



---

## ***Learning With Others: A Study Exploring the Relationship Between Collaboration, Personalization and Equity***

### **Study Measures**

OCTOBER 2018

*This study is supported by the Jobs for the Future Student-Centered Learning Research Collaborative and its funders.*



## Learning with Others: Student Survey

The following student survey contains original items as well as items drawn from existing instruments. Sources for the borrowed survey items are not cited in this document. Please refer to the [Student Survey Construct Map](#) for a list of sources by scale. Survey item sources should be cited when using these instruments. Please refer to the [Technical Appendix](#) for the technical properties of survey item-sets.

# American Institutes for Research Study of Collaboration Student Survey-English Version

[There are two versions of the student survey: English/language arts (ELA) and mathematics. The following represents the ELA version of the student survey.]

Dear Student,

Welcome to the Learning with Others Study!

We are inviting you to complete this survey to help us better understand your school experiences, how you see yourself as a learner, and what kinds of opportunities you have to work with other students in class.

Here is some important information for you to know before you get started:

**There are no right or wrong answers;** we just want your honest opinion.

**This survey is confidential.** Your answers will not be shared with anyone outside of our study team.

**This survey is voluntary.** You do not have to participate in this survey if you do not want to. If you decide not to participate, your teachers will give you another activity to do. If you do decide to participate, you can skip any question that makes you feel uncomfortable, but we hope you will answer as many questions as you can.

If you have read the above information and agree to participate in the study, please click the "Yes" button below to continue on to the survey, and click the "Submit" button when you are finished taking the survey. By doing so you give us your permission to use your responses in our study.

- Yes [skip to beginning of survey]
- No

Are you sure you do **not** want to continue?

- Yes [skip to end of survey]
- No. I would like to continue on with the survey. By selecting this response you give us your permission to use your responses in our study.

## About You

1. Are you:
  - Male
  - Female
2. What grade are you in right now?
  - 9
  - 10
  - 11
  - 12
  - My school does not have grade levels
3. How many years have you been attending this high school?
  - 1 year
  - 2 years
  - 3 years
  - 4 years
  - 5 or more years
4. Which category best describes your ethnicity, origin, or race?
  - Black or African-American (non-Hispanic or Latino/a/x)
  - White (non-Hispanic or Latino/a/x)
  - Hispanic or Latino/a/x
  - Asian or Asian-American
  - Native Hawaiian or Other Pacific Islander
  - American Indian or Alaska Native
  - Biracial or Multiracial
  - Other: \_\_\_\_\_
5. First, are you taking both math and English classes right now?
  - Yes, I am taking BOTH math and English. [skip to #6]
  - I am only taking math (but not English). [skip to #7- math version]
  - I am only taking English (but not math). [skip to #7]
  - No, I am NOT taking a math or English class right now. [skip to "are you sure?"]

6. Are you sure you are not taking a math or an English class right now?
- Oops! I am taking BOTH math and English [skip to #6]
  - Oops! I am taking math (but not English). [skip to #7- math version]
  - Oops! I am taking English (but not math). [skip to #7]
  - Yes, I am not taking a math or an English class right now. [skip to end of survey]

7. What month were you born?

Skip to English Version	Skip to Math Version
<input type="radio"/> January	<input type="radio"/> February
<input type="radio"/> March	<input type="radio"/> April
<input type="radio"/> May	<input type="radio"/> June
<input type="radio"/> July	<input type="radio"/> August
<input type="radio"/> September	<input type="radio"/> October
<input type="radio"/> November	<input type="radio"/> December

8. What is the name of the English course you are you taking right now? (Note: *If you are taking more than one English course, choose the English course you are taking that offers you the most frequent opportunities for group work.*)

**Please write in the name of your English course here:**

## What I Think About My English Course

9. How do you feel about your English class? Tell us how much you agree with the following statements.

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. I look forward to coming to my English class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sometimes I get so interested in my English coursework that I don't want to stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I care a lot about what I am learning in my English class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I try to learn from my mistakes in my English classwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It's important to me that I improve my English skills this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How do you go about your work in your English class? Rate how often the following statements are true for you.

During my English class...

	<b>Never/ Rarely</b>	<b>Some of the Time</b>	<b>Most of the Time</b>	<b>All the time</b>
a. I stay focused on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I complete my coursework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I put effort into my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I keep trying even if something is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How much do you agree with the following statements?

What I am learning in my English class...

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. Is useful for my life right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Will be useful to me in my other high school classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Will be useful for my learning after high school (e.g., in college or job training).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Will be useful for my future career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How much do you agree with the following statements about yourself in English?

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. I can learn the material in my English class, if I put in enough effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know I can do well on my English test or assessment, even if it is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I believe I can master the skills taught in my English class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I expect to do well in my English class this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What is it like for you in your English class?**

13. How much do you agree with the following statements?

In my English class...

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. I get to learn in the ways that work best for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I do work that is the right level of challenge for me (not too hard or not too easy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I get to do work that I am interested in and that matters to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel as if my individual learning needs are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How much do you agree with the following statements?

In my English class...

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. I talk with other students about my coursework to help me understand things better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other students give me helpful feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When students share their ideas or work, I ask them questions to learn more about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It is easy for me to start a conversation with other students about what we are learning in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I can explain my point of view about what I am learning with other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I can work well with other students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How much do you agree with the following statements?

In my English class...

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. I get along with most of the students in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other students will take time to answer my questions, even if we are not friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Another student would try to help me feel better if I was upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other students notice when I am good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How do you feel when you are in your English class? Rate how often the following statements are true for you.

When I am in English class,...

	<b>Never/ Rarely</b>	<b>Some of the Time</b>	<b>Most of the Time</b>	<b>All the Time</b>
a. I feel as if I have to be careful about what I say and how I say it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel as if I just don't fit in with the other people in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel hesitant to share my ideas with others in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I leave the class feeling as if I am the only one who didn't understand the material well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About Your English Teacher

17. How much do you agree with the following statements about your English teacher?

My English teacher...

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a Lot</b>
a. Expects me to do well in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expects me to work harder than I thought I could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Doesn't let me give up when the work is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helps me figure out how I learn best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Gives me useful feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Is respectful of differing religions and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helps me connect what I am learning in class with my life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Group Work in My English Class

18. In your English class, have you ever worked together with other students on a project or activity?

- Yes
- Not sure
- No [skip to “are you sure?”]

Are you sure you have never worked together with other students in your English class on a project or activity?

- Oops! Yes, I have.
- No, I have not. [skip to end of survey]

19. Please rate how often you get to work with other students in your English class in the following ways.

In English class, ...

	<b>Never or Only Once per Year</b>	<b>A Few Times per Year</b>	<b>At Least Once per Month</b>	<b>About Once per Week</b>	<b>More Than Once per Week</b>	<b>Every Day</b>
a. I work with a partner (one other student) on a project, or activity,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I work in a group with two or more students on a project, or activity, during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. When you work with other students in your English class, how long does it usually take to finish your group projects or activities?

Our group projects, or activities last...

	Never/ Rarely	Some of the time	Most of the time	Every time
a. One class period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Two-three class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Three-four class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Five or more class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. When you work on a group project, or activity in your English class, how frequently does your group include the following?

My group has...

	Never/ Rarely	Some of the Time	Most of the Time	All the Time
a. At least one other student who is the <b>same</b> race or ethnicity as me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At least one other student who is a <b>different</b> race or ethnicity than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. At least one other student who knows <i>more</i> than me about the topic or skill we are working on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At least one other student I feel comfortable working with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Before you start working in your group, how often does your English teacher clearly explain what you should do and how your group should work together?

My teacher clearly explains...

	Never/ Rarely	Some of the Time	Most of the Time	All the Time
a. The purpose or goal for our group project or activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How we are supposed to share responsibility for getting the work done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. What we are supposed to do when members of our group disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What kinds of group projects, and activities do you work on in your English class?  
Rate how often the following statements are true.

Our group projects or activities ...

	Never/ Rarely	Some of the Time	Most of the Time	All the Time
a. Include a topic I know something about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have more than one possible solution or answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel as if they are the just right level of challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel connected to my life outside school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. When you are working with other students in a group in English, how often are the following statements true for your group?

	Never/ Rarely	Some of the Time	Most of the Time	All the Time
a. We need every member of our group to take on responsibility for his or her part of the project or activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We need everyone's ideas if we are going to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Credit is based on a combination of our individual work and our group work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How does your group actually work together?**

25. Rate how often the following statements are true for you and your group.

When I work with other students in a group in my English class,...

	<b>Never/ Rarely</b>	<b>Some of the Time</b>	<b>Most of the Time</b>	<b>All the Time</b>
a. Students work as a team to plan our group's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. All members of our group have a say in team decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Our teacher talks through group decisions with us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students carefully listen to each other's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students give compliments to each other on their ideas or solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students of different races get along well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Rate how often the following statements are true for you and your group.

