in the presentation?"

Success Criteria Quality Checker

The Success Criteria Quality Checker tracks the team's progress toward the learning goal and ensures that every member is learning according to the success criteria. Typically, a teacher could expect to hear a success criteria quality checker saying:

- "Ok, let's get back to work!"
- "Let's keep working."
- "What does the next question say?"
- "Explain how you know that."
- "Can you find some evidence of that?"
- "Tell me why!"
- "Has everyone recorded their evidence of success criteria?"

Team Norms

- No talking outside your team.
- Discuss questions with your team before calling the teacher over.
- Within your team, keep your conversation on the task.
- Explain and justify your ideas; give statements and reasons.
- You must try to help anyone in your team who asks. Helping your teammate does not mean giving answers. Help by giving hints and asking good questions.
- No one alone is as smart as all of us together. Do not leave anyone behind or let anyone work ahead. Your team is not done until everyone is done.
- Clear off desks before getting to work so you can see everyone's paper.
- You must use study team voices.

Understanding Psychology Team Contract

Created by Jessica Wallace September 2021 Reprinted with permission
Adapted from a Study Group Bill of Rights developed by D. G. Longman and published in The Teaching Professor, 1992, 6 (7), 5. Modified by Schaffeld.

During the course of this year you will be tasked to work with psychological content both as an individual and within your team. This contract will help you process the significance of your team and will give you the tools and confidence to commit to the system that we run in our class.

Be honest. Be open to dialogue. Commit to the process. Please make a copy of this document and share it with each person on your team so that everyone can see/edit at the same time. Everyone should fill this out.

Step 1: Get To Know Each Other and Share Some Info

Name	What makes you a successful student? List 5 ways that your skills can help your psych team THRIVE this semester!.

Step 2: Team Member Responsibilities

Your team needs to work together every time you meet. Every team member needs to contribute. Thus, each team member will have a formal role to play.

The facilitator ensures that everyone participates equally and keeps time. Facilitators help their teams get started by having someone in the team read the task aloud. They make sure each person understands the task and that the team helps everyone know how to get started. Before anyone moves on, the facilitator asks to make sure each team member understands the team's answer.

Facilitator: _____

The success criteria checker is tasked with tracking the team's progress toward the learning goal and ensuring that every member is learning according to the success criteria. This means helping to keep everyone on track (this person should be strong in time management) and focused on the task at hand. They remind everyone to contribute, keep cameras on, stay focused, etc. They are NOT responsible for doing all the work! They do have a strong and direct personality that is beneficial for keeping the team moving forward and staying productive.

Success Criteria Checker: _____

The team technology master is an individual that believes they are "super techy". They feel the most comfortable navigating various aps and technology tools that we will need to be successful this semester and will take the lead when it comes to this need. When tasks are low tech, the team member will help organize the materials/resources.

TeamTechnology/Resource Master: _____

The communicator shares the team's results with the class (as appropriate) and serves as a liaison with the teacher when s/he has additional information to share with the class and calls for a "huddle" with all of the communicators.

Communicator: _____

Step 3: Team Motto or Mission Statement

Please create an academic motto or quote that will drive/inspire/unify your team for the semester/year.

Step 4: Create Your Team Norms and Expectations

In order for your team to function effectively you need to establish norms. Norms of any particular group should be defined by the group itself. Norms are the accepted standards of behavior for any given group. We pledge to follow the following guidelines in an effort to have a fully functioning team.

1.

2.

3.

4.

Step 5: Making It Official - We VOW To…

- engage in all prepwork and show up prepared.
- participate actively in all team activities both during class and prepwork.
- be equitable in participation (watch airtime, encourage others to participate).
- contribute to task completion and challenge team members who are not contributing.
- provide constructive feedback on the work of other members.

- participate in a team that works cooperatively and handles disagreements constructively.
- limit the amount of time devoted to socialization or the discussion of extraneous topics.
- help each other stay on task.
- listen to each other respectfully.

Step 6: Signatures

By signing this document you agree to the norms and expectations decided upon by your team. You promise to keep the vows stated above.

Step 7: Take A team Picture

Please take a group selfie and insert it in this document.

