

# Self-evaluation

Using "5" as the highest degree and "1" as the lowest, decide to what degree you were successful in each of the following areas:

		Circle one number				
		Low				High
<b>A</b>	<b>Adhering to the rules</b>					
	• understanding and following the agreed upon procedure for the group discussion	1	2	3	4	5
<b>B</b>	<b>Contributing</b>					
	• helping the group plan its activities	1	2	3	4	5
	• helping others to achieve group goals	1	2	3	4	5
<b>C</b>	<b>Working cooperatively</b>					
	• understanding my responsibilities in the group	1	2	3	4	5
	• accomplishing my tasks (collecting information, organizing data, etc.)	1	2	3	4	5
	• helping to avoid or settle disagreements	1	2	3	4	5
	• helping the group stay on topic and accomplish its objectives	1	2	3	4	5
<b>D</b>	<b>Communication</b>					
	• making relevant statements	1	2	3	4	5
	• supporting opinions of group members with facts	1	2	3	4	5
	• using appropriate vocabulary when stating views	1	2	3	4	5
	• organizing my thoughts before and while speaking	1	2	3	4	5
<b>E</b>	<b>Organizing information and reaching conclusions</b>					
	• seeking information (asking for facts, expansion, or others' views)	1	2	3	4	5
	• clarifying statements (restating ideas, using examples)	1	2	3	4	5
	• summarizing (pulling ideas together, offering conclusions)	1	2	3	4	5

What is your overall evaluation of your contribution to the group effort?

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(1990, Durham Board of Education, Oshawa, Ontario)

# Classroom Observations

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Teacher Observed \_\_\_\_\_

My focus as an observer for this lesson is: \_\_\_\_\_

		COMMENTS
Subject Matter Obj.		
Social Skills Objec.		
Positive Interdependence	Group goal <input type="checkbox"/> Group grade <input type="checkbox"/> Division of Labor <input type="checkbox"/> Materials Shared <input type="checkbox"/> Bonus Points <input type="checkbox"/> Roles Assigned <input type="checkbox"/> Materials Jigsawed <input type="checkbox"/> Other: <input type="checkbox"/>	
Group Composition	Homogeneous <input type="checkbox"/> Heterogeneous <input type="checkbox"/>	
Seating Arrangement	Clear View of Others <input type="checkbox"/> Clear View of Materials <input type="checkbox"/>	
Individual Accountability	Each Student Evaluated <input type="checkbox"/> Students Check Each Other <input type="checkbox"/> Random Student Evaluated <input type="checkbox"/> Other: <input type="checkbox"/>	
Observation	Teacher <input type="checkbox"/> Student <input type="checkbox"/> Observation Form Used <input type="checkbox"/> Informal <input type="checkbox"/>	
Teacher Feedback: Social Skills	Class as a Whole <input type="checkbox"/> Group by Group <input type="checkbox"/> Individual <input type="checkbox"/>	
Group Processing	Observation Data <input type="checkbox"/> Social Skills <input type="checkbox"/> Academic Skills <input type="checkbox"/> Positive <input type="checkbox"/> Goal Setting <input type="checkbox"/>	
General Climate	Group Products Displayed <input type="checkbox"/> Group Progress Displayed <input type="checkbox"/> Aids to Group Work Displayed <input type="checkbox"/>	

Observer \_\_\_\_\_

Date \_\_\_\_\_

# STUDENT CHECKLIST: Cooperation

I contributed my ideas and information.

Always Sometimes Never

I asked others for their ideas and information.

Always Sometimes Never

I summarized all our ideas and information.

Always Sometimes Never

I asked for help when I needed it.

Always Sometimes Never

I helped the other members of my group learn.

Always Sometimes Never

I made sure everyone in my group understood how to do the school work we were studying.

Always Sometimes Never

I helped keep the group studying.

Always Sometimes Never

I included everyone in our work.

Always Sometimes Never

# OBSERVATION SHEET

**Directions for Use:** (a) Put names of group members above each column. (b) Put a tally mark in the appropriate box each time a group member contributes. (c) Make notes on the back when interesting things happen which are not captured by the categories. (d) It is a good idea to collect one (or more) good things that each group member does.