When I work in a group in my English class,...

	<b>Never/ Rarely</b>	<b>Some of the Time</b>	<b>Most of the Time</b>	<b>All the Time</b>
a. We build off each other's ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We talk about different solutions or points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students feel comfortable disagreeing with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. When students share their ideas, other students ask questions or give them feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What does it feel like working in a group in your English class?**

27. How often do you feel this way? Rate how often the following statements are true for you.

When I work in a group in my English class,...

	<b>Never/ Rarely</b>	<b>Some of the Time</b>	<b>Most of the Time</b>	<b>All the Time</b>
a. Other students include me in decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other students ask for my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other students appreciate the work I do for our group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel comfortable sharing my ideas with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel as if it is okay to make mistakes in front of others in my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I feel comfortable asking questions if I don't understand something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. If you had the choice of working alone or with other students in your English class, which do you usually prefer?

- I prefer to work alone.
- I prefer to work with other students.
- Other (please explain) \_\_\_\_\_

29. Have you ever worked **online** with a group of students who are not in your class or school on a project, problem, activity, or assignment?

- Yes
- No [skip to end of survey]

30. How often do you work **online** with a group of students who are not in your class or school?

- Less than once per month
- At least once per month
- About once per week
- More than once per week
- Every day

31. Is there anything else you would like to share with us? [Blank text box]

**This is the end of the survey.**

Thank you very much for sharing your opinions and experiences!

Please click **Submit** below to finish.

## Learning with Others: Teacher Survey

Please refer to the [Teacher Survey Construct Map](#) for a list of item sets that can be used to measure desired constructs. Please refer to the [Technical Appendix](#) for the technical properties of these survey item sets.

## **American Institutes for Research Study of Collaboration Teacher Survey**

Dear Educator,

Welcome to the Learning with Others Study being conducted by the American Institutes for Research (AIR) an independent non-profit research organization. Your school has agreed to participate in this study which will examine the role that collaboration plays in the personalization of learning within student-centered classrooms and associated outcomes.

A key component of the study is understanding your experiences and practices as a classroom teacher. The purpose of this survey is to understand and describe the variation in educational approaches used within and across schools. We are not evaluating you, your classroom or your school.

The survey will take approximately 30–40 minutes to complete. If you are unable to complete the entire survey now, you may come back later to complete it.

**Confidentiality.** This survey is confidential. We will not share your individual responses with anyone outside of the study team, and your school's data will not be identified in our final report shared with the public.

**Voluntary.** This survey is voluntary. If you do not want to answer a question, you may skip it, but your perspective is important to us, so we hope you will answer as many questions as you can.

**Benefits.** Your participation in taking this survey will help us learn more about how you facilitate collaboration. Findings of the study will be used to deepen our understanding of collaboration and student-centered learning, and examine the potential benefits of student opportunities to work with others on positive school experiences and learning outcomes.

**Risks.** There are no foreseeable risks associated with your participation in this study.

**Questions.** If you would like more information about this study, you may contact the the American Institutes for Research at (781) 373-7021. If you have any questions about your rights as a participant in research, please contact the Institutional Review Board (IRB) at IRBChair@air.org or toll free at (800) 634–0797.

Informed Consent. Please select “Yes” and click "Next" to continue on to the survey. By doing so you give us your permission to use your responses in our study.

- Yes [skip to beginning of the survey]
- No

[If no] Are you sure you do **not** want to continue?

- Yes, I am choosing to not take this survey [skip to end of survey]
- No. I would like to return to the survey. I understand by doing so I am giving my permission to use my responses in your study.

This survey is divided into two sections.

**Section 1** asks about you, your school and your experiences as a teacher for ALL of the courses you teach.

**Section 2** asks about your experiences as a teacher for just ONE course that you teach.

**Adding Additional Comments:** You may want to share additional thoughts in response to survey questions. Please use the space for comments at the end of the survey to add any additional perspectives you have on specific survey topics, or on the subject of student collaboration in your school or classroom, in general.

## Section 1: About You, Your School and Your Experiences as a Teacher You

We would like to learn more about you and your experiences and perspectives as a teacher for ALL the courses you teach.

### A. General Teacher Information

1. Are you:
  - Male
  - Female
  
2. What grades of students do you teach? (Check ALL that apply)
  - 9<sup>th</sup>
  - 10<sup>th</sup>
  - 11<sup>th</sup>
  - 12<sup>th</sup>
  
3. How many years have you been teaching at this school (including this 2016-2017 school year)?
  - One year or less
  - Two to three years
  - Four to five years
  - More than five years
  
4. How many years have you been teaching at any school?
  - One year or less
  - Two to three years
  - Four to five years
  - More than five years

This survey is part of a study that focuses on student collaboration.

5. For the courses you currently teach, on average how often do you expect students to work in collaborative groups (of 3 or more students) during class?

I expect students to do collaborative group work in:	N/A I don't teach this subject	Never/Rarely	Less than once per month	At least once per month	At least once per week	More than once per week	Every day
a. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Social Studies/History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Optional) Comments: \_\_\_\_\_

6. For any of the courses you teach, do your students ever work virtually with other students **online** (i.e. a group of students who are not in your class or school) to complete an assignment, activity or project?

- Yes
- No

## B. Your Perspectives and Experiences as a Teacher

We'd like to learn more about what it is like at your school.

7. How much do you agree with the following statements in describing the policies, practices and perspectives of your school leaders (e.g., school principal, assistant principals, department heads, leadership team members)?

Our school leaders...

	Don't agree	Agree a little	Mostly agree	Agree a lot
a. Believe that student collaboration is an important schoolwide priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Offer me professional development or coaching support to help me design high quality <i>collaborative learning</i> experiences for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Support me as a teacher in adapting curriculum and approaches to be able to fit collaborative group work into my class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Identify collaboration skills as an explicit learning goal for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Believe that personalized learning for students is an important schoolwide priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Offer me professional development or coaching support to help provide <i>personalized learning</i> experiences for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Support me as a teacher in adapting curriculum and approaches to be able to personalize learning for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Teachers differ in their perspectives about the intended purpose and benefits of offering collaborative group work to students. Think about the reasons why you offer collaborative group work to students. Please rate your level of agreement with the statements describing potential reasons why you might offer students collaborative group work in your classes.

I offer collaborative group work in order to....

	<b>Don't Agree</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Agree a lot</b>
a. Build students' collaboration and social skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Enhance students' interest and engagement in a subject/lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Deepen students' learning of core academic concepts and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Build students' capacity to apply what they have learned to a new problem or context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Better meet the learning needs of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Teachers differ in their experiences with offering collaborative group work to students. Tell us how much you agree with the following statements.

	<b>Don't Agree</b>	<b>Agree a little</b>	<b>Mostly Agree</b>	<b>Agree A lot</b>
a. Some students are just not able to learn effectively in collaborative groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. For many students, working in a group makes it harder for them to stay on task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students who are struggling academically usually benefit more from individualized teacher help than from working in a collaborative group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It is hard to find time for student collaboration when I am trying to personalize learning for each of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would offer my students more opportunities for collaboration but there is simply too much content I have to cover in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Most students can learn more working on their own than they do working in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. If given the choice, most students would prefer to work on their own rather than in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do the following schoolwide policies and practices help or hinder your ability to provide collaborative learning opportunities for your students?

	<b>Presents major obstacles</b>	<b>Presents some challenge</b>	<b>Neither helps nor hinders</b>	<b>Is Helpful</b>
a. Our class schedule/length of class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The number/length of planning periods I am given each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Size of my classes (i.e., number of students enrolled in my class).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Composition of my classes (e.g., range of student abilities, numbers of students with IEPs, English language learners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Amount of content I am expected to cover in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Required student assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Autonomy I am given by school leaders/department heads.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Amount of time I am given to collaborate with my fellow teachers to plan high quality collaborative group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section 2: Your Experiences Teaching One Course

We'd like to know more about your instructional approaches and practices in the classroom. High school teachers teach multiple courses and, often, multiple subjects.

A. First, do you teach math or English? Select ONE answer below.

- Yes, I teach math [skip to C]
- Yes, I teach English [skip to D]
- I teach BOTH math and English [skip to B]
- No, I don't teach either math or English [skip to E]

B. Do you teacher more of your classes in math or in English? Pick the subject in which you teach the most classes.

- Math [skip to C]
- English [skip to D]

[For respondents who select math or English]

C. Please write in the name of the specific math course and grade level(s) in which you offer the most opportunities for collaboration [skip to Q11]

Course Name:

Grade Level(s):

D. Please write in the name of the specific English course and grade level(s) in which you offer the most opportunities for collaboration [skip to Q11]

Course Name:

Grade Level(s):

[For respondents who don't teach either math or English]

E. Of the courses you teach, in which subject and course do you offer the most frequent opportunities for student collaboration?