Step 8: Turn This IN

Your facilitator should turn in this completed document and the team picture. You can share the document with me or attach one to the google classroom activity for today.

Please submit one document and pic per family.

Tool 2.2B: Discussion Prompts for Practicing Collaboration

Use any combination of the following discussion prompts to have students practice how to have collaborative conversations. *Note: Students may need to discuss the goal of having collaborative conversations and how it is a different skill than debating or being right in a conversation (compromise, consensus)*.

Discuss any of these topics:

- Whether or not a hot dog is a sandwich
- The process of making a peanut butter and jelly sandwich
- How the world would change if some people could use magic spells and some people could not
- Why some people prefer cats, some prefer dogs, and some don't like either type of pet
- Characteristics important for a role model to possess

After students have an opportunity to engage in these discussions, ask them to reflect (individually or as a group or whole class) on their process. What element of collaboration did they demonstrate most fully? What element of collaboration do they need to work on moving forward? (Students could use the rubric to answer the above questions or complete this activity just before asking students to do the self-assessment task in this toolkit.)

Tool 2.2C: Sentence Starters for Preparing Students to Communicate in Collaboration

Conversation stems: This tool provides suggestions for how to engage in the essential dialogue of student teaming. Whether students are working together to solve a problem or providing feedback to one another, the tool offers language for students to engage in collaborative conversations. The sentence starters provide an entry point for all students regardless of their prior experience with collaboration. Encouraging students to use them when collaborating helps create a more equitable experience.

Tool 2.2.C: Sentence Starters for Preparing Students to Communicate in Collaboration

Agree	Respectfully Disagree	Clarifying Questions	Yes, and ...	Next Steps in Learning
I agree with you because... That answer makes sense because... I agree with your reasoning of...	I respectfully disagree with... and I think... I have a different point of view ... I agree with... but... That's a good point, and it makes me wonder how it might look/sound if... I disagree with your reasoning, and I think... I know where you are coming from, but I want to offer a different perspective.	What do you mean by...? Why do you think that? How do you know? Will you explain that again in other words? I have a question about... I don't quite understand. Can you explain it a little bit more? If I understand you correctly, your opinion is that...	I think you are on the right track, and I also think... I agree with... When they said... But I also want to add... Yes, and what is our evidence? Yes, and why is this important?	Would you consider changing...? A next step for you could be... Do you think you could...? Would you consider adding...? During revision you might consider...

Additional Resources:

"Let Them Talk," a presentation given in June 2018 at the National Charter Schools Conference by Tarkan Topcuoglu and Robyn Nelson, the CEO and director, respectively, of the Hampden Charter School of Science in Chicopee, Massachusetts; see the slides from the presentation here

- "Talk Moves: Students Learn to Own Learning Conversations," blog by John McCarthy
- Iowa State Education, "Accountable Talk: Student Conversation Starters" [link broken]

Tool 2.2D: Preparing Students to Communicate in Collaboration

Protocols: Framing collaboration as a process can provide students with guardrails for having conversations and prompt them to engage in equitable ways. Protocols offer step-by-step guidance to students in sharing their observations, reactions, and feedback with one another, an essential part of successful collaboration. These tools also support students when challenges arise. Using already agreed-upon language and processes to support difficult conversations helps students to modify and adapt their behaviors while collaborating.

Collaboration Protocols:

1. Cult of Pedagogy: 15 formats for structuring class discussions
2. School Reform Initiative: Protocols grouped by theme and topic; designed for adult learners, they work well with students as well
3. Harvard Teaching and Learning Lab: Discussion protocols

Tool 2.3: Debriefing Activities for Developing Collaborative Decision-Making and Problem-Solving Resources

The following are suggestions for how to create a collaborative culture by debriefing interactions among students.

Tool 2.3A: Peaks and Valleys Activity

Created by Irene Stinson, 2021

This activity can be used to help students respect one another by working through struggles. It can be done at any time but works well on Fridays as a way to resolve conflicts that might arise from collaborative efforts or just normal day-to-day schooling. The activity helps students develop a means of expressing their feelings and using careful listening develops skills that they can subsequently use in the course of their days. This tool develops the key elements of communication and guides students to strengthen their supporting and contributing skills.

