MANAGER or FACILITATOR

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

• Communicates team questions and clarifications with the teacher or other teams. (This is the only team member designated to do so.)
  o “Our team is confused about how _____ relates to ______.”
  o “Our team reached consensus that the answer to number _____ was ______.”
• Ensures all team members have had a chance to respond before asking outside sources.
  o “Does anyone in our team know the answer to ______?”
  o “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.
  o “Does everyone agree we need to find out ______?”
• Presents conclusions of the team to the class, as requested.
  o “The reasoning we used to answer number ______ was ______.”
REFLECTOR or STRATEGY ANALYST

• Guides consensus-building process; team must agree on responses to questions.
  o “Would you all agree that _____ is a good answer for question number _____?”
  o “Could you please rephrase what you just said?”
  o “Is your answer completely supported by your explanation?”
  o “Would that response make sense to someone from another team?”
• Observes team dynamics and behavior with respect to the learning process.
  o Is everyone in the team participating?
  o Are team members listening carefully to each other?
    o Are team members being patient and respectful of each other?
• Reports to the team periodically during the activity on how the team performs.
  o “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.”
  o “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.
• 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.