TEAM MANAGEMENT, ASSESSMENT, TASK TEMPLATES &

OPD

OPD CCR SKILLS BUILDER • APPENDIX D

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Team Management, Assessment,Task Templates & OPD

Tips for working with the
TEAM TASK MATERIALS

Team tasks are one of the best ways for learners to integrate workplace skills and English language skills. Of course, it's important to note that not all learners are immediate fans of the team task, especially if their prior educational experience led them to believe that their teacher was the source of all "real" knowledge. In order to help learners (and teachers) feel more comfortable with these types of tasks they should be used right from the beginning as a way for the learners to build their sense of class community. The safety and trust that comes from learners getting to know each other cannot be understated. Initially, it's best to set task goals that do not focus on new lesson content, but rather help learners use language they know to complete a cooperative activity. For example, learners can create a new word (and definition) that comes from the first letters of the team members' names, a group drawing (the perfect employee, boss, workplace), or a group name and/or logo (ABC Industries, Excellence Corp.). While these tasks (and products) are lighthearted, the real language skills that learners will employ to complete the task are invaluable. *Please give me the red marker. That's a good idea. I think…blue. I agree., etc.* And when teams report back on their team work, the resultant energy and enthusiasm lays the groundwork for more rigorous tasks throughout the course.

During these class and team building activities, group and task management strategies can be introduced. Having learners number off, use quiet signals, and take on team roles are essential for a successful lesson, and happily these strategies also involve very basic English (numbers, classroom commands, and basic verbs – read, write, say, ask, etc.).

Once class building and team building have become a part of the class routine, then tasks can be used to review content. Roundtable brainstorms (one paper circulates as the team members list items) work very well as a review of the target vocabulary from a previous lesson. Cooperative interviews (partners interview each other then report back to the team about their partners) work well with Think and Discuss questions on the OPD page.

Finally, when learners are comfortable working in teams they can work on more rigorous tasks that focus on new content, such as surveys, problem solving, role plays, and posters, and practice using their academic discourse skills as they work. (See the CCR Skills Handbook for more ideas on ways to use team tasks with the OPD.)

* Note that the OPD Teacher Resource Center has all of the *Classic Classroom Activities* reproducible materials, many of which can be used as the basis of team tasks for beginners.

TEAM ROLES AND JOBS

ROLE	JOB DUTIES
Team Supervisor (Facilitator, Leader)	Guide your team. Read and clarify task instructions. Read and clarify task questions. Help your teammates participate.
Writer (Recorder, Scribe, Administrative Assistant)	Write your team's ideas. Clarify what you hear. Type your team's project.
Ambassador	Ask other teams for ideas. Report your work to other teams.
Manager (Resource Manager, Timekeeper)	Pick up all materials for the team. Return all materials for the team. Help your team plan the timeline for the task. Keep track of the time.
Researcher	Use the dictionary, Smartphone, Internet or texts to get information the team needs.
Designer/Illustrator	Design (plan) the team posters or slides. Draw or locate visuals for team tasks.
Editor	Check team writing for accuracy. (Check spelling and grammar).
Director	Help team members rehearse presentations. Give feedback.
Presenter	Present the team's ideas to the class.

TO THE TEACHER: Have learners "number off" in their groups before assigning roles and jobs to the team. If you want to pre-determine who will get various roles, you can distribute number cards for a mixer activity (e.g., all 1's find other 1's, etc.) then have learners use the cards to form teams and keep their numbers in their team work.

TEAM TASK ROLE CHART

TEAM MEMBER #	ROLE

SAMPLE

TEAM TASK CHECKLIST for <u>CAREER QUILT</u>

THE GOAL: *Create, write about and present a quilt depicting the class' various careers goals or dream jobs.*

MATERIALS: *Muslin or cotton material cut into 12" squares, binding material, fabric markers and/or paint, needles. (Sewing machine, additional fabric and backing optional.)*

✓	TASK STEPS	LEAD TEAM MEMBER(S)	Date Completed
1.	List each team member's dream job or career goal	*Administrative Assistant*	
2.	Work with your team researcher to locate images and symbols for each career on the list.	*Researcher*	
3.	Sketch designs for each quilt square on paper, include the name of the career.	*Designer*	
4.	Choose the colors for each quilt square and mark the design with the colors.	*Designer*	
5.	Collect the fabric, the fabric markers or paint from the supply table.	*Manager*	
6.	Work on each quilt square individually. Respond to the project consultant's questions.	*Project Consultant**	
7.	Sign the squares, set the squares in the drying area and clean up the work space.	*All team members*	
8	Select a task for the quilt assembly: layout, sewing squares, cutting the binding.	*Manager*	
9.	Team members work on quilt assembly.	*Project Consultant**	
10.	Collaborate to plan, write, rehearse and give a short presentation on your team's squares.	*All team members*	
11.	Collaborate to write, edit and finalize a card describing your team's portion of the quilt.	*Administrative Assistant*	

*Note: Project consultant may be the teacher or guest quilter.

TO THE TEACHER: Complete the template with the name, goal and materials for the task. Then fill in the steps of the task and identify the team member role that will take the lead on each step. (See page 12 for an example.)

TEAM TASK CHECKLIST for _____

THE GOAL:
MATERIALS:

TASK STEPS	LEAD TEAM MEMBER(S)	Completed ✓

TEAM TASK RUBRIC

	We exceeded the criteria.	**We met the criteria**.	**We're not there yet.**
FOCUS	We gave the task our full attention. We took notes or used sticky notes to help us focus.	We gave the task our full attention.	We did not give the task our full attention.
SOFT SKILL PRACTICE	Everyone used the target soft skill effectively.	We all tried to use the target soft skill.	We did not use the soft skill.
TIME MANAGEMENT	Our team completed our task(s) on time.	Our team completed our task(s) on time or requested an extension.	Our team had difficulty meeting deadlines today.
QUALITY CONTROL	All our written work for the task was accurate and/or the task exceeded the criteria.	Our written work for the task was accurate. The task met the criteria.	We had many errors in the written work and/or the task did not meet the criteria.
USE OF TARGET LANGUAGE	We used the target language to complete the task.	We tried to use the target language.	We did not use the target language.