Method: Students sit in a circle, and one person speaks at a time, first sharing "valleys," and then "peaks." Valleys are something that is bothering the speaker; students can take a pass and decline

to share a valley. Any student who is singled out in a valley can respond only by saying, “Thank you for sharing,” or by apologizing in a way that seems appropriate. (No student may be the subject of a valley more than once.) Once everyone has shared, the students move on to the peaks, with each student sharing at least one positive message about another student or students. There is no passing in the peaks round.

Students remain in the circle for discussion.

Tool 2.3B: Three A’s Shout-Out, Grades 6-12

From Edutopia.org and the George Lucas Educational Foundation

This activity gives students a chance at the end of the class to share either an “appreciation,” an “apology,” or an “a-ha”—the three A’s. Students stand in a circle and take turns sharing things openly with the learning community in order to build bonds and strengthen collaboration.

An appreciation is recognition of someone who helped the speaker in some way. An apology acknowledges a mistake that the speaker made. An a-ha is a “light bulb moment” when something clicked for the speaker in a new way.

Appendix 3

Tool 3: Supporting Student Groups During Collaboration

Why

Building skills in collaboration should begin early to set a tone in the classroom and then be revisited on a regular basis. When students are working on collaborative activities and tasks, it is important to guide them in when and how to modify their approach to benefit the group. The resources in Tool 3, below, are designed to support student groups during collaborative activities to troubleshoot and resolve conflicts, manage group dynamics, support struggling students, and help students revise their thinking based on learnings.

When

Even when teachers have helped students build skills in preparation for collaboration, students still need ongoing guidance, tools, and support during collaborative activities to ensure that their collaborative experience is positive, equitable, and successful. The resources here can be used during collaboration to support strong collaboration experiences.

Where

These tools are appropriate for all subjects and can be easily adapted for all grade levels.

Who

Teachers provide students with resources they can use on their own during collaborative activities. In addition, teachers should plan to check in on collaborative groups to ensure that they are sustaining a positive group culture, that all students are fully included in group activities and decisions, that groups can constructively resolve conflicts, and that students are revising their thinking based on what the group has learned.

How

Tool 3: Supporting Student Groups During Collaboration offers selected resources for supporting collaborative groups in action. Teachers may also want to refer to Tool 2: Preparing and Supporting Students During Collaboration for additional resources that can support groups both before and during collaboration.

Tool 3.1: Our Team Is Off-Track—Now What?

Adapted with permission from Toth and Sousa.[5]

Problem	Solution
A team member is absent.	Agree on someone else to do the job or take turns.
Someone is not actively engaging in the work.	Remind the student of the engagement success criteria; ask if they need help.
A team member is off topic.	Remind the student of the partner work success criteria and that you count on them to do their part.
We are stuck or confused.	Send scouts to other teams.
We are arguing.	Take a one-minute break; give each person a turn to talk; decide or vote together.
We are done!	Check all success criteria; finish or fix problems; find ways to improve; reflect on your teamwork.

Tool 3.2: Team Wellness Check In Protocol

Created by Jessica Wallace November 2021

1. Review your previously established reflections (collaboration self assessment, team contract & class agreements).
2. Take the provided index card and create four quadrants. Label each quadrant with one of the following:
    - » something done well individually
    - » something done well as a team
    - » something that needs to be adjusted individually
    - » something that needs to be adjusted as a team.
3. Fill in your index card individually.
4. Team Success
    - » One at a time, a team member shares an idea about team success.
    - » Discuss the level of agreement of team success.
    - » On the back of your index card, record your notes from the discussion about team successes.
5. Team Adjustment
    - » One at a time, a team member shares an adjustment.
    - » Discuss the level of agreement of team adjustment.
    - » On the back of your index card, record observations about team adjustments.
6. Agree as a team on one action item for how your team will shift your work in the next unit. (Write it on the index card.)
7. Make sure your name is on your index card and turn it in.