Choose the subject you teach in which you offer the most frequent opportunities for collaboration.

- Science [skip to F]
- Social Studies/History [skip to G]
- Foreign Language [skip to H]
- Other subject [skip to I]

F. Please write in the name of the specific science course and grade level(s) in which you offer the most opportunities for collaboration [skip to Q11]

Course Name:

Grade Level(s):

G. Please write in the name of the specific social studies/history course and grade level(s) in which you offer the most opportunities for collaboration [skip to Q11]

Course Name:

Grade Level(s):

H. Please write in the name of the specific foreign language course and grade level(s) in which you offer the most opportunities for collaboration [skip to Q11]

Course Name:

Grade Level(s):

I. Please write in the name of the specific other course and grade level(s) in which you offer the most opportunities for collaboration

Course Name:

Grade Level(s):

For the rest of this survey, we would like you to focus on just this one course you selected where you offer the most frequent opportunities for collaboration.

*[A reminder banner will appear at the top of all of these pages in Section II. "Remember: focus on just the one course you selected when answering these questions"].*

11. How often do students in your selected class engage in the following types of collaborative activities?

	<b>Never or once per year</b>	<b>A few times per year</b>	<b>At least once per month</b>	<b>At least once per week</b>	<b>More than once per week</b>	<b>Every day</b>
a. Students work in pairs to complete an assignment, activity or project in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students work together in a collaborative group (3 or more students) to complete a project, activity or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. The duration of collaborative projects, problems, or activities can vary depending on the focus or purpose. When students in your class are working in groups (i.e. of 3 or more students) how long do students usually spend on a specific group project, problem, or activity?

Group projects, problems, or activities usually last...

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. One class period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Two-three class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Four to five class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. More than five class periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We'd like to know more about students' group work in your selected class.

13. How often do you use the following strategies when forming student collaborative groups?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. I assign students to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I partner with students to help decide who will be in each group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students form their own groups (decide on their own).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How often do student collaborative groups in your selected class have the following characteristics?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. At least two students who share the same race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. At least two students of different races/ethnicities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A mix of students with more and less knowledge and skill in the activity topical area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Before students begin working in their collaborative groups, how often do you explain, review, or provide written information on the following?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. The purpose or goal for the group project, problem, or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. What steps they are supposed to take to go about their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How students are supposed to share responsibility for getting the work done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. What students are supposed to do when members of their group disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The criteria you will use to determine students' individual or group grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How much have you discussed and practiced the following group work skills with your students?

Students have discussed and practiced how to....

	<b>Not at all</b>	<b>A little</b>	<b>Some</b>	<b>A lot</b>
a. Listen carefully when another student is talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Give constructive feedback to another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Listen patiently when someone is giving them feedback on his/her work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Disagree with someone in a respectful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reach an agreement as a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Divide up group work fairly among group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Question and address one another respectfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Clearly communicate their point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How often are the following statements true in describing how students in your class must work together in order to function effectively within their groups?

When students work together in groups (of 3 or more students)....

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. Students can only successfully complete the group project or task when everyone fulfills their varying roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A wide range of perspectives, ideas, and work styles are needed for students to effectively solve the group problem or task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' grade/credit for their group work is based on a combination of their individual work and their group's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students are expected to engage in a structured reflection time or evaluation of their group work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How often do group problems, projects, or activities in your class have the following characteristics?

Group problems, projects, or activities...

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. Have more than one possible solution or answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are connected to an ongoing unit or theme students have been studying in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Require that students apply what they have learned to a real-life problem or challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Include topics students already know something about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Are focused on a topic that was determined by the students themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Have an explicit connection with students' family traditions or culture (e.g., in topical focus or modes of learning—such as oral traditions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Have an explicit connection with students' lives outside of school (e.g., related to students' interests, hobbies, work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. We recognize that student groups vary in how well they work together. Thinking in general about the students in the one specific class you selected, please rate how often the following statements describe the students in your class when they are working in collaborative groups.

	<b>Not sure/ Cannot answer</b>	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time/All of the time</b>
a. Students build off each other's ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students talk about different solutions or points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students appear comfortable disagreeing with each other).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. When students share their ideas or answers, other students ask them questions or give them feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. All students have a say in group decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. All students work as a team to plan out the approach to the group's work (e.g., what tasks will need to be done and in what order).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students ask one another for their opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students work together to decide how they will divide up the work (i.e., roles and responsibilities) among the team members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Students differ in how they interact with one another when they are working in groups. Please rate how often the following statements are true for your students.

	<b>Not sure/ Cannot Answer</b>	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time/All of the time</b>
a. Students carefully listen to each other's points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students compliment each other on their ideas or solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students of differing races get along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students are able to stand up for themselves without putting others down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students are able to disagree with others in their group without getting angry or upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers often use a range of strategies to facilitate group work within their classrooms.

21. How often do you use the following practices to facilitate students' group work?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>Every time</b>
a. I verbally acknowledge prosocial behaviors I observe in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. If I see students who are not fully participating, I encourage them to share their ideas or opinion with the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If student disagreements are not constructively resolved and escalate, I help group members talk through their differences and devise their own solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I encourage students to ask questions, critique, and give each other feedback on their ideas and work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I encourage students to explain their thinking to each other, "why" they think or believe what they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I encourage students to share when they have a different opinion, perspective, or idea, even when it might directly contradict what someone else has just said.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we'd like you to think about your selected classroom in general—in other words, including the times when students may or may not be working in collaborative groups.

22. How often are the following statements true for the students in the one specific class you selected?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>All the time</b>
a. Students seem to really care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students quiet down and listen when someone has something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students ask each other for their opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students include each other in conversations, even if they are not friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A student would help another student to feel better if he/she was upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A student would give a compliment to another student if he/she thought the student was good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students of different races choose to work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students celebrate each other's successes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Think about your classroom in general. Including the times when students may or may not be working in collaborative groups, how often are the following statements true for the students in your selected class?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>All the time</b>
a. Students will help explain a concept or skill to another student who is struggling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students give each other feedback on their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students present or formally share their work with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students ask questions or give feedback to students who are presenting or sharing their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students give each other help with coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students encourage each other to keep trying when they are struggling with coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students volunteer to call or give another student information on what they have missed when they miss a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How often do you use the following instructional practices in this class?

	<b>Never/ Rarely</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>All the time</b>
a. I let students modify assignments to better match their individual interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I give students the option of moving through course material faster or slower than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I let students decide which skills or tasks they will work on during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I let students work on differing assignments, skills, or topics all at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I expect all students to do well in my course, regardless of their prior achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I don't let any of my students give up, even when the work gets challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I push all of my students to work harder than they thought they could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How often do students in your class use technology to support their learning?

Students use technology (e.g. software, devices) to...

	<b>Never or once per year</b>	<b>A few times per year</b>	<b>At least once per month</b>	<b>At least once per week</b>	<b>More than once per week</b>	<b>Every day</b>
a. Learn new topics, material, or skills (e.g., watch an educational video on-line).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work on a topic, unit, or learning target they haven't met or finished yet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Move ahead to the next topic, unit, or learning target before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. As a teacher, what practices do you use to get to know the individual students in your class? Please indicate for what proportion of your students you have engaged in the following practices.

	<b>Very few or none of my students</b>	<b>Less than half of my students</b>	<b>About half of my students</b>	<b>Half to three quarters of my students</b>	<b>All or almost all of my students</b>
a. I have met with small groups of students to discuss their work and progress (e.g. advisory or workshop).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have met individually with students to discuss their work and progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have discussed with the individual student his/her interests and strengths related to this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have discussed with the individual student his/her challenges and areas for growth in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have given individualized academic attention and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I have helped individual students figure out how they learn best (e.g., discussed preferences such as whether they work better in a quiet room, work better alone or with others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I have asked students questions about their life outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have talked to students about where they live (e.g., about their neighborhood).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I have met the students' parents or other family members, such as siblings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have helped students connect coursework with their personal life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How well do you feel you understand the individual learning needs of each of the students in your class? Please indicate for what proportion of your students the following statements are true.

	Very few or none of my students	Less than half of my students	About half of my students	Half to three quarters of my students	All or almost all of my students
a. I know something about the students' family, religion, or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I understand how the student's family, culture, or religion may influence his/her learning in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I understand which things in this course are easy for him/her to understand and do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I understand which things in this course are more difficult for him/her to understand and do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I know when to give him/her more challenging material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know how to motivate him/her to invest more effort into their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I know how to adapt coursework to meet their individual learning needs, interests, and preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Is there anything else you would like to share with us about your classroom practices related to student collaboration?**

**This is the end of the survey.**

Thank you very much for sharing your opinions and experiences!

## **Learning with Others: Classroom Observation Rubric**

The following observation rubric contains both original items as well as items drawn from existing instruments. Sources for borrowed observation items are not cited in this document. Please refer to the Learning with Others [Technical Appendix](#) for specific information on observation rubric item sources.

