

# Introductions and Introduction to Cooperative Learning

Carbondale Community School  
August 2021

# Introductions

Hi! My name is...

Structure:

Three Step Interview

+ Partner

Introductions

Stand up.

Divide into a non - LC pair

Name / Role at CCS

Previous Teaching Experience

What was the tastiest or most interesting thing you ate this summer?

\*\* Introduce your partner to the group

# CCS Norms

- 1) Review collaborative norms for staff



# Monday Morning Objectives:

- 1) Get to know your CCS teammates
- 2) Participate in cooperative learning
- 3) Agree on an implementation schedule

Structure:

## Inside-Outside Circle

- Pair up
- Partner A circles up first (inside), then Partner B faces Partner A (outside)
- Take turns asking and answering questions in pairs
- Trade
- Outside partner rotates to the right
- Repeat
- Pause for reflection. One thing you learned about a teammate?

Sit back down

Questions: (With or without cards)

Make your own:

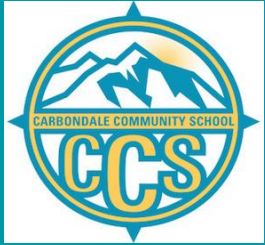
- What college did you attend? What was your major? Was it worthwhile?
- What is your family like? Who is in your family?
- What was your 1st pet and what was its name?
- What car or cars do you drive? Do you like your car(s)?
- What is your favorite after work activity and why?
- If you weren't an educator, what would you be instead?
- When was the last time you saw a rainbow?
- What makes the perfect pizza?

Find some:

# Engaging Students in 2021-2022

RISE GRANT PROGRAM: To support cooperative programs between school districts, charter schools, and higher education institutions to help students who are more likely to suffer long-term impacts from the pandemic.

- **Charter School Innovation Consortium:** \$1.4 million for a cohort of 13 charter and innovation schools to create the IDLEA (Increase Diverse Learner Engagement and Achievement) Project, which will deliver strategies and tools to increase engagement for students with disabilities, English-language learners, gifted and talented students, and students eligible for free or reduced price lunch, and to share resources.



As part of the RISE/IDLEA grant

CCS is responsible for:

- 1) Selecting and implementing a strategy in 2021-2022 proven to increase engagement
- 2) Measuring the effectiveness of the strategy
- 3) Contributing to a menu of effective strategies that increase diverse learner engagement and achievement

# What are the perks?

- Support for focusing our strategy selection and implementation from the Colorado League of Charter Schools
- \$\$\$\$ to put toward professional development and staff leadership
- Improved outcomes for CCS students post pandemic
- **GREATER STUDENT ENGAGEMENT**

## Unintentional perks of the grant:

- 1) Opportunities to learn and experiment together as a staff
- 2) Time to share our work, expertise, strengths and problems of practice with our colleagues, to talk, and reflect
- 3) Opportunities to talk about students and to get to know students better as learners
- 4) Credit toward license renewal
- 5) **OPPORTUNITIES to BUILD ADULT RELATIONSHIPS**
- 6) Good adult relationships = improved student outcomes (research supports this.)
- 7) **GREATER TEACHER ENGAGEMENT (more cooperation and FUN!)**

# Forming Groups

**Criteria for a group: (Groups of 3-4)**

**\*Can't all teach the same thing**

**\*Can't be in the same LC**

**\*Each group should have a new staff member**

**\*Number yourselves 1-4/1-3**



Structure:

### Uncommon Commonalities

\*Uncommon commonalities are things which team members have in common which make them unlike other teams.

\*Take turns sharing - make sure everyone speaks.

\*Determine a team name and a team cheer that reflects what you have in common.