Tool 3.3: Learning with Others survey

Teachers can use selected sections of this student survey on collaboration to identify students who may be feeling excluded, disinterested, or insufficiently supported during collaborative group time.

For example:

- Section 1: Item 13 (a–f) assesses the extent to which students feel liked, accepted, and comfortable in their collaborative group.
- Section 2: Items 1, 2, 3, 6, 7, and 8 assess students' perceptions of the learning climate and the extent to which they feel that they are supported by peers and their teacher, that learning is personalized, and that peers and the teacher help them learn.

Appendix 4

Tool 4: Reflection and Assessment of Collaboration Skills for Teachers and Students

Why

If we value collaboration, then we must enable teachers and students to understand collaborative learning goals, reflect on progress, and assess mastery. Tool 4 provides the opportunity for students to engage in the metacognitive activity of reflecting on their collaborative learning experience and gives teachers and students the tools they need to set goals and monitor progress and mastery.

When

Reflection and assessment occurs before, during, and after the collaborative experience. The tools are intended for students to use before the experience, to set goals and identify areas for growth; for teachers and students during the process, so they have the opportunity to monitor their progress and adapt their behaviors; and for teachers and students after the process, so they can assess growth and mastery.

Where

These tools are appropriate for all subjects and can be easily adapted for most grade levels (5–12).

Who

Tools are provided for students, groups, and teachers to observe, assess, and reflect on their collaborative experience.

How

Look through the questions in Column 1 of the table and select the purpose for the reflection and assessment. Column 2 explains why this area is important. Column 3 shows the resource that corresponds to the question posed in the first column.

Question	Why is this important?	Resources
How can students self-assess collaboration and set goals?	Self-awareness and monitoring/adapting, considered to be the metacognitive skills, are consistent dimensions across all of the essential skills (creativity, communication, collaboration, and self-direction).	Tool 4.1: Student Self-Assessment Tool
How can students assess their own collaborative groups?		Tool 4.2: Collaboration Group Assessment Tool
How can I observe and assess student groups?	Providing students opportunities for reflection and using the results to make adjustments during the process help them develop confidence in their skills.	Tool 4.3: Teacher Group Collaboration Assessment Tool
How can students reflect on their own progress?		Tool 4.4: Post Collaboration Activity Student Self-Assessment & Reflection Tool
How can students and teachers assess collaboration skill development?	The reflection and assessment tools allow teachers to formatively assess the group and provide feedback in the moment.	Collaboration Rubrics

TOOL 4.1

Student Collaboration Self-Assessment Tool

Purpose: Students reflect on their collaboration skills prior to beginning the collaborative work.

To use this tool, follow the four steps listed below:

1. Review the BEST Collaboration Rubric and read through the five collaboration skill areas
2. For each of the five collaboration skill areas, reflect on your current use of the skill, including strengths and areas for growth.
3. Looking at the rubric for your grade band, select the level (from Column 2) that best reflects your current ability and explain why you chose this level (Column 3).
4. Identify one area of strength to build on and one area to improve.

Using the BEST Collaboration Rubric, complete Table 1 by assigning a rating to reflect your current level (Column 2), and provide an explanation for your rating (Column 3).

1. Collaboration	2. My level is... How much guidance do I need to feel confident in my work?	3. Why that level? Explain why you chose your level using the Collaboration Rubric as a guide. What evidence from past work can you use to support choosing this level?	4. Post-assignment reflection *To be completed after the project* Now that you have completed the assignment, where do you think your level is currently? What evidence from your work can you use to support choosing this level? If you improved, why do you feel this way? If you didn't, what could you do differently next time?
Self-Awareness & Personal Responsibility Do I reflect on past experiences to think about my: • Strengths • Interests • Experiences . . . when planning group tasks and working on my part? Do I volunteer to take on tasks? Do I complete the tasks I am assigned to do?	◯ Emerging ◯ Developing ◯ Applying ◯ Extending		