## Study of Collaboration Observation Overview Sheet:

Classroom code: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Observation start time: \_\_\_\_\_ Observation end time: \_\_\_\_\_ Total observation time: \_\_\_\_\_  
Number of teachers: \_\_\_\_\_ Number of other adults: \_\_\_\_\_ Total Number of students: Boys \_\_\_\_\_ Girls \_\_\_\_\_  
Gender/Uncertain \_\_\_\_\_

**What type of activities were observed during this class? (Please provide the approximate length of time each type of activity occurred)**

Whole class activity: \_\_\_\_\_ Varied concurrent activities and groupings: \_\_\_\_\_ Pairs/Group activities: \_\_\_\_\_

Please provide a brief description of what occurred during the observation period:

Please describe any collaborative activities observed (e.g. what was the nature of the activity? How were students grouped? How were students expected to approach the task? How were students expected to work together?)

Additional notes/comments on this classroom observation:

### Study of Collaboration Observation Cover Sheet:

Classroom code: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Cycle: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Observation includes start of class period/block? Y/N  
 Number of teachers: \_\_\_\_\_ Number of other adults: \_\_\_\_\_ Total Number of students: \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_ Gender/Uncertain \_\_\_\_\_

**Use of Class time:** *Please start new rating sheet when nature of activities/groupings change!*

All students participate in whole class activity	Students participate in varied concurrent activities and groupings	Students participate in pairs or in groups (of 3 or more students, but not full class)
Minutes of observed class time _____	Minutes of observed class time _____	Minutes of observed class time _____ ○ All students in pairs or small groups <i>If only some students in pairs or small groups (note minutes in middle column)</i>
<b>Check all that apply.</b> ○ Teacher gives directions for an activity ○ Teacher gives lecture or leads lesson ○ Teacher facilitates whole class student discussion ○ Student presents, leads activity, gives instructions	Note # of students in each grouping type  <b>Check all that apply.</b> ○ Independent/Individual work – (Students sit and work alone with little/no interaction with peers or adults) _____ ○ Individual work in groups (students sit together, interact while they work) _____ ○ Individual/small group with teacher/adult instruction _____  Pairs or Collaborative group/team activity (Complete center column)	Number of pairs/groups _____ Average size of groups _____ Notes on group composition (e.g. proportion of boys/girls; race/ethnicity of students in and across groups. Note balance and consistency)  <b>Group Assignments: Pick one answer.</b> Pairs/groups assigned by teacher? ___ Pairs/groups by student choice/input? ___ Not sure/not clear _____  Number of pairs/groups observed/rated: ___
Technology Use Y/N	Technology Use Y/N	Technology Use Y/N
○ Students used 1:1 device (lap top/tablet) independently ○ Students shared devices (laptops/tablets) with at least one other student ○ Students used other technology (please describe)	○ Students used 1:1 device (lap top/tablet) independently ○ Students shared devices (laptops/tablets) with at least one other student ○ Students used other technology (please describe)	○ Students used 1:1 device (lap top/tablet) independently ○ Students shared devices (laptops/tablets) with at least one other student ○ Students used other technology (please describe)

**I. NATURE OF ACTIVITY/ACTIVITIES (4 items) *What are students being asked (or expected) to do?***

*(Nature of Activity items are rated on the design of the activity. Teacher instructions can be used to gauge intended design.)*

<b>1. Activity is well organized and has clear objectives. (N/A if there are no activity instructions or expectations given or observable.)</b>		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p>The activity instructions and/or the teacher provides limited or no explanation and direction. Students are not at all clear about what to do (e.g., they appear very confused and need constant reminding and prompting throughout the planned activity).</p> <p><b>Example:</b> <i>The teacher is vague and incomplete in his/her instructions and does not clearly explain up front what students should be doing, when, why, or how. Students keep asking, “Now, what are we supposed to be doing?”</i></p>	<p>The activity instructions and/or the teacher conveys some expectations but is not clear about all aspects. Students show some confusion about what is expected (e.g., teacher must prompt students multiple times to enable them to fully participate).</p> <p><b>Example:</b> <i>The teacher may be clear about one aspect, what he/she wants students to do, but not clear about next steps once an initial portion is completed.</i></p>	<p>The activity instructions and/or the teacher clearly and fully communicates expectations and objectives. Students clearly understand what is expected (e.g., they go about their work without the need for prompts and reminders).</p> <p><b>Example:</b> <i>The teacher gives clear instructions for what he/she wants students to do, why, what students will learn, how students should approach the task, and when/how much time students should spend on the task.</i></p>
<b>2. Activity requires collaboration among students.</b>		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p>The <u>assigned activity</u> does not require that students work collaboratively (e.g., in pairs or groups) for any aspects of the work or for any portion of the time. Students may be expected to work independently.</p> <p><b>Example:</b> <i>Students are sitting together and chatting informally as they do their independent course work. Students are not expected to work together.</i></p>	<p>The <u>assigned activity</u> requires students (or gives them the option) to collaborate (e.g., in pairs or groups) for some aspects of the work or for just some portion of the time. Students are either not expected to produce a group product or are not expected to engage in a collective process.</p> <p><b>Example:</b> <i>Students work in small groups to complete an assignment. Students are asked to choose a topic as a group but then can work independently—checking in periodically to be sure tasks were completed.</i></p>	<p>The <u>assigned activity</u> requires that students work collaboratively (e.g., in pairs or groups) for all/most aspects of the work and for all/most of the time. Students are expected to engage in a collective process and produce a group product.</p> <p><b>Example:</b> <i>Students are asked to build robots together in groups. Students jointly decide what kind of robot they will build, engage in an exchange of opinions, and compromise and negotiate when they disagree.</i></p>

3. Activity is challenging, open ended, and problem focused.		
Low	Med	High
<p>The <b>assigned activity</b> is not cognitively challenging, problem focused, or open ended; students retrieve known information or complete specified steps for a rote, routine task.</p> <p><b>Example:</b> Activity appears very easy and straightforward for students. For example, students follow step-by-step directions, look up information on the Internet, or organize supplies for a task they will do another time.</p>	<p>The <b>assigned activity</b> is somewhat cognitively challenging and problem focused; students must apply knowledge and skills to a routine problem or task that has an expected and known solution (i.e., the task is not open ended).</p> <p><b>Example:</b> Students must apply prior knowledge and skills to a routine task that has identified steps and/or has a correct answer, such as solving mathematics problems or performing a scientific experiment for which they need to determine the right order of the steps they will take.</p>	<p>The <b>assigned activity</b> is cognitively challenging and open ended; students must reason through a novel problem/task that has more than one right approach, answer, solution, or expected end product.</p> <p><b>Example:</b> Students must clarify exactly what question or problem to solve, plot a strategy, and apply a range of skills and knowledge. Students try multiple strategies and/or try more than once to be successful, such as figuring out the most efficient length and angle for the design of a marble track.</p>
4. Activity connects with student culture, family background, and/or life outside of school.		
Low	Med	High
<p>The topical focus of the activity is not at all connected to the lives of students (i.e., the topic is strictly academic or theoretical). <b>Teacher makes no effort to reference or connect the activity with the lives or interests of students outside of school.</b></p> <p><b>Example:</b> As part of a study of metabolism, the teacher asks students to learn how activity level and diet influence metabolic rates in humans.</p>	<p>The topical focus of the activity is somewhat connected to the lives of students (i.e., includes some reference to students' personal/social/recreational interests, family background, ethnicity, culture). <b>Teacher briefly references a general connection with students' lives or interests outside of school but does not explain how or why the activity itself could be useful or relevant to them personally.</b></p> <p><b>Example:</b> As part of a study on human metabolism, the teacher mentions that cultural differences in diet, traditions, and lifestyle, have been shown to influence metabolic rates.</p>	<p>The topical focus of the activity is meaningfully connected to the lives of students (i.e., students must draw from their life outside of school in some way as part of participation). <b>Teacher explicitly helps students personally connect to the activity and understand how the activity is (or could be) relevant to their lives and interests. Note:</b> The connection must be made to the lives of those students attending the class—not just to student lives in general.</p> <p><b>Example:</b> After students study human metabolism, the teacher asks students to discuss with their peers how their own activity levels, diet, and meal-sharing habits might be shaped by their family and family traditions.</p>

