

## **Standard III** **Element E**

### **LEVEL 3 PRACTICES**

#### **THE TEACHER:**

#### **4      *Holds students accountable for work product and collaboration processes.***

Walk into any school, and you can hear teachers and students discussing their frustration with students who don't contribute to group activities. Teachers can support student participation by asking the following reflective questions:

- Has the content or skill been taught clearly so that students can be successful?
- Have possible misconceptions been addressed?
- Is sufficient time being provided for students to successfully complete the task?
- Are students clear on routines and procedures for getting help when needed?
- Are classroom resources available to support student independence with the task?
- How am I assessing students and providing feedback on progress and next steps?

When teachers have addressed the above questions and established a classroom culture in which all students feel respected and valued as learners (*reference Standard II, Element A*), strategies can be implemented that hold students accountable for participating in group activities.

Holding students accountable to engage in class activities communicates the expectation that all students are capable of success, that everyone has something important to contribute, and that effort is valued as much as ability.

*Refer to this internal resource for additional information:*

- [Accountability Strategies](#)  
Document describes strategies that can provide accountability for students to respond to questions and participate in class discussions.

#### **5      *Promotes teamwork and leadership skills.***

Each of these resources addresses both the importance of promoting teamwork and collaboration between and among students, as well as how to develop leadership skill among students.

*Four Tools for Teaching Teamwork and Collaboration in the Classroom:*

<https://www.kqed.org/mindshift/50925/4-tools-for-teaching-teamwork-and-collaboration-in-the-classroom>

The first blog in this series shares good ideas about techniques that will empower teachers to promote teamwork and collaboration:

<https://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber>

*Student Leaders:* According to this resource, “assigning Student Leaders in the classroom fosters ownership, community, and cohesiveness among class members. Student Leaders apply for a specific responsibility within the room and are assigned their role on a rotating schedule. When students feel more involved in the daily operations

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of the classroom, they begin to positively manage themselves and each other. Not only are students honored to hold these titles, an added benefit is a carryover effect that builds upon positive leadership skills.”

<http://www.theteachertoolkit.com/index.php/tool/student-leaders>

The author of this blog (a special education teacher) speaks to the importance of character education and the need to ensure that all student have an opportunity to develop and demonstrate leadership skills through peer mentoring and/or classroom jobs:

<http://info.character.org/blog/student-leadership-for-all>

This middle school science teacher addresses the leadership qualities that he attempts to instill in his students:

<https://www.classcraft.com/blog/features/5-student-leadership-qualities/>

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### *Planning/Coaching Questions*

- How will all students be included in group activities?
- How will you decide on the instructional grouping of students during a lesson?
- How will you communicate to students their individual and group responsibilities?
- How will you hold individual students and groups accountable?
- How will you assess the learning of groups and individuals?
- How will you promote teamwork and development of leadership skills?

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