1. Collaboration	2. My level is...	3. Why that level?	4. Post-assignment reflection *To be completed after the project*
Communicating Do I: • Contribute my ideas clearly? • Listen respectfully? • Encourage the participation of all group members?	◯ Emerging ◯ Developing ◯ Applying ◯ Extending		
Decision-Making & Problem Solving Do I: • Value perspectives of others? • Work with others to resolve conflicts between group members? • Work with others to resolve my personal challenges?	◯ Emerging ◯ Developing ◯ Applying ◯ Extending		
Contributing & Supporting Do I: • Contribute to group expectations by providing feedback on the work and ideas of others? • Complete my tasks? • Assess the quality of our results?	◯ Emerging ◯ Developing ◯ Applying ◯ Extending		
Monitoring & Adapting Do I: • Help the members of my group evaluate our progress? • Determine when and how we should modify our approach to benefit the group?	Emerging Developing Applying Extending		

TOOL 4.2

Group Collaboration Assessment Tool

A team/peer self-assessment tool

This survey tool is designed for groups of students to use in assessing how well their collaborative group worked together in five key areas: taking personal responsibility; communicating; decision making and problem solving; contributing and supporting; and monitoring and adapting.

Two options for tool use:

- Invite students to complete the survey confidentially and independently. Then compile the group's responses. The group's aggregate results can then be shared and discussed.
- Invite students to use the tool to guide a group discussion.

	How did our group do?	Never/Rarely	Some of the Time	Most of the Time	All the Time
Self-Awareness & Personal Responsibility	Group members volunteered to take on tasks or responsibilities.	◯	◯	◯	◯
	Group members took responsibility for their part of the project or activity.	◯	◯	◯	◯
Communicating	Group members shared their ideas and opinions with the group.	◯	◯	◯	◯
	Group members listened carefully to others' points of view.	◯	◯	◯	◯
	When group members shared their ideas, others asked questions or gave them feedback.	◯	◯	◯	◯
	Group members built off each other's ideas.	◯	◯	◯	◯

	How did our group do?	Never/Rarely	Some of the Time	Most of the Time	All the Time
Decision-Making and Problem Solving	All members of our group had a say in team decisions.	◯	◯	◯	◯
	We worked as a team to plan out the group's tasks and responsibilities.	◯	◯	◯	◯
	Our group talked about different solutions or points of view.	◯	◯	◯	◯
	When we had disagreements, group members tried to find ways to agree or compromise.	◯	◯	◯	◯
	Group members seemed comfortable disagreeing with each other.	◯	◯	◯	◯
Contributing and Supporting	Group members were kind and respectful to each other.	◯	◯	◯	◯
	Group members gave compliments, appreciation, or credit to each other for their ideas or solutions.	◯	◯	◯	◯
	Group members helped others out when they were struggling, or there was a problem.	◯	◯	◯	◯
Monitoring and Adapting	Our group took time to talk about what was working and not working.	◯	◯	◯	◯
	Group members made suggestions for ways to improve our group's work.	◯	◯	◯	◯

Adapted from: Wendy Surr, Kristina Zeiser, Olivia Briggs, and Kimberly Kendziora, Learning with Others: A Study Exploring the Relationship between Collaboration, Personalization, and Equity (Washington, DC: American Institutes for Research, 2016), https://jfforg-prod-new.s3.amazonaws.com/media/documents/18-5487_AIR_Learning_with_Others_EXT_Final_Report_10518_links_Final.pdf.

TOOL 4.3

Teacher Group Collaboration Assessment Tool

This tool is designed for teachers to assess the collaboration within a group as they work on a task. It looks at how students are participating and engaging with other students

Self-Awareness & Personal Responsibility

Emerging	*Developing*	*Applying*	*Extending*
Most students work with the group to set roles, although these may not relate to the individual strengths of the students or ensure the quality of the work.	Most students work to analyze their approach and plan a fair division of tasks so that each member's contributions meet group expectations for high-quality work.	Almost all of the students in the group divide up roles based on their strengths. They make sure that many students share responsibilities to ensure group success	All students in the group take responsibility for the success of the group. Group members utilize their strengths to help the group succeed, and all students take responsibility for the production of completing the task with high quality
Example: Students spend some time discussing who will do what, but with no or little discussion on who does things well or what their strengths might be to contribute to group success	*Example: At the beginning of the task, students discuss how they may "share the load" of the task so that there is a fair breakdown of responsibilities. Most students take ownership of the success of their assigned task.*	*Example: At the beginning of the task, many of the students explain what they think would be a good role for them to take, and roles are assigned to fit students' strengths as much as possible. Almost all of the students take pride in their work.*	*Example: At the beginning of the task, all group members spend time discussing where their individual strengths lie, and the group assigns roles within the group to maximize these strengths.*