	Student A	Student B	Student C	Student D	Student E	TOTALS
1 CONTRIBUTES IDEAS						
2 DESCRIBES FEELINGS						
3 PARAPHRASES						
4 EXPRESSES SUPPORT, ACCEPTANCE, AND LIKING						
5 ENCOURAGES OTHERS TO CONTRIBUTE						
6 SUMMARIZES						
7 RELIEVES TENSION BY JOKING						
8 GIVES DIRECTION TO GROUP'S WORK						
TOTALS						

Trusting: 1, 2; Trustworthy-Acceptance: 3, 4; Trustworthy-Reciprocation: 1, 2; Leadership-Task: 1, 2, 6, 7; Leadership-Maintenance: 3, 4, 5, 8; Communication: 1, 2, 3 (and, technically, all the rest); Conflict-Resolution: 1, 2, 3.

§ OBSERVATION SHEET §

	GROUP MEMBERS		
SKILL			
Asks for Help			
Shares Ideas			
Gives Help			

COMMENTS:

# T-Chart

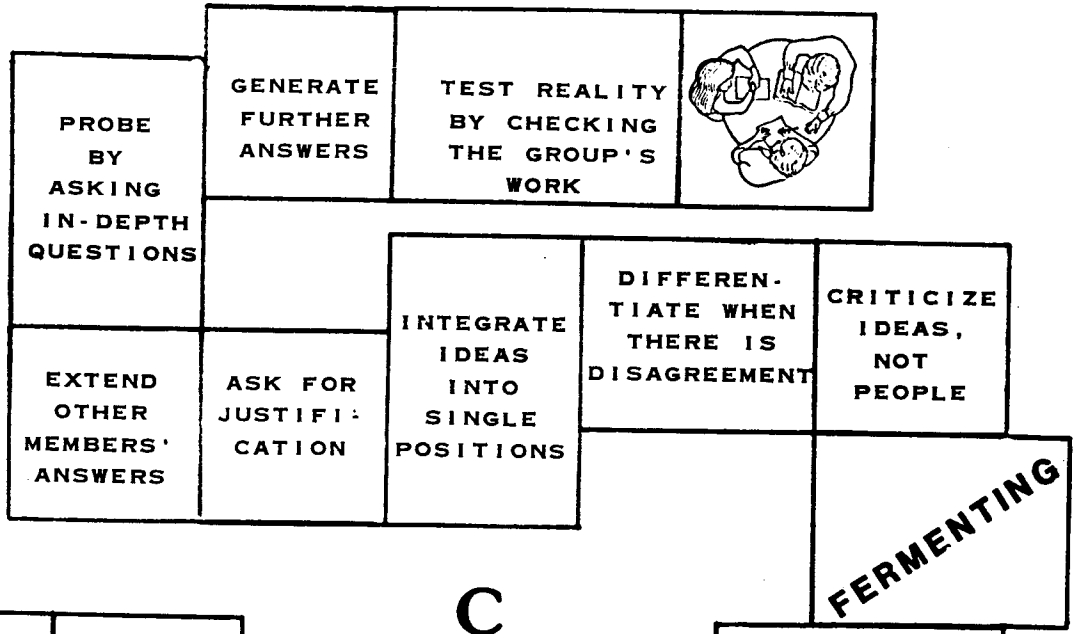
Social or Collaborative Skill: \_\_\_\_\_

**See**

**Hear**

Looks like...

Sounds like...



**FORMING**

**FERMENTING**

MOVE WITHOUT NOISE	STAY WITH THE GROUP	USE QUIET VOICES
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ASK OTHER MEMBERS TO PLAN OUT LOUD

ENCOURAGE PARTICIPATION BY ALL

DEMAND VOCALIZATION

**FUNCTIONING**

USE NAMES, LOOK AT THE SPEAKER AND USE NO PUT-DOWNS

SEEK CLEVER WAYS OF REMEMBERING IDEAS AND FACTS

DIRECT GROUP'S WORK

SEEK ELABORATION

EXPRESS SUPPORT

SEEK ACCURACY BY CORRECTING &/OR ADDING TO SUMMARIES

ASK FOR HELP OR CLARIFICATION

OFFER TO EXPLAIN OR CLARIFY

PARAPHRASE OTHERS' WORK

SUMMARIZE OUT LOUD

**C  
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A  
T  
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V  
E  
S  
K  
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L  
L  
S**

ENERGIZE THE GROUP

DESCRIBE FEELINGS WHEN APPROPRIATE

**FORMULATING**

# Social Interaction Skills



This list provides a sample of possible social skills to teach.  
What can you add?