\* Share with the whole group

### \*\*\*JOIN Groups

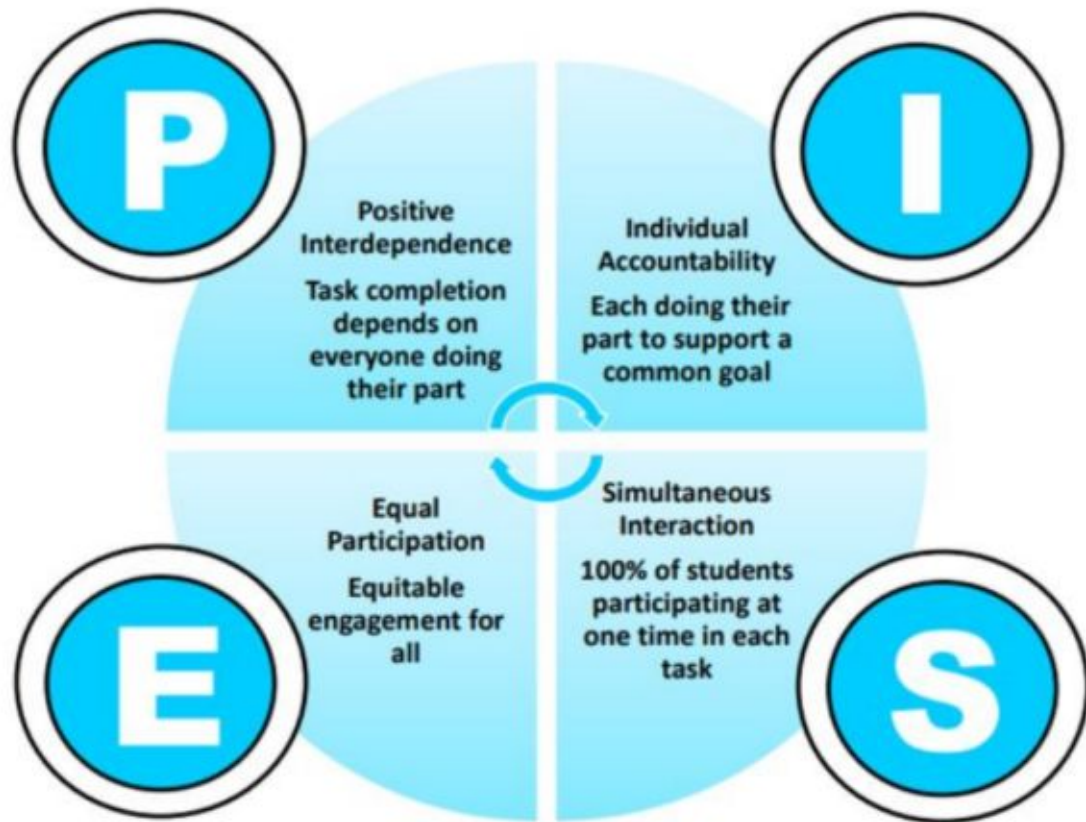
- Name
- Favorite summer activity
- Favorite summer food
- Favorite summer memory
- Something you learned this summer

