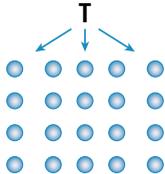
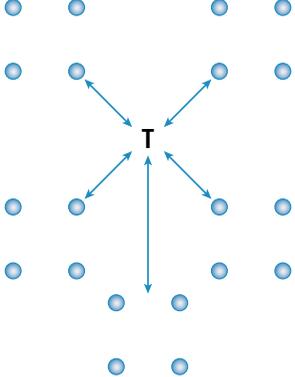
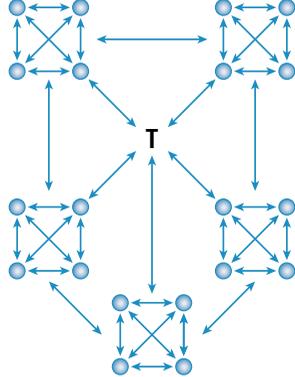


THE POWER OF STUDENT TEAMS

TABLE 1.3. Roles, dynamics, and percentages of direct instruction shift as learning moves from direct instruction to student-led academic teams

Teacher-Centered Direct Instruction	Teacher-Led Student Groups	Student-Led Academic Teams
		
<p><i>Approximate Ranges</i> 80–100 percent Direct Instruction 0–20 percent Group Work</p> <p>Teacher-centered is the dominant experience of students in the classroom resulting in the academic culture of the classroom. Students roles and responsibilities are restricted to listening compliantly and quietly doing their own work, not distracting their classmates, talking when spoken to by the teacher, and so forth. This creates a climate conducive to learning by lecture.</p>	<p><i>Approximate Ranges</i> 50 percent Direct Instruction 50 percent Group Work</p> <p>Group-centered is the dominant experience of the students in the classroom because they are spending enough time in their teacher-led student groups to form a group learning culture that transforms the academic classroom culture toward student centered. Students have roles and responsibilities for their learning and that of their peers. The classroom becomes noisier, with students processing content in their groups and tracking their own learning. Access and equity increase as all students are engaged with the content in their groups, experiencing academic safety. Students develop pro-social skills, self-regulation, belonging, and acceptance in peer groups. This creates a climate conducive to learning in teacher-led group work.</p>	<p><i>Approximate Ranges</i> 30 percent Direct Instruction 70 percent Teamwork (Teams also engage in enough independent practice tasks to ensure fluency.)</p> <p>Team-centered is the dominant experience of students in the classroom because they spend most of the lesson time learning in their teams. A team culture develops, where students peer-teach, support, debate, and reason together with challenging tasks requiring deep learning, productive struggle, and interdependence among the members to ensure everyone reaches his or her fullest potential. Students co-own each other's learning and personalize learning for each other. Students develop leadership, conflict resolution, goal setting, and executive function skills. Students develop empathy because they are responsible for the learning and support of each member of the team. This creates a climate conducive to learning in student-led academic teams.</p>

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