- 
- 
- taking turns (equally)
  - sharing materials
  - asking for help
  - asking for clarification
  - praising
  - using quiet voices
  - everyone participating (equally)
  - moving quietly to groups
  - expressing support/no "put-downs"
  - staying on task
  - being gentle
  - saying kind things
  - checking for understanding
  - using names
  - encouraging
  - criticizing ideas, not people
  - disagreeing in "non-hurtful" ways
  - saying please/thank-you
  - occupying the same space cooperatively
  - pacing group work
  - extending another's answer
  - asking for justification
  - integrating ideas into single positions
  - probing/asking in-depth questions
  - controlling anger
  - ignoring distractions
  - negotiating
  - being responsible
  - accepting differences
  - being assertive in acceptable ways
  - listening (actively)
  - being a good sport
  - resolving conflicts
  - reaching agreement/consensus
  - acknowledging worth of others
  - following through
  - following directions
  - asking questions
  - summarizing
  - paraphrasing
  - including everyone
  - managing materials
  - expressing nonverbal encouragement/support
  - celebrating success
  - sitting in the group
  - staying with the group
  - being self-controlled (keeping hands and feet to yourself)
  - looking at each other within the group
  - clarifying ideas
  - contributing ideas
  - brainstorming
  - elaborating
  - disagreeing without criticizing people
  - describing feelings when appropriate
  - energizing the group



