



Study Guide

Student Teaming: You Got This!

A Teacher's Survival Guide

By Sara Croll with Deana Senn

This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular section. This guide is designed to help you reflect on and apply the ideas presented in *Student Teaming: You Got This! A Teacher's Survival Guide*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 1: The How and Why of Student Teaming

1. Define in your own words the difference between *Grouping* and *Teaming*. How can you distinguish a group from a team?
2. What do the authors mean by “productive struggle”?
3. Reflect on your own classrooms – are students reinforced with norms and expectations? Are there resources readily available for student to clarify success criteria and learning targets in the classroom?

Chapter 2: Challenges for Teachers

1. What challenges can you foresee to better equip yourself for teaming? How can you be ready for the unexpected? For the everyday challenges of teaming with kids?
2. What habits, go-to methods, or unconscious “teaching script” may you need to shift or let go of in order to let this learning occur? What preconceptions do you have about “good teaching” that you may need to revise in order to be successful?
3. Are you saving students unnecessarily? How can you help them help themselves?

Chapter 3: Addressing Issues of Behavior

Have you ever felt like you're ready to lose your temper in the classroom? You're not alone. But next time, remember that your reaction to misbehavior can make or break your lesson.

1. Ask yourself: How can I keep from overreacting and dial down my response to keep the flow of the lesson moving without interrupting the learning?
2. How can I plan techniques for specific students I know may have behavior issues?

Chapter 4: addressing Issues with Academics

1. How can you stop yourself from stepping in when you don't need to?
2. How do you let kids teach you and each other?
3. What support, in terms of access to resources, can you provide teams so that they have the information and tools they need at their fingertips?

Chapter 5: Addressing Issues with Motivation

1. How can you make sure *all* students are included?
2. What can you do to build relationships with your students to better understand their backgrounds?
3. How can you remind yourself to incorporate a variety of activities to keep students engaged?

Chapter 6: Addressing Issues of Personality

1. How can you help students understand that working together in a team is not necessarily about liking everyone they work with, but rather about respecting each other and collaborating in an effective way? That these are life skills that will help them in their careers and future grades?
2. What can you do to remind yourself to support teams without “fixing” the problems if and when they occur?