# Cooperative Learning Defined

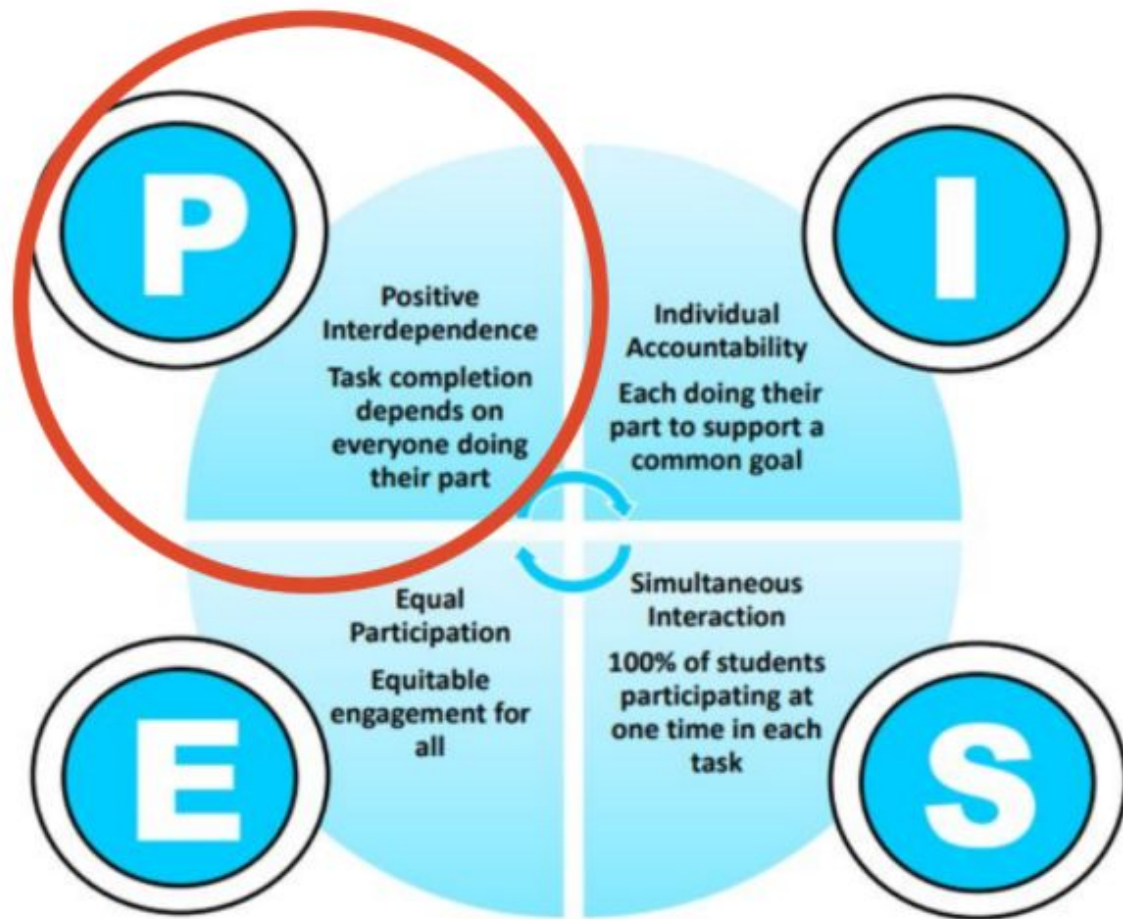
Spencer Kagan: Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Students work together to learn and are responsible for their teammates' learning as well as their own

