



**THE POWER OF STUDENT TEAMS**

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| <p><b>3. Providing feedback that moves learning forward</b></p>   | <p>Academic teaming builds a classroom culture of trust, growth mindset, and high motivation; students thus become more receptive to feedback for improvement. The teacher provides feedback to students to advance learning, and the academic teaming structure also encourages students to give feedback to each other. Team norms and supports provided by the teacher ensure that students have guidelines for giving each other clear, constructive peer feedback and celebrating one another’s success.</p> |
| <p><b>4. Activating students as learning resources for one another</b></p>  | <p>Academic teaming creates a structure where students peer teach, peer coach, and peer assess, becoming invaluable resources to one another. In academic teams, students are responsible for not only their own learning, but also for the learning of their peers. Each student has a role in the team and is held individually accountable for the team’s success. Students help one another grow, benefiting both those who are giving help and those who are receiving help.</p>                             |
| <p><b>5. Activating students as owners of their own learning</b></p>  | <p>In the academic teaming model, students are empowered to take ownership of their own learning. Academic teams are designed to make students gradually more self-reliant, needing less and less help from the teacher. Engaging, rigorous tasks develop an appetite for learning in all students and prepare students to enter the workforce as lifelong learners. In academic teaming, students are able to see how their learning connects to the real world and how effort leads to success.</p>             |
| <p>Adapted from Wiliam &amp; Leahy (2015). Please note: the five formative assessment strategies (left column) are the work of Leahy et al. (2005); the alignment of these strategies to student-led academic teaming (right column) was done by the authors of this book and reviewed by Wiliam.</p> |   |

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