

MANAGER or FACILITATOR

- Make sure team starts quickly and remains focused during the activity.
 - Assign tasks for collecting and distributing materials as needed.
 - Assign roles like calculator or significant figure checker.
 - “I think we have everything, are we ready to begin?”
- Takes care of time management.
 - Keep an eye on the clock.
 - Keep team moving forward and communicate about discussion deadlines.
 - “I think we need to focus on _____ so we complete this section on time.”
 - “We have _____ minutes before we need to discuss this. Let’s get this done.”
- Make sure all voices in the team are heard.
 - Address team members by name and ensure that everyone contributes.
 - Assign different members to read sections of activity on a rotating basis.
 - “(Name), what do you think about?”
 - “I would like to hear what you think, (name).”

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SPEAKER or PRESENTER

- Communicates team questions and clarifications with the teacher or other teams.
(This is the only team member designated to do so.)
 - “Our team is confused about how _____ relates to _____.”
 - “Our team reached consensus that the answer to number _____ was _____.”
- Ensures all team members have had a chance to respond before asking outside sources.
 - “Does anyone in our team know the answer to _____?”
 - “Before we ask the teacher, could someone clarify the answer to...?”
- Ensures that everyone in the team agrees on what to ask if an outside source is needed.
 - “Does everyone agree we need to find out . . . ?”
- Presents conclusions of the team to the class, as requested.
 - “The reasoning we used to answer number _____ was . . .”

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REFLECTOR or STRATEGY ANALYST

- Guides consensus-building process; team must agree on responses to questions.
 - “Would you all agree that _____ is a good answer for question number _____?”
 - “Could you please rephrase what you just said?”
 - “Is your answer completely supported by your explanation?”
 - “Would that response make sense to someone from another team?”
- Observes team dynamics and behavior with respect to the learning process.
 - Is everyone in the team participating?
 - Are team members listening carefully to each other?
 - Are team members being patient and respectful of each other?
- Reports to the team periodically during the activity on how the team performs.
 - “Let’s stop for a minute. I have a couple comments on what we are doing well and a suggestion on how we could be more productive.”
 - “Let’s wait for (name) to catch up before we move on.”
- Be ready to report to the entire class about how well the team is operating.

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RECORDER

- Records the names and roles of the group members at the beginning of each activity.
- Records the important aspects of group discussions, observations, insights, etc.
 - “This seems like an important conclusion. Let’s stop for a minute so I can get this into our report.”
 - “That was a great insight. Do you mind (name) if I quote you in our group’s report?”
- The recorder’s report is a log of the important concepts that the group has learned.

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