## II. TEACHER FACILITATION (7 items) *How is the teacher interacting with students and facilitating their learning?*

1. Teacher–student interactions are positive and respectful. <i>(N/A if there are no teacher–student interactions during the observation period.)</i>		
Low	Med	High
<p>Teacher–student interactions are sometimes unfriendly, tense, or negative (<i>e.g., four or more negative, or unsupportive exchanges observed between teacher and students</i>). <b>More than half of the interactions are either flat/neutral or negative in tone.</b></p> <p><b>Example:</b> <i>More than a few times, interactions are negative or tense between the teacher and one or more students. The teacher and students may be rude to each other, exchange a negative affect, and exhibit mean-spirited sarcasm or explicit criticism or teasing.</i></p>	<p>Teacher–student interactions are mostly positive and mutually respectful (<i>e.g., one to three negative or unsupportive exchanges observed between teacher and students</i>). <b>More than half of the interactions are positive. Some interactions may be flat/neutral in affective tone.</b></p> <p><b>Example:</b> <i>Teacher and students are courteous, pleasant, and positive in their interactions. There are just a few minor incidences when a student or teacher exhibits a slightly negative, critical, or sarcastic tone in voice or comments. Or, there are many incidences when interactions are flat/neutral.</i></p>	<p>Teacher–student interactions are consistently positive and mutually respectful (<i>i.e., no negative or unsupportive exchanges observed</i>). <b>All, or nearly all, interactions have a positive affective tone. Very few or no interactions have a flat/neutral tone.</b></p> <p><b>Example:</b> <i>The teacher frequently offers encouraging remarks, such as: “I like your thinking,” or engages in good-natured joking, laughing, casual conversations. The teacher and students always treat each other with kindness and respect even during disagreements.</i></p>
2. Teacher is student focused and actively engages with students.		
Low	Med	High
<p>Teacher is disengaged. Teacher is not at all student focused, or teacher is unresponsive to students who are disengaged.</p> <p><b>Example:</b> <i>The teacher interacts infrequently with students and appears disengaged for more than half the period. Interactions are almost entirely task focused. The teacher does not help promote engagement of students who are not participating.</i></p>	<p>Teacher engages with students most of the time but is not always student focused. Teacher is somewhat student focused.</p> <p><b>Example:</b> <i>The teacher engages with students fairly often but is either inconsistent in his/her level of engagement or is not always student focused during interactions (e.g., he/she may be focused on task management during interactions).</i></p>	<p>Teacher actively engages with students throughout the period. Teacher is highly student focused.</p> <p><b>Example:</b> <i>The teacher is very student focused, shows interest in what students think. He/she floats through the classroom and is frequently observed interacting with students, talking with them about their experiences in the activity or their lives.</i></p>

<b>3. When helping students, teacher solicits student ideas and guides student thinking.</b> (N/A if teacher is not observed responding to or helping any students with questions or problems.)		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p><b>When helping students, the teacher never elicits students' ideas or prior knowledge. The teacher only directly delivers information, answers questions, and gives explanations. The teacher does not ask any open-ended questions.</b></p> <p><b>Example:</b> <i>The teacher simply delivers information and gives students the right answer when they are struggling. The teacher does not ask students questions or help them figure questions out on their own.</i></p>	<p><b>When helping students, the teacher only sometimes elicits students' ideas and prior knowledge. The teacher mostly asks closed-ended questions and gives information to lead the student to answers and solutions without building off their understanding.</b></p> <p><b>Example:</b> <i>Most of the time, the teacher asks closed-ended yes/no questions and leads students by explaining ideas or offering hints so they guess the right answer. The teacher is observed asking "how," "why," "what if" questions once or twice.</i></p>	<p><b>When helping students, the teacher consistently elicits students' ideas and prior knowledge and helps students think through problems themselves rather than offering answers.</b></p> <p><b>Example:</b> <i>The teacher helps a student work through a mathematics problem by asking "how," "why," and "what if" questions, guiding and probing their thinking and prompting the students to brainstorm their own potential approaches and solutions.</i></p>
<b>4. Teacher promotes student autonomy and decision making.</b> (N/A if observer believes there were no opportunities for decision making during observation period. Please provide explanation below this box. Rate as "high" if students are observed making decisions with or without explicit verbal teacher encouragement for those decisions. Observers may note teacher restrictions of student physical movement in notes for this item.)		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p><b>Teacher does not solicit student input for decisions and does not allow students to make or contribute to decisions.</b></p> <p><b>Example:</b> <i>When students try to make suggestions for a group project, the teacher directly dismisses their ideas. The teacher makes it clear that he/she is in charge and makes all the decisions. The teacher may give students a token role, such as handing out supplies for the group project.</i></p>	<p><b>Teacher encourages some student input and gives students some responsibility but retains control as the primary decision maker.</b></p> <p><b>Example:</b> <i>The teacher encourages students to share their ideas for group activities. The teacher thanks the students for their ideas and lets them know she will certainly consider their ideas when she is planning. The teacher explains for today how the students will pursue the topic and reminds students that their ideas helped to shape the theme.</i></p>	<p><b>Teacher encourages (or allows) students to make choices, take responsibility, and play an active and autonomous role in making decisions.</b></p> <p><b>Example:</b> <i>The teacher actively solicits student input in decisions regarding the activity topic for their group time. Once students are organized into groups, the teacher encourages students to take responsibility for leading and organizing their own, or their group's, work.</i></p>

## TEACHER FACILITATION OF PEER–PEER INTERACTIONS AND LEARNING

5. Teacher encourages group interdependence and productive struggle. (Rate only for pairs or collaborative group work.)		
Low	Med	High
<p>Teacher does not allow groups to have independence and does not promote interdependence among students. The teacher monitors groups closely and quickly responds when groups encounter any difficulties. Teacher explicitly directs the group so members can resolve their problem with minimal delay and struggle.</p> <p><b>Example:</b> The teacher watches students working in their groups and rushes over to groups as soon as they show any indications of difficulty or are approaching the task differently than the teacher expected.</p>	<p>Teacher allows groups to have periods of independence and interdependence but limits productive struggle. The teacher provides direct support and guidance when groups encounter difficulties to help them resolve their problem.</p> <p><b>Example:</b> The teacher interacts with groups frequently and responds quickly when a group asks for help or is showing clear signs of frustration. Although the teacher does not give students the answers, he/she gives hints or suggestions for what students might try and remains with the group until members solve their problem.</p>	<p>Teacher gives groups lots of independence and promotes group interdependence as he/she allows students to engage in productive struggle. When he/she interacts with groups, she facilitates rather than directs their work.</p> <p><b>Example:</b> The teacher observes groups from a distance and refrains from jumping in to help when groups encounter problems. When the teacher interacts with groups, he/she asks open-ended questions, encourages students to persevere, use each other as resources, and explore alternative approaches when they are not successful.</p>
6. Teacher encourages and facilitates substantive student discussions/exchanges. (N/A if students are not allowed to interact during observation period. This item can be rated for pairs, groups, or full-class discussion time.)		
Low	Med	High
<p>Teacher does not explicitly encourage, facilitate, or extend peer–peer exchange.</p> <p><b>Example:</b> When stopping by to check on a student group, the teacher engages in several back-and-forth conversations with students working in the group but does not attempt to prompt any exchange at all between the students in the group.</p>	<p>Teacher verbally encourages peer–peer discussion but offers only limited and brief facilitation to prompt peer exchange.</p> <p><b>Example:</b> When stopping by to check on a student group, the teacher asks a series of single open-ended questions directed to the group, generally, but does not follow up with any prompts to specific students to extend their dialogue.</p>	<p>Teacher encourages and facilitates extended peer–peer discussion and the exchange of ideas and opinions between students (i.e., teacher facilitates multiple back-and-forth loops).</p> <p><b>Example:</b> When stopping by to check on a student group, the teacher promotes student discussion by asking open-ended questions, inviting students to build on others' ideas, or encouraging students to explain their thinking to others.</p>

**7. Teacher encourages (and celebrates) multiple perspectives and approaches to solving problems.** (N/A if students are not allowed to interact during observation period. This item can be rated for pairs, groups, or full-class discussion time.)

