REFLECTION QUESTIONS FOR EVIDENCE OF HIGH-FUNCTIONING TEAMS

As teachers reflect on the progress they are making toward student-led academic teaming, they may find their answers to the following questions useful:

1. What percentage of your daily classroom time is spent on direct instruction?
2. What percentage of your students can assess their own learning each day?
3. How do your students verify and track the learning of their teammates?
4. How do you support student team members to peer coach each other?
5. How often are students able to respond to the needs and regulate the behaviors of their teammates?
6. How often does students' voice and choice influence lesson planning and task design that allows them to explore real-world connections of interest to them?
7. Do students monitor their own norms, routines, and roles?
8. Are students using academic language in their team talk?
9. How do you determine the pace of lessons? How often does student evidence help determine lesson pacing?
10. Does most of your feedback go to individual students or to student teams?
11. How often is your feedback given in the moment during a lesson versus after the fact?
12. Do student team members translate team feedback into action for learning?
13. On a scale of 1 to 4, how would you rate the overall learning autonomy of your students?
14. On a scale of 1 to 4, how would you rate the level of trust between you and your students, and between students and students?
15. Do students exemplify SEL skills such as empathy, constructive disagreement, and self-actualization?
16. Is collaboration and academic safety the dominant culture of the classroom?