Created by Anthony Doucet, November 2021[1]

Communicating

Emerging	*Developing*	*Applying*	*Extending*
Only some students listen well to peers.	Most students listen to peers but typically only briefly, as they wait their turn to speak.	Many students in the group are actively and constructively engaged in listening to their peers. Many group members contribute their ideas and provide feedback.	All or nearly all students listen actively, patiently, and attentively to peers. All group members contribute their ideas and provide feedback.
Example: Most students do not listen well to peers. They ignore, interrupt, or do not make eye contact with peers when they are talking.	*Example: Many students listen fairly well to peers. Many exchanges are brief, and students do not show interest by asking follow-up questions. A few students interrupt, ignore peers when they are talking or fail to make eye contact with them.*	*Example: Many students listen to their peers, and some may ask follow-up questions to show engagement. A few students are distracted by off-task behaviors.*	*Example: Exchanges show students are interested and actively listening to peers. Students make strong eye contact and ask follow-up questions that show they are listening.*

Decision-Making & Problem Solving

Emerging	***Developing***	***Applying***	***Extending***
All or nearly all students contribute to the discussion. Students engage in a constructive, sustained, and reciprocal exchange of ideas and opinions related to the activity/problem. They plan and make decisions as a group.	Many students contribute their ideas or opinions related to the activity, and most engage in an ongoing, reciprocal exchange. Many students engage in group planning or decision making.	Students engage in some group planning or decision making, but the engagement is not sustained throughout the class and may not include all group members.	There is limited or no discussion among students related to the activity. Students do not work collectively as a group. Students do not engage in any shared group decision making.
Example: All students contribute their opinions and help set direction. Group members weigh options and the varying preferences and positions of group members before making a group decision.	*Example: Most students ask follow-up questions and build on others' ideas, but some may just share their opinion and listen politely, allowing others to do the work of planning and decision making.*	*Example: Students briefly discuss the activity as a group, divide up responsibilities, and then work primarily on their own for most of the activity period. Or there is some verbal exchange between students related to tasks, but there is minimal, infrequent group decision making related to maintaining a group direction, goals, or checking on the group's progress.*	*Example: Students are sitting together and engage in verbal exchanges related to tasks, but no group decisions or check-ins related to a group direction, goals, or progress take place.*

Contributing & Supporting

Emerging	*Developing*	*Applying*	*Extending*
All or nearly all students are always friendly, kind, and mutually respectful; they treat one another as individuals and equals. There are no incidences of unfriendly or disrespectful exchange. Group members help each other out when there are problems.	Many students are friendly, kind, and mutually respectful. Group members give credit to one another for solutions.	Most students are friendly, kind, and mutually respectful most of the time. A few unfriendly or disrespectful students or exchanges are observed.	Some students are unfriendly, unkind, and disrespectful to each other some of the time.
Example: There is a warm social atmosphere. Groups of students mix freely. Students smile and interact with one another. Any playful banter or joking is always good-natured.	*Example: Many students interact positively with one another. Some students might keep to themselves, but they are not disrespectful.*	*Example: Many students interact positively with one another. There are a few minor incidents when there is evidence that playful banter or good-natured teasing may have gone a bit too far. There are some mildly sarcastic remarks.*	*Example: There is some evidence of social exclusion or avoidance among some students. There are more than a few incidences when students tease each other or exchange mean-spirited, sarcastic, or disrespectful comments.*