**WHAT ARE EFFECTIVE GROUPS LIKE**

**SOUNDS LIKE**

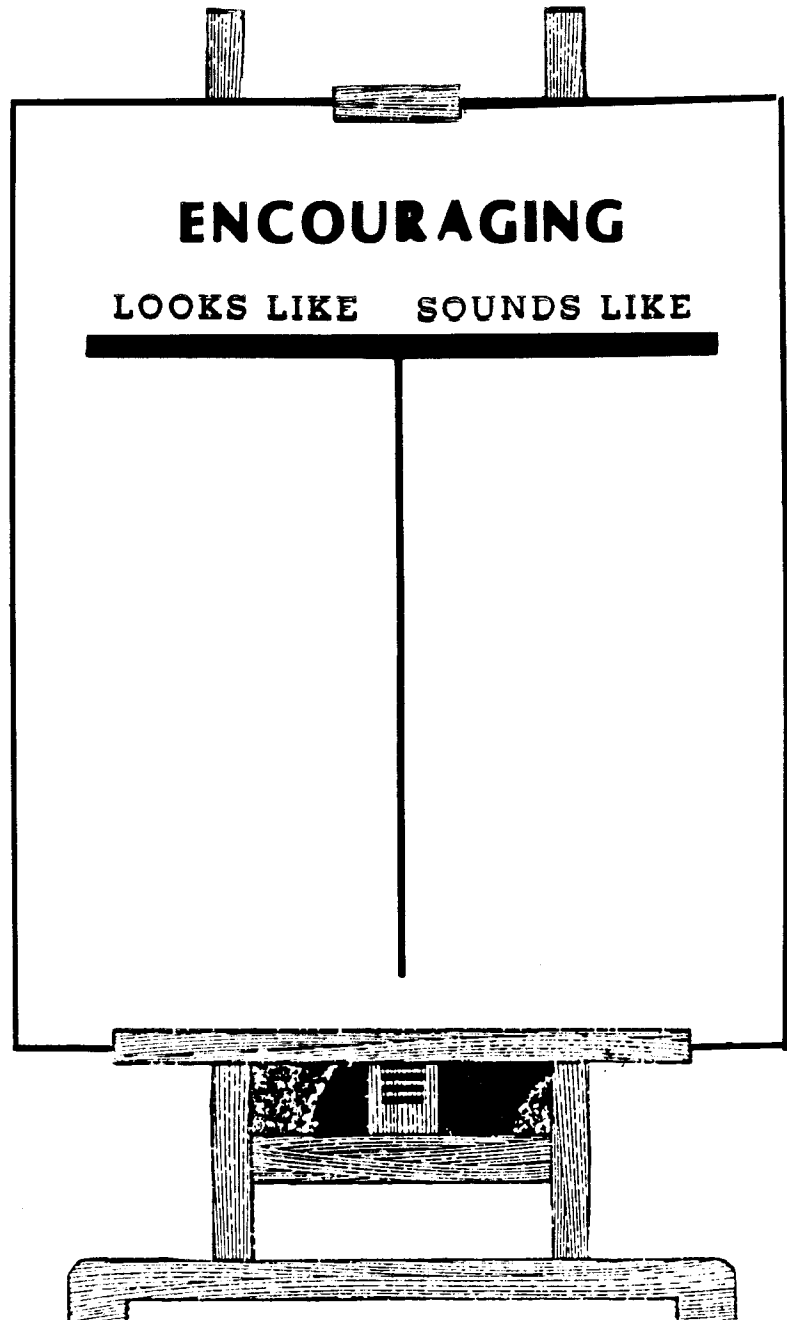
**LOOKS LIKE**

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## Building a T-Chart

*A very effective method of defining a social skill is to develop a T-Chart for it. Use the steps below to construct your chart.*

1. Write the name of the skill to be learned and practiced at the top of the chart and draw a large T below it.
2. Label the left side of the T "*Looks Like*" and the right side "*Sounds Like*."
3. Think of an example for each of the columns and write that below the crossbar.
4. Ask for other behaviors that operationalize the skill and list those on the left side.
5. Ask for further phrases that operationalize the skill and list those on the right side.
6. Have group members practice both *Looks Like* and *Sounds Like* before the lesson is concluded.



## T-Charts to help students analyze group functions

An important aspect of cooperative learning involves helping students understand how groups function and what to look for in successful groups. Socialization is an important yet often overlooked part of a student's academic preparation. Employers express interest in employees who are able to work in teams with their peers on projects which require group brainstorming. What better place is there than within the safety of a college classroom to provide this training and practice.

T-Charts provide a mechanism for students to focus on what is going on in their groups by asking them to identify what a desired behavior would look like and sound like to an outsider observing the group in operation. A two column format is used with student suggestions about what one would observe in a group which was functioning well on one side and what they would expect to hear within the group on the other side. Students are asked to complete the forms individually and then share their observations with the larger group. Finally a master list is developed using input from all the groups in the class. This master list becomes the model by which all the groups should operate.

An advantage of this form of group processing is that the preferable traits are generated by the students and may be used as classroom rules of decor. Teacher generated rules or procedures are less effective since they are often imposed upon students by an external power source. In addition students have a formal listing of ideal behaviors to refer to when dealing with their peers who may not be living up to good group behaviors.

### WHAT ARE EFFECTIVE GROUPS LIKE

**SOUNDS LIKE**

**LOOKS LIKE**

<b>SOUNDS LIKE</b>	<b>LOOKS LIKE</b>

**STAYING ON TASK**

**ENCOURAGING PEERS**

**EQUAL PARTICIPATION**

**CRITICIZING IDEAS NOT PEOPLE**

**TAKING TURNS**

**BEING RESPONSIBLE**

**STAYING WITH THE GROUP**

**CONTRIBUTING IDEAS**

# Anecdotal Observations



Observer's name:

Date:

Group observed:

In the squares below record examples of what group members do and say as they work on their cooperative task.

Behaviors to be Observed	Name	Name	Name
Compliments ideas			
Shares ideas and information.			
Seeks ideas and information			
Other...			

# Observation Sheet 2: Intensive Observation

ACTIONS	ROGER	EDYTHE	HELEN	FRANK
ENCOURAGES OTHERS TO PARTICIPATE				
EXPLAINS CONCEPTS AND PRINCIPLES				
EXPRESSES SUPPORT				
GIVES DIRECTION				
ASKS FOR INFORMATION, RATIONALE				
PARAPHRASES				

ADD-ON OBSERVATION SHEET

Start by teaching one skill and observing for it. Show students how well they do in practicing that skill; praise and otherwise reward their efforts. When they have mastered one skill, add and teach a second skill, etc.

DATE \_\_\_\_\_ PERIOD \_\_\_\_\_ OBSERVER \_\_\_\_\_

Skills	Group Members			

Other Observation Notes:

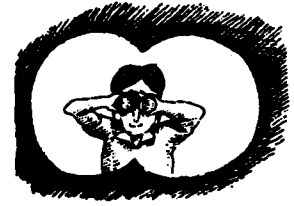
5:31

# Tally Sheet for Observing Cooperative Groups \*

**Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Team Observed:** \_\_\_\_\_



<b>Behaviors To Be Observed</b>	<b>Name</b> _____	<b>Name</b> _____	<b>Name</b> _____	<b>Name</b> _____
<b>Other helpful behaviors . . .</b>				

\* Note: Directions for using this tally sheet on page 132.