Low	Med	High
<p>Teacher discourages, defers, or ignores alternative perspectives or approaches. The teacher presents class/course content and approaches as having one right or preferred way.</p> <p><b>Example:</b> <i>When a student finishes sharing his/her solution to a mathematics problem, the teacher tells the student whether his/her approach and answer are correct. Then he/she calls on another student to see if that student can do it the right way.</i></p>	<p>Teacher allows students to share alternative perspectives or approaches. However, the teacher does not explicitly encourage or guide students in reflecting on or incorporating these multiple perspectives or approaches into their work.</p> <p><b>Example:</b> <i>When a student suggests a different way of approaching a mathematics problem, the teacher listens patiently and thanks the student for sharing the new idea. The teacher then redirects the group back to the original method.</i></p>	<p>Teacher explicitly elicits, celebrates, and encourages multiple perspectives and approaches. Teacher prompts students to reflect on and incorporate differing ideas, viewpoints, or approaches into their work and problem solving.</p> <p><b>Example:</b> <i>When a student finishes sharing his/her solution to a mathematics problem, the teacher asks, “Who has a different approach they would like to share?” Then, “How might the solution look different if we used one approach versus the other approach?”</i></p>

**III. STUDENT PARTICIPATION AND INTERACTION WITH PEERS (6 items) *How are students participating? How are they engaging with other students?***

<b>1. Students are actively and constructively engaged in tasks or activities. (No N/A option for this item.)</b>		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p><b><u>Only some</u></b> students are actively and constructively engaged in tasks or activities.  <b>Example:</b> <i>Half or more of the students are passive or disengaged during the activity. They may be distracting others, appear bored, seem disinterested, or be engaging in off-task behaviors. Very few or no students appear enthusiastic and interested.</i></p>	<p><b><u>Many</u></b> students are actively and constructively engaged in tasks or activities.  <b>Example:</b> <i>Many students are actively and constructively engaged for much, but not all, of the time. A few students may appear bored or less interested in the activity or are engaging in off-task behaviors such as checking their phone for much of the time.</i></p>	<p><b><u>All/almost all</u></b> students are actively and constructively engaged in tasks or activities throughout the class period or group activity.  <b>Example:</b> <i>There is a buzz of activity in the room. All students appear enthusiastic, interested, and constructively engaged in their work/activity. Students ask questions, focus on their work, and discuss their work with others.</i></p>
<b>2. Students listen well to each other. (N/A if students are not allowed to interact during observation period)</b>		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p><b><u>Only some</u></b> students listen well to peers.  <b>Example:</b> <i>Most students do not listen well to peers. They ignore, interrupt, or do not make eye contact with peers when they are talking.</i></p>	<p><b><u>Many</u></b> students listen politely to peers; however, listening is typically brief.  <b>Example:</b> <i>Many students listen fairly well to peers. Many exchanges are brief, and students do not show interest by asking follow-up questions. A few students may interrupt, ignore, or not make eye contact with peers when they are talking.</i></p>	<p><b><u>All/almost all</u></b> students listen actively, patiently, and attentively to peers.  <b>Example:</b> <i>All/almost all students and exchanges show students are interested and actively listening to peers. Students make strong eye contact and ask follow-up questions that show they are listening.</i></p>
<b>3. Students are friendly, kind, and respectful with each other. (N/A if students are not allowed to interact during observation period)</b>		
<b>Low</b>	<b>Med</b>	<b>High</b>
<p><b><u>Some</u></b> students are unfriendly, unkind, and disrespectful to each other <b>some of the time</b>.  <b>Example:</b> <i>There is some evidence of social exclusion or avoidance among some students. There are more than a few incidences when students tease each other or exchange mean-spirited, sarcastic, or disrespectful comments.</i></p>	<p><b><u>Many</u></b> students are friendly, kind, and mutually respectful <b>most of the time</b>. A few (one to three) unfriendly or disrespectful students or exchanges are observed.  <b>Example:</b> <i>Many students interact positively with each other. A few students may stick to themselves. There are a few minor incidences when there is evidence that playful banter or good-natured teasing may have gone a bit too far. There are some mildly sarcastic remarks.</i></p>	<p><b><u>All/almost all</u></b> students are <b>always</b> friendly, kind, and mutually respectful; they treat each other as individuals and equals. There are no incidences of unfriendly or disrespectful exchange.  <b>Example:</b> <i>There is a warm social atmosphere. Groups of students mix freely. Students are observed smiling and interacting with one another. Any playful banter and joking is always good natured.</i></p>

4. Students engage in the constructive exchange of ideas and opinions with peers. (N/A if students are not allowed to interact during observation period. This item can be rated for pairs, groups, or full-class discussion time.)		
Low	Med	High
<p><b>There is limited or no discussion among students related to the activity.</b>  <b>Example:</b> Some students comment or share their ideas or opinions with others, but there is no, or very limited, evidence of any kind of ongoing, reciprocal exchange between students related to the activity.</p>	<p><b>Many students contribute their ideas or opinions related to the activity, but only some engage in an ongoing, reciprocal exchange.</b>  <b>Example:</b> Most exchanges are pleasant but brief. Some students or some exchanges are extended—students ask a peer follow-up questions or build on or encourage another student to contribute their ideas and opinions.</p>	<p><b>All/almost all students contribute to the discussion. Students engage in a constructive, sustained, and reciprocal exchange of ideas and opinions related to the activity/problem.</b>  <b>Example:</b> Students ask each other questions, build on others' ideas, encourage each other to share their opinions, and explain and defend their perspectives.</p>
5. Students engage in shared group planning and decision making. (Rate only for pairs or collaborative group work.)		
Low	Med	High
<p><b>Students do not work collectively as a group. Students do not engage in any shared group decision making or discuss the group's goals, direction, or approach. Note:</b> Students may get along well as they sit together in a group; they simply do not engage in any shared decision making or planning.  <b>Example:</b> Students are sitting together and engage in verbal exchanges related to tasks, but no group decisions or check-ins related to a group direction, goals, or progress take place.</p>	<p><b>Students engage in some group planning or decision making, but it is not sustained throughout the class or activity period and may not include all group members.</b>  <b>Example:</b> Students briefly discuss the activity as a group, divide up responsibilities, and then work primarily on their own for most of the activity period. Or, there is some verbal exchange between students related to tasks, but there is minimal, infrequent group decision making related to maintaining a group direction, goals, or checking on the group's progress.</p>	<p><b>Students approach the activity collectively and work as a team to determine goals, an approach, and roles; they plan and make decisions as a group.</b>  <b>Example:</b> Most or all students contribute their opinions and help set direction. Group members weigh options and varying preferences and positions of group members before making a group decision. Group members continue to check in with each other frequently throughout the activity period to gauge group progress and adjust group direction and approach.</p>

# **Learning with Others: Student Focus Group Protocol**

<b>Interviewer:</b>	<b>School Code:</b>
<b>Focus Group Code:</b>	<b>Date and Time:</b>

## Student Focus Group Protocol (5 minutes)

Thank you for taking the time to speak with me this [morning/afternoon]. Before we start, I would like to give you a little background about who I am and why I am here. I would also be glad to answer any questions you might have for me. I work for a nonprofit organization called American Institutes for Research or AIR.

We are asking you to be part of a research study. This study has three main goals:

1. to understand the kinds of opportunities students have to work together during school;
2. to better understand how opportunities to work together might influence how students experience their classes and how they do in school; and
3. to better understand how students from varying racial/ethnic backgrounds might experience and benefit from working together differently.

Your parents (or you, if you are over 18) have signed a consent form allowing you to participate. I want to assure you that all information you share today will be kept strictly confidential. No identifying information about you or what you say will ever be shared with anyone outside the study team. All private information about you that we collect will be stored using high data security standards.

We are interested in hearing about your ideas and experiences with collaboration. By *collaboration*, I mean an activity or project in which you are expected to work together with other students on a shared task, problem, or project. So, not just when you sit together with other students while everyone does his or her own work. Those times when you are working together with other students on an activity or project in school.

During our discussion today, I want to clarify that there are no right or wrong answers to the questions I will be asking. In fact, I hope to hear about all of the different ideas and experiences that students have when they collaborate. So, remember you will help us the most if you share your honest opinions—not what you think I want to hear.

Even though your parent or guardian has provided consent on your behalf, your participation in this study is voluntary. You may choose at any time not to answer a particular question or to stop your participation altogether.

Do you have any questions before we begin? If at any time you have questions, please feel free to ask.

To ensure the accuracy of the information we report, I would like your permission to record our discussion today. We want to record this conversation to accurately capture all of your feedback.

We will not share what you say with your parents, teachers, or school, and at the end of the study, we will delete the audio file.

Do I have your permission to record the conversation? [If yes, begin recording.] Okay, thank you.

## I. Background

1. First, I'd like to learn a little bit about you. Let's go around the room: Tell me your first name, grade level, and the first thing that comes to mind when you think about collaborating with your peers? **Probes:** *What does the word "collaboration" mean to you? If you had to explain it to someone else, what would you say?*

## II. Students' Participation in High-Quality Collaborative Experiences

### Nature of collaborative activities

2. I'd like to know a little more about the kinds of group activities you work on in your classes. Can someone give me an example? Can you describe a group activity you did recently? **Probes:** *What class/subject was it in? What was the activity? How many other students were there?*
  - a. What are the collaborative group activities you get to do in your classes usually like? **Probes:** *Do you get to choose a topic or project you want to work on? Do the group activities usually have topics that require in-depth discussions? Are they quick questions that you review with the group to make sure everyone got the correct answer? Are they projects where tasks need to be split up and each member has a role?*
3. Do you usually think the collaborative group activities are interesting? Why/why not?
  - a. Do the kinds of activities that you do in small groups ever feel connected to your life outside of school? For example, are they activities you like to do when you are out of school? What about your culture or family background?
  - b. If yes, tell me about a group project or activity that felt connected to your life. Did it feel different working on this task than on another task that did not feel connected?