Monitoring & Adapting

Emerging	Developing	Applying	Extending
All or nearly all students contribute to the discussion about how they are doing on the project goals. Students have a positive exchange of ideas on how the project is going and make adjustments to the group approach to improve the process.	Most students contribute to the discussion of seeing how they are doing on their goals. The students who do participate give helpful feedback.	One or two students will give feedback to students on the project.	There is limited discussion once the project is underway. Feedback, if given, may be negative in tone
Example: All group members took time to discuss what was working and not working and made suggestions on how to improve their work.	*Example: Most group members give feedback, while those who don't are listening and willing to accept feedback for themselves.*	*Example: Only a small group of "leaders" give feedback, and those students receiving it may or not be attentive to the feedback.*	*Example: Students may give feedback that is not constructive or helpful, or are unwilling to take part in the process.*

[1] *Adapted from Wendy Surr et al. (2018), Learning with Others: A Study Exploring the Relationships Between Collaboration, Personalization, and Equity (Final Report), (Washington, DC: American Institutes for Research and the JFF Student-Centered Learning Research Collaborative, October 2018), https://jfforg-prod-new.s3.amazonaws.com/media/documents/18-5487_AIR_Learning_with_Others_EXT_Final_Report_10518_links_Final.pdf.*

Adapted from the AIR Collaboration Observation Tool found in "Learning with Others: A Study Exploring the Relationship Between Collaboration, Personalization, and Equity," from the American Institute for Research, www.air.org.

TOOL 4.4

Post Collaboration Activity Student Self-Assessment & Reflection Tool

Directions: Answer the following questions reflecting on your collaborative experience during the learning task.

Goal Setting & Planning

Work with your team to analyze project-specific expectations and resources needed to formulate a plan with key steps and strategies to complete the project.

1. What plan did your team and you formulate with key steps to complete the project and meet the learning outcomes?

Decision-Making & Problem Solving

How do you show that you value perspectives of others and are willing to work with others to resolve conflicts between members or your personal challenges?

2. How did your team and you come to a consensus to determine tasks and roles needed to achieve the group's goals?

Self-Awareness & Personal Responsibility

How are you building on your strengths, interests, and experiences when planning group tasks and working on my part?

3. What responsibilities did you take on during the learning process?

4. How did your strengths assist you in accomplishing your task?

Communicating

Do you contribute your ideas clearly, listen respectfully, and encourage the participation of all group members?

5. How did you demonstrate communication skills (contributing and giving feedback) during the learning process?

Monitoring & Adapting

How do the members of your group evaluate your progress and determine when and how you should modify your approach to benefit the group?

6. What obstacles/challenges did your teammates and you encounter during the collaborative learning experience?

7. How did your team and you overcome these obstacles/challenges?

8. What successes did your teammates and you encounter during the collaborative learning experience? Why were your team and you able to be successful?

Contributing & Supporting

Do you contribute to group expectations by providing feedback on the work and ideas of others, completing your tasks, and assessing the quality of your results?

9. What evidence is there that demonstrates your contributions to accomplishing the learning target/task?

10. What could your team and you have done differently that would have increased your team and/or your personal learning?

TOOL 4.5

BEST Collaboration Teacher Individual Student Observations Form

Created by Nicole Woulfe & Donna Harvey-Moseley

November 2021

Collaboration Skill - Focus Area	Student Name	Observation

Endnotes

1. Sarah Collins Lench, Erin Fukuda, and Ross Anderson, *Essential Skills and Dispositions: Developmental Frameworks for Collaboration, Communication, Creativity, and Self-Direction*, (Lexington, Kentucky: Center for Innovation in Education, 2015) https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/.

2. Adapted from Wendy Surr et al. (2018), *Learning with Others: A Study Exploring the Relationships Between Collaboration, Personalization, and Equity (Final Report)*, (Washington, DC: American Institutes for Research and the JFF Student-Centered Learning Research Collaborative, October 2018), https://jfforg-prod-new.s3.amazonaws.com/media/documents/18-5487_AIR_Learning_with_Others_EXT_Final_Report_10518_links_Final.pdf.

3. Wendy Surr, *Learning with Others*.

4. Michael D. Toth and David A. Sousa, *The Power of Student Teams*, (West Palm Beach, Florida, Learning Sciences International, May 29, 2019).

5. Toth, *The Power of Student Teams*.

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