**Norms for Student Interaction in Study Teams:**

To maximize their learning opportunities, students are expected to actively participate with their study teams. To create this norm in the class, it is important to begin teaching students your expectations for effective teamwork from the beginning. Activities and lesson structures suggested in the teacher notes, resource pages, and descriptions of team roles begin to communicate this to students in Chapter 1 (see description below). While these guidelines were not placed in the student text to allow flexibility for each teacher to determine his or her own class rules, the following guidelines for teams are recommended:

• **No talking outside your team.**

Focusing students on working with their team of three or four helps them to see each other as resources and to find their own way of solving a problem. It helps to prevent any student from being excluded from conversation by making students look to the others in their team rather than friends in other parts of the classroom. It also minimizes cross-classroom conversations that disrupt the learning environment. Responsibility for monitoring this can be assigned to the task manager, helping to free the teacher to address questions from teams.

• **Discuss questions with your team before calling the teacher over.**

This can be reinforced by how the teacher responds to questions from a team. This norm should not imply that the teacher does not answer questions, but instead that the other members of the team are a student’s first resource. While this can be as difficult for the teacher as for the student, you must develop the habit of asking, “*Is this a team question?*” or “*Does everyone in the study team want the question answered?*” This norm will help students work on answering their own questions.

• **Within your team, keep your conversation on math.**

This norm reminds students that their conversations in study teams have an intellectual, rather than social, purpose.

**• You must try to help anyone in your study team who asks.**

While this is one of the more difficult ideas for competitive students to accept, it is critical to effective team functioning. Over time, students will begin to see that explaining something to someone else is one of the best ways to assure that they understand the idea themselves. Explaining is also a means of deepening understanding and increasing long-term retention.

• **Helping your teammate does not mean giving answers. Help by giving hints and asking good questions.**

This helps to set a tone of community support and challenges students to help a teammate understand and discover for themselves rather than simply having an answer to write down.

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• **Explain and justify your ideas; give statements and reasons.**

This norm links directly to one of the learning themes of the course and underscores the expectation that there are multiple valid ways of solving different problems.

• **No one alone is as smart as all of us together. Do not leave anyone behind or let anyone work ahead. Your team is not done until everyone is done.**

Again, this norm emphasizes that the process is just as important as the answer and that understanding others’ approaches improves an individual’s understanding.

• **Clear off tables (or desks) before getting to work so you can see everyone’s paper.**

This emphasizes the importance of creating an uncluttered space to share ideas and converse openly about the mathematics.

• **You must use study team voices.**

The volume of students’ voices should remain within the hearing range of their study team only. You will need to develop signals to indicate the end of team discussion, such as turning the lights out, clapping, ringing a bell, or raising a hand.