# Cooperative Learning Defined

Giles 2016 -Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from preschool through to tertiary (college) level and across different subject domains. It involves students working together to achieve common goals or complete group tasks – goals and tasks that they would be unable to complete by themselves.



## Basic Principles of Cooperative Learning



## Positive Interdependence

1. **Goals:** We all have the same goal.
2. **Rewards:** Team recognition based on the contributions all make.
3. **Task:** The task is structured so we can't do it alone.
4. **Resources:** Each team member has a resource the group needs.
5. **Roles:** Complementary and necessary roles.



**Positive Interdependence**  
Task completion depends on everyone doing their part



**Individual Accountability**  
Each doing their part to support a common goal



**Equal Participation**  
Equitable engagement for all



**Simultaneous Interaction**  
100% of students participating at one time in each task



## Individual Accountability

### For Achievement

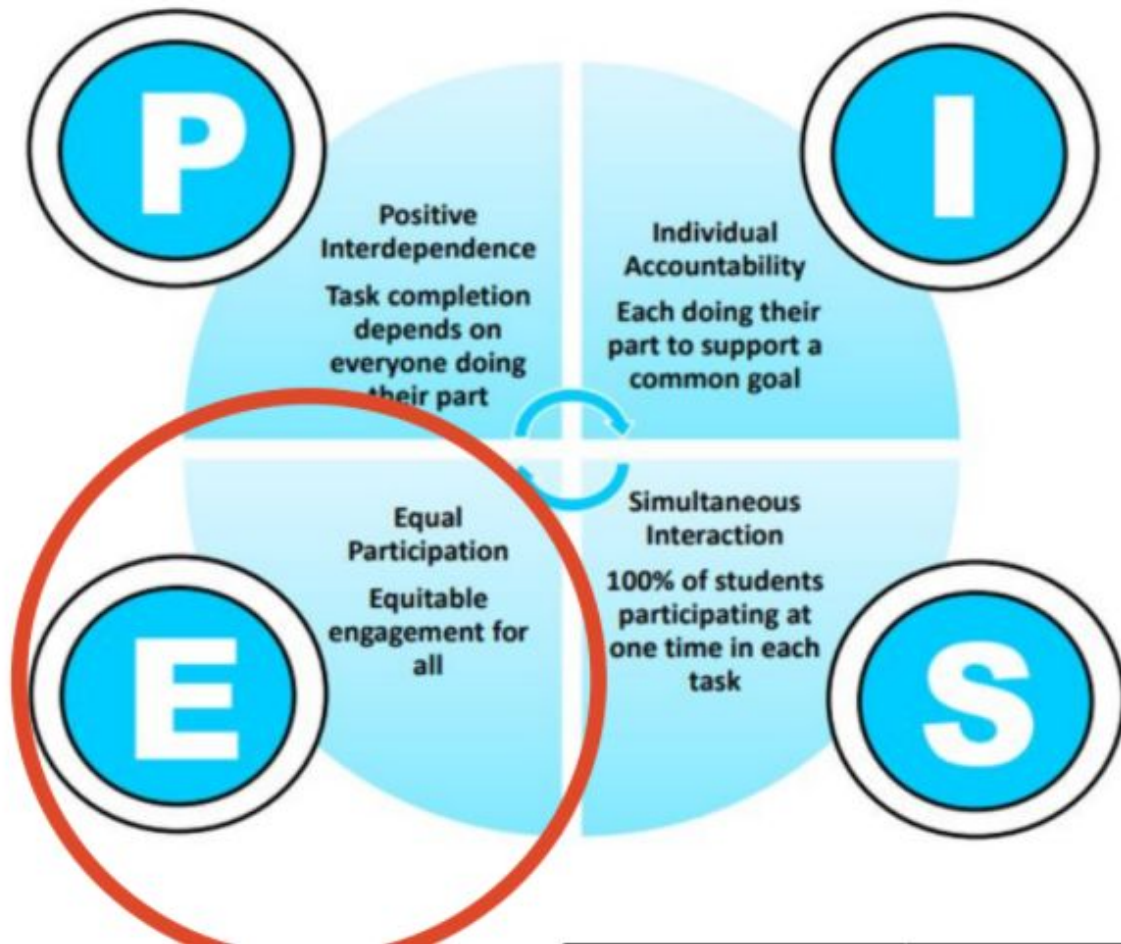
- Color code individual contributions
- Team scores based on individual scores
- Give Teams time to reflect on individual progress & role performance
- Assign & grade mini-topics

