

Small Group Work/Cooperative Learning

New Teacher Self-Assessment and Goal Setting

- ___ Ensure that the work is rigorous, worthy of the time, and aligned with desired outcomes
- ___ Give directions that apply to all in the large group; when directions apply only to certain groups, give directions via task cards at learning centers or as handouts
- ___ Model and practice student movement so that students move quickly and smoothly into groups
- ___ Provide direction and practice so that students stay with their group rather than wandering around
- ___ Encourage students to help each other answer questions and solve problems rather than relying on the teacher to answer all questions and solve all problems
- ___ Monitor whether or not all students in the groups are working on the task equally and adjust accordingly
- ___ Consider assigning roles to students and rotating those roles so that all students are given the opportunity to develop the skills necessary for success in that role
- ___ Intervene in both academic and process situations as appropriate while allowing students to resolve issues when possible
- ___ Offer responses that promote student solving of problems rather than teacher solving of problems
- ___ Build in individual accountability rather than relying on group grades
- ___ Use flexible grouping; consider readiness, gender, learning style, interests, and student choice as variables
- ___ Answer questions with a question
- ___ Teach, model, and review the interaction/social skills needed for successful work and learning
- ___ Have students review the effectiveness and efficiency of the group process and make plans for improvement

See pages 53-54, 242-243 in *Instruction for All Students* for information on cooperative learning and pages 249-256 in *Why Didn't I Learn This in College?* for information on small group work.

