

Observer Name:

Teacher Observed:

Date:

Time/Period:

Collaborative Grouping (TEI Alignment 1.2, 2.3, 3.3)			
Beginning	Developing	Practicing	Achieving
Students have the opportunity to work independently and in <b>unchanging peer groups</b> , i.e., students are always in the same group.	Students have the opportunity to work independently and in <b>evolving peer groups</b> , but grouping strategies tend to be unvaried, e.g., students are always grouped based on mastery.	Students have the opportunity to work independently, in evolving peer groups <b>varied by size and make-up</b> , and <b>with teacher(s) to accomplish their academic goals</b> .	Working in groups of varied size and make-up to accomplish academic and non-academic goals, <b>students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group</b> .

Look- Fors During Observation	
<p><b>Beginning/ Developing</b></p> <ul style="list-style-type: none"> <li>Teacher groups students based on behavior.</li> <li>Teacher does not structure academic interactions between students.</li> <li>Students self-select partners or small group members most of the time.</li> <li>Higher-achieving students are supported only with independent work.</li> </ul>	<p><b>Practicing/ Achieving</b></p> <ul style="list-style-type: none"> <li>Teacher considers the unique interests, talents, and academic needs of each student when grouping.</li> <li>Student grouping is frequently changed using academic and nonacademic data.</li> <li>Opportunities for collaboration are intentionally structured to incorporate different perspectives.</li> </ul>
<p><b>Questions to Guide Observation</b></p> <ul style="list-style-type: none"> <li>How often do you work in groups in this class?</li> <li>How often do groups change in this class?</li> <li>How are groups selected in this class?</li> <li>How do you use goal setting to determine where and with who you work?</li> </ul>	

**Observation Notes:**



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