

THE POWER OF STUDENT TEAMS

<p>Core SEL Competency: Responsible Decision Making The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions and a consideration of the well-being of oneself and others.</p>	
<p>Subcompetencies (Descriptors) for Responsible Decision Making</p>	<p>Alignment to Academic Teaming</p>
<p>20. Identifying problems</p>	<p>Academic teaming empowers students to use their norms to identify problems in social situations and to use success criteria and peer feedback to identify problems in their academic tasks.</p>
<p>21. Analyzing situations</p>	<p>Academic teaming structures foster autonomy, so teams constantly practice analyzing their academic tasks and their social situations and can learn to make responsible decisions.</p>
<p>22. Solving problems</p>	<p>Within their teams, students engage in both academic problem solving and interpersonal conflict resolution.</p>
<p>23. Evaluating</p>	<p>In academic teams, students are expected to fulfill their roles and constantly evaluate whether they are making responsible decisions. <i>See Chapter 2 for an example of a student evaluating his teammates' behavior and deciding he needed to get them refocused on the task.</i></p>
<p>24. Reflecting</p>	<p>Teaming structures encourage students to give and receive feedback, consistently reflecting on their thoughts, actions, decisions, and progress to goals.</p>
<p>25. Ethical responsibility</p>	<p>Teaming structures build a culture and mindset of accountability, where students learn to take responsibility for themselves and their actions and interact with fairness. <i>See Chapter 1 for a teacher's experience of how academic teaming brings out a level of care and concern she has never before seen in her middle school students.</i></p>
<p>Adapted from CASEL (2017). Please note: the five competencies and 25 subcompetencies (left column) are CASEL's work; the alignment of the competencies to student-led academic teaming (right column) was done by the authors of this book, independently of CASEL.</p>	

Toth, M.D., & Sousa, D.A. (2019). Appendices. *The power of student teams: Achieving social, emotional, and cognitive learning in every classroom through academic teaming* (pp. 134-137). West Palm Beach, FL: Learning Sciences International.