

Core Component	Contribution to the Outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component Positive Interdependence P	Describe why this core component is important to achieving the outcome Creates mutual support among students, creates peer norms favoring achievement, and increases the frequency and quality of peer tutoring.	Description of practitioner behavior *Most students benefit from working together to achieve with the support from each other Need?	Description of practitioner behavior *Some students working together but they do not need each other to achieve. *Completing work that could be done independently.	Description of practitioner behavior *Few students collaborating *Independent work utilized *Teacher led instead of student led.
Individual Accountability I	Dramatically increases student participation and motivation to achieve.	*All students are held accountable to transfer content, prove understanding, and contribute to the end product. Conversation need re: list, assessment, task, outcome, process etc.	* A product was turned in or a task was accomplished, but only some students are able to prove understanding.	* No product is turned in, no task was accomplished, and/or few students demonstrate skill, transfer or knowledge to practice or product.
Equal Participation E	Students who otherwise would not participate or who would participate very little become engaged when we equalize participation.	*All students participate with equal time or turns *All students know role and responsibility/expectations *Systems in place to ensure all students actively/regularly participate. Visual pie chart examples	* Limited/Inconsistent participation *Expectations given but may be vague *Limited system in place to ensure student participation (Inconsistent or lacking).	* Low participation *Students hide *Few turns *Environment or activity does not encourage participation.
Simultaneous Interaction S	The amount of participation per student and our efficiency in teaching and managing the classroom are increased enormously when we use simultaneous rather than sequential structures.	*All students participate and teachers use simultaneous structures consistently Give examples and define sequential vs simultaneous (at the same time)	* Some students participate and teachers use simultaneous structures inconsistently.	* Few students participate and teachers use exclusively sequential structures