### For Participation

- Use talking chips
- Have students summarize their participation
- Have students reflect on participation

### For Listening

- Share ideas heard from others



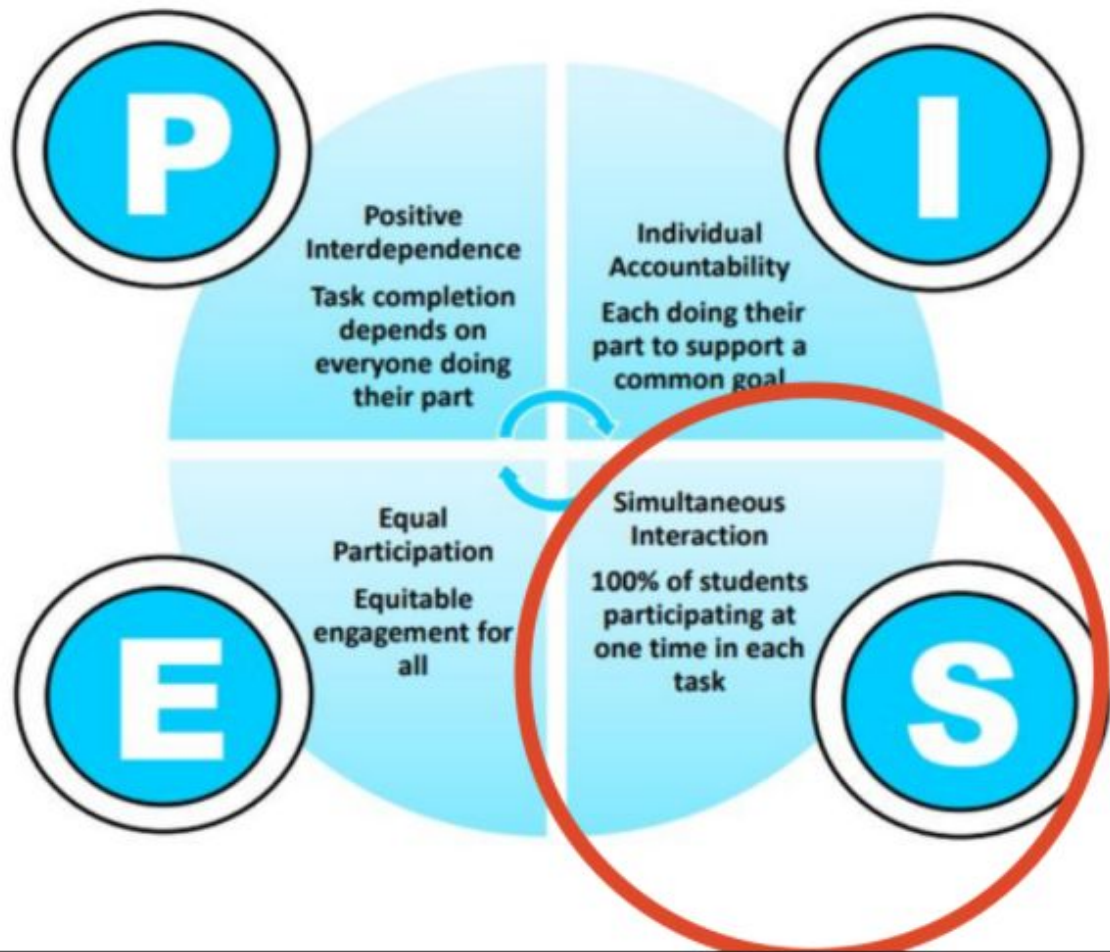
## Equal Participation

### Turn Allocation

- Expectation of contribution

### Division of Labor

- Task roles
- Maintenance roles



## Simultaneous Interaction

- Materials manager distributes team materials
- Students discuss a topic in pairs
- Students simultaneously look for their name on a table card
- Students chorally respond
- Students ask teammate for help



10 minute  
**BREAK**

Structure:

## Numbered Heads Together

After writing the answer to a problem, group members put their heads together to ensure all members can answer. The teacher calls on one member (by number) to share the group's answer.

## Groups 1 and 3 and 5

A bus stops at the corner of Elm Street and Oak Street every half hour between 9 A.M. and 3 P.M. and every 15 minutes between 3 P.M. and 6 P.M. How many times will a bus stop at the corner between 9 A.M. and 6 P.M.?

## Groups 2 and 4

Samantha can run one mile in 8 minutes. At this rate, how long will it take for her to run 5 miles? Jonathan runs at a rate that is 1 minute slower than Samantha. How long will it take him to run 5 miles?

# Number 3s

Share your answer with the group.

How do traditional classrooms, group work, and cooperative learning compare/contrast?

\*Quick Activity/ Brainstorming

How does a student share their thinking & learning?

How are relationships built among students?

How are diverse students supported?

How does a teacher know what a student is learning?

# Group Work vs. Cooperative Learning

## Teacher A Traditional

## Teacher B Group Work

## Teacher C Cooperative Learning

Same: number of students, demographic make-up, lesson



- Rows and columns all day
- Teacher gives a task
- Teacher provides think time
- Students raise hands
- Teacher calls on one student
- One student answers
- Teacher responds



- Teacher gives a task
- Teacher says:
  - “Work together.”
  - “Help each other.”
- Unstructured interaction



- Teacher gives a task
- Teacher provides think time
- Student-to-student structured interaction