### Task valuing

4. Why do you think teachers ask you to work in groups for certain activities?
  - a. What advantages, if any, do you believe there are to working in groups? **Probes:** *Do you learn more about the subject—more knowledge/skills in an academic area? Learn more about working with others?*
  - b. Do you think what you learn from working in a group (e.g., knowledge or group skills) is useful to your life outside of school? If yes, how so? Will it be useful to you in the future? If yes, in what ways?

## Composition of groups

5. Talk to me about your group work. Who usually decides which students you work with in your groups?
  - a. Does your teacher ever give you the opportunity to choose your own groups? If so, who do you usually pick to be in your group? **Probes:** *A friend? Someone who knows a lot about the topic? What are you looking for—what’s most important to you—when you decide who to have in your group?*
    - i. How much does it matter to you who is in your group?
1. Does it affect your group dynamics and/or the product that you develop together when you get to pick who is in your group? If *yes*, how?
  - ii. How often do you choose to work with peers who look like you (i.e., race or gender)?
1. Does it matter to you whether the other students you’re working with in your group look like you (share your gender, race, cultural background)?
2. Does it affect your group dynamics—how you get along and work together—and/or the product or project that you develop together when most or all of the students in your group share your gender or race? If *yes*, how?

## Perceived teacher supports for students’ needs and cultural competence

6. How does your teacher help facilitate or support your group work? **Probes:** *Does he/she help resolve questions? Does he/she make sure everyone has something to do to help the group? Are there any other things he/she does to help?*
  - a. Do you ever feel like your teacher is *too* involved? Doesn’t give you enough space and independence to do your group work?
  - b. Does your teacher ever do anything to help you feel personally connected to the group work you do in class? If so, what does he/she do? How does he/she help you feel more connected to the group work? **Probes:** *Does he/she seem to be aware of your needs as a student? Is he/she aware of your family or cultural background?*

## III. Student Perceptions and Beliefs About Collaborative Learning Experiences

### Student Perceptions of Positive and Negative Collaborative Learning Experiences

7. What has been your experience working in groups? **Probe:** *Do you like group work? Why or why not?*
8. I’d like you all to think about either a positive or negative challenging experience you have had working in a group in school on a project or activity. If you have had both kinds of group experiences, you can think about both of those times—but when you are sharing, I want you to clarify whether you are talking about your positive or negative experience. I’d like to hear about your experiences and find out what made them so positive or negative and challenging for you. I want everyone to think about this experience—or

experiences—as I ask the next few questions. [*Note:* after each construct, invite one member of the group to start sharing—and be sure to have him/her note whether he/she had a positive or negative experience; then solicit from the group any similarities or differences in their own experiences: “Has anyone had a similar experience? A different experience?”]

## **Interdependence/shared decision making**

- a. How did the group divide up the work?
  - i. Did everyone put in effort and share responsibility for making sure the work got done?
  - ii. Did you feel like the group divided up the work fairly? What was your role? Did you feel like you were doing more or less than others? [Please describe.] What do you think the reasons might be for some students doing less of the work? **Probes:** *Social loafing/not interested/unmotivated versus not feeling like they are included? Like their ideas/contributions matter?*
  - iii. [*If no*] What do you think your group could have done differently to give everyone the chance to share their ideas, give everyone responsibility and help make decisions, and make student experiences more equitable?

## **Student inclusion, acceptance, and social comfort**

- a. How did your fellow group members treat each other? How did they treat you?
  - i. Did you feel that others in the group were accepting of your thoughts and contributions? Did they ask for your opinion? Did they listen to you when you had something to say?

## **Vigilance and social comparisons**

- a. How comfortable/uncomfortable did you feel in your group? Did you feel like you could be “yourself”? Act the way you usually act? Say what you usually say? Learn the way you usually learn? **Probes:** *Did you wonder about what other students might be thinking about you? Did you feel comfortable sharing your ideas? Did you ever hold back from answering questions or sharing information in front of other students?*
  - i. What did the other students do that made you feel more or less comfortable?

## **Microaggressions/student inequity, discrimination, and exclusion**

- ii. Was everyone treated equally? Did everyone have the same opportunity to make decisions? Lead or direct what the group would do? Take credit for what the group did?
- iii. What was your role in the group?
- iv. Did you ever feel marginalized or excluded? For example, did you ever feel like you didn’t have a say in group decisions or that other students

saw your opinions and ideas as less important than other students? What was it that made you feel that way?

- v. Did you ever feel like the other students in your group blamed you for something or unfairly targeted you? If *yes*, tell me what happened.

## Personalization/opportunities to learn

- a. In general, do you think students learn more or less when they are working in a group? **Probe:** *Is the learning about how to work together, about learning the actual subject/topic, or both?*
  - i. When you had your positive/negative collaborative experience, did you feel like you were able to learn the “way” you like to learn? Why or why not?
- b. When you were working in this group, did you ever feel like you had to change your style of learning to fit in with the group? **Probe:** *How did this make you feel?*
  - i. In general, do you feel that you get more accomplished when you adapt your learning style to others in the group or retain your own learning style?

## IV. Student Perceptions of Relationship Between Collaboration and Classroom Environment

I have one last set of questions for you. Now I’d like you think about your classroom experiences overall. In other words, I want to know what your classroom is like in general—whether it is a whole class lesson, you are working alone, or you are working in groups—just what it is like in the class.

- 9. I am curious whether you think classrooms where students get the chance to work in small groups all the time are different from classrooms where students never or rarely work in small groups? **Probes:** *For example, have you ever been in a class in which it was usually the whole class learning in rows? Have you ever been in a class in which you often work in groups? What about an experience when a teacher might switch from mostly whole-class instruction to offering more collaborative group activities?*
  - a. How are classes in which there is a lot of group work different from classes in which there is rarely or never any group work? **Probes:** *The energy? The tension? How the whole class gets along? How students behave? Are students more willing to share their ideas and opinions openly? Does it change how students approach their learning—extent to which they might seek out help from other students?*
- 10. Do you feel any different in the classes where you do group work more often? **Probes:** *Do you feel more/less motivated, interested in your work? Do you feel more/less supported by your peers? Do you feel more/less comfortable sharing your opinions/ideas in front of the whole class? Do you feel like teachers treat you/other students differently?*

## V. Closing Questions

- 11. Is there anything else you would like to share with me about your experiences working in groups that we did not discuss today?

# **Learning with Others: Teacher Interview Protocol**

<b>Interviewer:</b>	<b>Teacher:</b>
<b>School:</b>	<b>Date and Time:</b>

## Teacher Interview Protocol (5 minutes)

Thank you for taking the time to speak with me this [morning/afternoon]. Before we start, I would like to give you a little background about who I am and why I am here. I would also be glad to answer any questions you might have for me. I work for a nonprofit organization called American Institutes for Research or AIR.

We are asking you to be part of a research study. This study has three main goals:

1. to understand the kinds of opportunities students have to work together during school;
2. to better understand how opportunities to work together might influence how students experience their classes and how they do in school; and
3. to better understand how students from varying racial and ethnic backgrounds might experience and benefit from working together differently.

You have been selected to participate in this interview because you are a mathematics or English language arts teacher at your school. Our discussion will take approximately 45 minutes to an hour to complete. I want to assure you that all information obtained today will be kept strictly confidential. Our study reports will summarize interview findings across all sites and teachers and will never include your name.

We are interested in hearing about your ideas and experiences with engaging students in collaborative activities. By *collaborative* we mean activities, projects, or problems in which students are expected to work with one or more students on a task together. There are no right or wrong answers to the questions I will be asking today, so please feel free to share your honest opinions.

Do you have any questions before we begin? If at any time you have questions, please feel free to ask.

To ensure accuracy of the information we report, I would like your permission to record our discussion today. At the end of the study, the audio file will be deleted.

Do I have your permission to record the conversation? [If *yes*, begin recording.] Okay, thank you.

## I. Teacher Demographics

1. What subject area(s) and grade level(s) do you teach?
2. How long have you been a teacher at [School Name]?

## II. SCL Model and School Climate

3. How would you describe your school model or approach to someone unfamiliar with [School Name]? What makes [School Name] [School Name]?

*Probe for emphasis on personalized learning and collaboration, and focus on learning knowledge and skills beyond academics (e.g., deeper learning competencies such as self-directed learning, critical thinking and problem solving, and social skills). Also, explore teacher perceptions of the nature/quality of social-emotional climate (student–teacher relationships, teacher–teacher relationships).*

## III. Structural Quality Features of High-Quality Collaboration

### Frequency of collaborative activities

4. I'd like to start out by talking about how often you offer collaborative learning activities in the classes you teach. About how often? To what extent does this vary by the subject? Grades? Other factors? During the interview, I would like you to reflect on the [observed class] in particular. However, feel free to share with me how the class we observed may be similar to or different from the other classes you teach.