(Adapted from the rubric for *Rigor and Reason - Right from the Start* - J. Adelson-Goldstein.)

TO THE TEACHER: Distribute one copy of this sheet to each team. Have learners take turns writing and saying their response to the prompt. (The prompt may be a picture and a question, such as: *How many jobs do you see in this picture*? It may be an oral prompt, such as *Name all the ways to ask for help.* Set a time limit. Learners should keep passing the paper around the table and responding until time is called.

ROUND TABLE BRAINSTORM

Our team members are:														
We need to list:														

SAMPLE

COOPERATIVE INTERVIEW: *MAKING CLOTHES (p.98-99)*

TO THE TEACHER: Print out one copy of this template and make 1/4 of a class set of the sheet and cut each partner's section apart. Have each team's Resource Mgr. pick up one set of questions for each person in the team. Note that for teams with 5 members, there will be two "Partner 4"s. Have Parnter 3 and the two "4"s work together.

PARTNER 1

- **Ask partner #2 the questions. Listen actively to the answers.**
- **Check your understanding. Write your partner's answers.**
- **Answer your partner's questions.**
- **Report your partner's answers to your teammates. (#3 and #4)**

1. Can you sew?

2. What's your favorite type of material?

3. How many types of material are you wearing today?

PARTNER 2

- **Ask partner #1 the questions. Listen actively to the answers.**
- **Check your understanding. Write your partner's answers.**
- **Answer your partner's questions.**
- **Report your partner's answers to your teammates. (#3 and #4)**

1. Can you sew?

2. What's your favorite type of material?

3. How many types of material are you wearing today?

PARTNER 3

- **Ask partner #4 the questions. Listen actively to the answers.**
- **Check your understanding. Write your partner's answers.**
- **Answer your partner's questions.**
- **Report your partner's answers to your teammates. (#1 and #2)**

1. Can you sew?

2. What's your favorite type of material?

3. How many types of material are you wearing today?

PARTNER 4

- **Ask partner #3 the questions. Listen actively to the answers.**
- **Check your understanding. Write your partner's answers.**
- **Answer your partner's questions.**
- **Report your partner's answers to your teammates. (#1 and #2)**

1. Can you sew?

2. What's your favorite type of material?

3. How many types of material are you wearing today?

TEMPLATE

COOPERATIVE INTERVIEW: _____

PARTNER 1

- Ask partner #2 the questions. Listen actively to the answers.
- Check your understanding. Write your partner's answers.
- Answer your partner's questions.
- Report your partner's answers to your teammates. (#3 and #4)

PARTNER 2

- Ask partner #1 the questions. Listen actively to the answers.
- Check your understanding. Write your partner's answers.
- Answer your partner's questions.
- Report your partner's answers to your teammates. (#3 and #4)

PARTNER 3

- Ask partner #4 the questions. Listen actively to the answers.
- Check your understanding. Write your partner's answers.
- Answer your partner's questions.
- Report your partner's answers to your teammates. (#1 and #2)

PARTNER 4

- Ask partner #3 the questions. Listen actively to the answers.
- Check your understanding. Write your partner's answers.
- Answer your partner's questions.
- Report your partner's answers to your teammates. (#1 and #2)

SAMPLE

ROLE PLAY

SITUATION:

An employee has a problem with her paycheck. She tells her co-worker. They go to the payroll clerk.

ACTOR ROLES

Employee 1-

Employee 2 -

Payroll clerk -

DIRECTOR:

PROPS: paper for paycheck

A. Work with your team to create a role play.
 Look at pages 12-13 for ideas. Here's one way to start:

> Employee 1: *Is everything correct on your paycheck?*
> Employee 2: *No, it isn't. I make $250.00 a week, not $200.00.*
> Employee 1: *Let's talk to the payroll clerk. Where is she? ...*

B. Write notes and ideas here:

C. Rehearse your role play.

D. Perform your role play.

E. Get feedback from your classmates.

TEMPLATE

ROLE PLAY

SITUATION: _____

_____

_____

ACTOR ROLES: **DIRECTOR:** _____

_____

_____   **PROPS:** _____

_____

_____   _____

A. Work with your team to create a role play.
   Look at page_____for ideas.

B. Write notes and ideas here.

C. Rehearse your role play.

D. Perform your role play.

E. Get feedback from your classmates.

DISCUSSION NOTES TEMPLATE

Team Members	ROLE
	Facilitator
	Administrative Assistant
	Team Manager
	Presenter

Discussion Questions*:*

Team Members Ideas:

Team questions:

Team summary:

DISCUSSION NOTES EXAMPLE

Team Members	ROLE
Miguel	Facilitator
Cristina	Administrative Assistant
Thieu	Team Manager
Alejandro	Presenter

Discussion Questions*: What are some good reasons (excuses) to give when you can't come to work? to school? What are some excuses you can't give? What makes them bad excuses?*

Team Members Ideas:

GOOD: son sick, I'm sick, car problem, family emergency

NOT GOOD: very sleepy, no bus money, party

Team questions:
Is no babysitter okay?

Team summary:

Our team decided that *illnesses and car problems* are good excuses. We think that the excuse *I'm very tired* is a bad excuse because *it is not professional*.