# Cooperative Learning Fosters Relationships

Students feel on the same side

Students feel a need for each other

Students feel that they can't hide

Students feel equal status with other students

Students feel connected and social

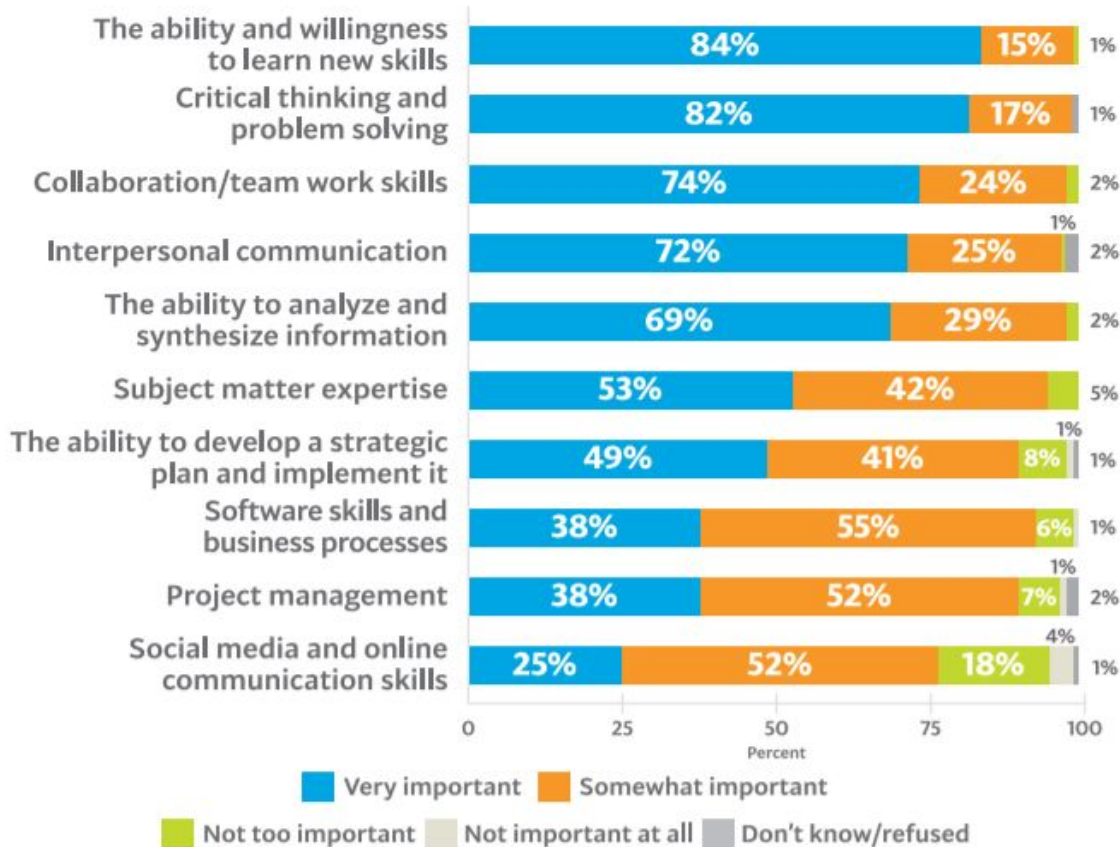
Students feel comfortable and validated

Students feel engaged

# WHY Cooperative Learning .... for social justice



## IMPORTANCE OF SKILLS WHEN HIRING



I'd like to read you a list of skills and have you tell me how important you believe these are when companies are hiring new employees. Is it very important, somewhat important, not too important or not important at all?

## Life in the 21st Century Workforce:

A National Perspective



# US Chamber of Commerce + University of Phoenix Report

# The Four Crises

## 1 The Achievement Crisis

Academic performance in the United States is failing compared to other leading nations.

## 2 The Achievement Gap Crisis

Academic outcomes are inequitable for different races and socioeconomic classes.

## 3 The Race Relations Crisis

Racial tensions and discrimination create roadblocks to social harmony and justice.

## 4 The Social Skills Crisis

Students increasingly lack essential character virtues and social skills.

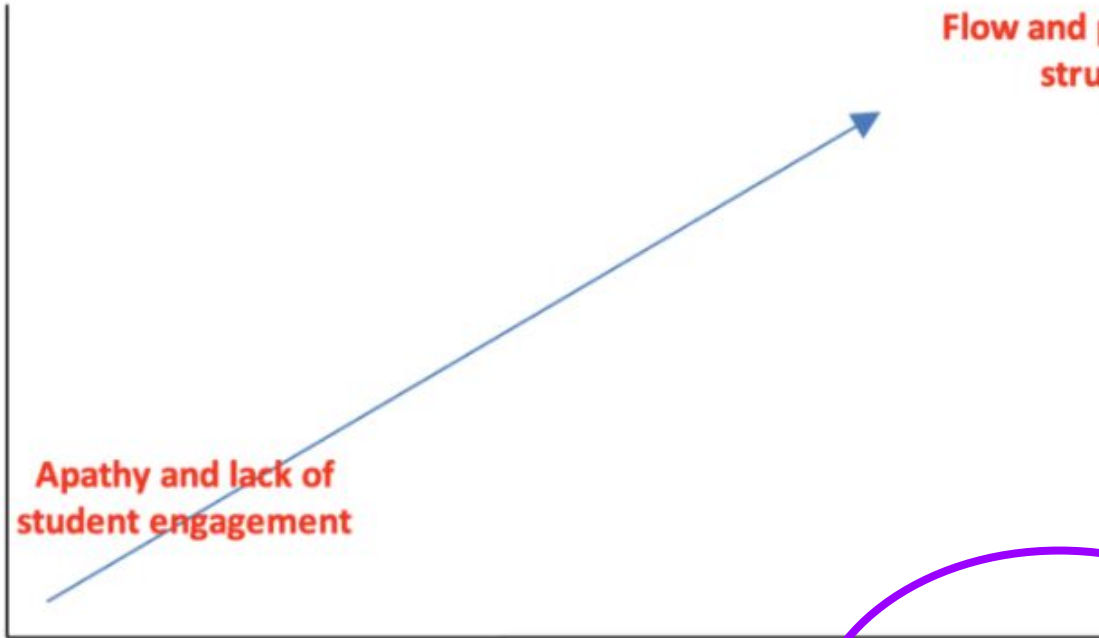
## *Recommended Reading: Student Engagement In A Post-Covid World*