### Nature of collaborative activities

5. What kinds of collaborative projects, problems, or activities do you typically offer in this class? Can you give me an idea of the range of activities?  
Can you give me an example of a high-quality collaborative experience you have offered in this class? What made or makes a collaborative experience “high quality”?
6. What do you see as the important characteristics or features that make a collaborative learning experience high quality? [Note: The interviewee may have answered some of these follow-up questions earlier.]
  - a. What kinds of design/structural features do you associate with a high-quality collaborative learning activity or opportunity? **Probes:** *nature of the task/activity; preparation of students; composition of groups.*
  - b. What kinds of dynamic features (e.g., how students engage with one another) do you associate with high quality? **Probes:** *What are you hoping to see with respect to the nature of interactions between students; extent of constructive exchange between students; productivity of the group; shared decision making, leadership, interdependence of the group?*

## **Task is student centered/culturally responsive: reflects students' interests, background, culture, and/or lived experiences**

7. In this class, do you ever assign collaborative projects—activities that are designed to connect with students' lives outside of school (e.g., connect with their interests)? What about activities that may connect with your students' culture or background? **Probes:** *Do the tasks require students to pull from their lived experiences or knowledge base outside of the classroom to contribute to and connect with the assignment in a meaningful way? For example, during a lesson on immigration, would there be an aspect focused on the students' personal connections (e.g., what they know about it and what the immigration process was like for them or their family)?*
8. How important is it that the collaborative group activity connects with students' background and life outside of school? Is it always important? Only sometimes important? **Probes:** *To what extent is this a regular consideration when planning? If you had to choose between emphasizing the academic skills/concepts and connecting with students' lives, how would you prioritize, balance, or integrate these two aims?*

## **Composition**

9. In this class, do you assign students to groups? (*If no, skip to next question.*) How do you assign students? What do you think about when putting together groups? What characteristics are important? What are the characteristics of your ideal group?
  - a. Do you ever make explicit decisions about group assignments or tasks with regard to gender? What about race/ethnicity?
  - b. What about academic ability level? To what extent do you consider students' varying levels of competency in the topic/subject when composing groups?
  - c. What about students' varying levels of social skills? To what extent do you consider students' varying levels of social competence when composing groups?
  - d. What other factors do you consider (e.g., language, interests)?
10. Do students ever have the opportunity to choose their own groups? (*If no, skip to question 12.*) What are the most common ways students choose their fellow group members (e.g., friends, academic skills level, gender, race/ethnicity)?
11. How often do students choose group members who are the same race/ethnicity?
12. I am curious to hear your thoughts about how the composition of groups influences the dynamics of those groups. What kinds of student characteristics influence how groups interact or work together?
  - a. To what extent have you found that race/gender plays a role or influences the dynamics of your student groups?
13. Do students ever have specific roles during group work? Do you assign these roles, or can students select them—or a mix of both?
  - a. Do you think that students' cultures and backgrounds influence the type of roles students take on in their groups? How?

- b. In cases where students can select their role in the group, do you find that different subgroups of students select certain roles? Do they avoid certain roles? Why do you think this is the case?

## IV. Teacher Facilitation of Collaborative Group Work

### Teacher role

14. How do you see your role when students are working in collaborative groups? What are you trying to do or not do?
  - a. Does your role change depending on the task or activity?

### Facilitation of group dynamics to promote peer responsiveness, inclusion, and mutual respect

15. What has been your experience with how students interact and treat each other during group time? What are some of the ways in which you have seen positive, respectful interactions (inclusive, supportive, fair)? How about ways in which you have seen students not treating each other as respectfully or equitably as you might like?
  - a. Are there certain groups that require more facilitation? If *yes*, why? What do you do to support those students?
  - b. What do you do when a group is not supporting its members? When you see incidences of exclusion? Disrespect?
  - c. What tells you that a student or student are feeling uncomfortable in a group? How do you typically handle a situation like that?
  - d. Do you have any structures in place for students to openly share opinions and perspectives with their groups without concerns that they will be judged or made fun of? Are there any specific strategies you use—or have students use with one another?

### Facilitation of group dynamics to promote autonomy, productive struggle, and peer interdependence

16. How do you design—or facilitate—collaborative activities to ensure that all students play an equal role in the group work?
  - a. What role or strategies, if any, do you use to facilitate group decision making? Collective planning?
  - b. How do you typically respond when students in a group are encountering difficulties with the task/problem? **Probe:** *Do you usually offer to help? Let them work it out on their own? What do you see as your role during these times?*

### Facilitation of group dynamics to promote constructive exchange of perspectives, opinions, and ideas

17. Do you have different academic expectations for students when they work in groups—as opposed to when they work independently? If *yes*, how are these expectations different?

18. What kinds of strategies, if any, do you use to help facilitate how students learn with and from one another during group time? **Probes:** *Encourage students to help each other (peer coaching)? Ask open-ended questions? Encourage students to critique each other's work? Encourage students to debate their positions? Other ways to promote learning during group time?*

## V. Teacher Perceptions and Beliefs About Collaborative Group Experiences

### Perceived benefits

19. What are some reasons you might have students collaborate on an activity/task/assignment rather than work individually? What are you hoping students gain from engaging in a task collaboratively that they wouldn't experience if they worked independently? **Probes:** *Building social skills, deepening skill/understanding of academics, enhanced relationships, outcomes such as motivation, self-efficacy, engagement?*
20. Do you feel that collaborative group work influences the classroom climate overall? If so, how? **Probes:** *Does it change students' relationships with one another? Are students more or less willing to share their ideas and opinions openly? Does it change how they approach their learning—the extent to which they might seek help from other students related to their learning?*
- a. Have you ever taught a class in which you used primarily a whole-class format, and then switched to offering more collaborative group activities? If so, what kinds of changes did you observe in the student? In yourself?

### Perceived challenges

21. What are some of the challenges or limitations you believe are associated with collaborative learning activities?
- a. Do you think that all academic subjects lend themselves to collaborative learning? Why/why not?
- b. Have you had times when you felt students did not benefit? Tell me about those times. What kinds of issues did you observe/experience? What was it about the collaborative learning activity/experience that made it less effective/successful?
- c. Do you think that all students benefit from collaborative learning activities in the classroom? Why/why not? What are the characteristics of those students who benefit/don't benefit from collaborative activities?
- d. Do you make any accommodations for the students who struggle with collaborative work?

### Challenges balancing collaboration and personalization

22. Educators use the term “personalized learning” to refer to a lot of different approaches. They also see a wide range of goals for personalizing learning for students. I am curious

about what comes to mind when you hear the term “personalized learning.” What does it mean to you?

- a. Would you say that you strive to personalize learning for students in this class? How?
23. What is your perspective on how personalized learning and collaboration are related? Do you see personalization as having a role in collaboration, or are the two mutually exclusive?
- a. Do you lose aspects of personalization when students collaborate? If *yes*, which aspects?
  - b. How do you ensure that the needs of individual students are met during collaboration work? What strategies, if any, do you use to incorporate personalization into collaboration work? Can you give me an example?
24. What are the major barriers to meeting the individual needs of students during collaborative group work? Are there certain subgroups of students who you believe cannot have their individual needs adequately met during collaboration? Why do you think this is the case?

## School contextual factors

25. To what extent do you think your school context helps or hinders your ability to offer successful collaborative opportunities in the classroom?
- a. Can you tell me about some of the ways you feel your school structures, policies, practices, or leaders help you offer more collaboration? **Probe:** *schedule, class size, class composition, goals, curriculum/lesson planning support, professional learning communities (PLCs), behavior expectations, coaching support.*
  - b. Can you tell me about some of the ways school structures, policies, practices, or leaders may hinder your ability to offer students collaborative opportunities? What are these obstacles? **Probe:** *schedule, class size, class composition, goals, curriculum/lesson planning support, PLCs, behavior expectations, coaching support.*
  - c. Do you ever plan opportunities for student collaboration with your colleagues? **Probe:** *specifically, in PLCs or with student coaches.*
26. Has the school or district offered you any professional development to help you increase your capacity to design and facilitate collaborative learning activities for students? If so, what kinds of professional development were offered? What kind do you think is most needed?

## VI. Closing Questions

12. Is there anything else you would like to share with us about your experiences offering collaborative activities in your classes that we did not discuss?

## ABOUT AMERICAN INSTITUTES FOR RESEARCH

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.



AMERICAN INSTITUTES FOR RESEARCH®

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
202.403.5000

[www.air.org](http://www.air.org)

*Making Research Relevant*

## LOCATIONS

### Domestic

Washington, D.C.  
Atlanta, GA  
Austin, TX  
Baltimore, MD  
Cayce, SC  
Chapel Hill, NC  
Chicago, IL  
Columbus, OH  
Frederick, MD  
Honolulu, HI  
Indianapolis, IN  
Metairie, LA  
Naperville, IL  
New York, NY  
Rockville, MD  
Sacramento, CA  
San Mateo, CA  
Waltham, MA

### International

Egypt  
Honduras  
Ivory Coast  
Kyrgyzstan  
Liberia  
Tajikistan  
Zambia