The EdWeek Research Center found that student motivation and morale are significantly lower than they were prior to the pandemic (2021)

“Student engagement remains important to learning and achievement, and it’s likely that teachers will need to find new ways to motivate and engage their students.”

**High challenge  
Rigorous academic task**

**Low challenge  
Low rigor activities**



**Apathy and lack of  
student engagement**

**Flow and productive  
struggle**

**Low skills  
Passive student roles and  
responsibilities**

**High skills  
Active student roles and  
responsibilities**

Low student engagement	Teacher-driven engagement	Student-driven engagement
<ul style="list-style-type: none"> <li>• Low-energy direct instruction</li> <li>• Scripted programs</li> <li>• Heavy use of worksheets</li> <li>• Technology is used for self-paced and technology-based interventions</li> <li>• Students have a passive role (sit quietly, listen to the teacher, complete assignments)</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic, high-energy direct instruction with interesting/relatable content</li> <li>• Teachers interact with students through rapid-fire, high-intensity questions.</li> <li>• Classroom is often quiet as students listen intently</li> <li>• Teacher focuses on creating strong relationships with students</li> <li>• Students willingly raise their hands to participate</li> <li>• Teacher may use interactive games, videos, or other nontraditional mediums</li> <li>• Learning tasks are interesting but may or may not be challenging</li> <li>• Students have a somewhat active role (expected to participate), but the teacher still leads and directs activities</li> </ul>	<ul style="list-style-type: none"> <li>• Limited direct instruction which is mainly used to set up the learning task</li> <li>• Teacher focuses on creating challenging, interesting tasks that require students to engage with peers (example: Academic Teaming)</li> <li>• Students take on active roles and responsibilities (such as tracking their own progress, coaching peers)</li> <li>• Classroom is often noisy as students problem solve and debate their ideas with one another</li> <li>• Teacher encourages students to rely on their peers and resources</li> <li>• Students build strong social bonds with one another</li> <li>• Teacher steps back to allow for productive struggle and tracks student progress</li> </ul>

## 5 Engagement Strategies:

1. Time for active collaboration
2. Student roles and responsibilities
3. Structures for student ownership
4. Student engagement monitoring
5. Rigor of academic tasks

# Teambuilding

Structure:

Donating to Charity:

Reaching consensus

- Work with your team
- Individual ranking
- Share with group
- Group rank

\*\*\*Rule: before you express your opinion you have to validate the thoughts or feelings of your teammates, even if they differ from your own

How does cooperative learning benefit educators?

Structure:

Think Write - RoundRobin

Exit Ticket to Lunch:

Think Write for  
5 minutes

Steps

- What are some benefits of cooperative learning for teachers?
- Think and write a list on your own.
- When timer goes off... Roundrobin share what you wrote with the whole group



LUNCH BREAK

Structure:

Think Write - RoundRobin

Exit Ticket to Lunch:

Think Write for  
5 minutes

Steps

- What are some benefits of cooperative learning for teachers?
- Think and write a list on your own.
- When timer goes off... Roundrobin share what you wrote with the whole group

## Teaching and Learning Benefits

- Fewer behavior issues
- Greater interaction and oral language development
- More support for more students - with less teacher time required
- In the moment checks for understanding & progress tracking/less time grading after work
- Instruction reaches more students and has greater impact
- Differentiation is embedded
- Learning goes deeper

# IDLEA Implementation Goals

## Two Major Goals

1. All students are accountable for engaging cognitively, emotionally, and behaviorally in meaningful learning via daily, multimodal opportunities to sustain and share their learning and thinking. All students will demonstrate engagement in a cooperative learning structure.
2. All teachers report high levels of engagement in professional learning, demonstrate lifelong learning and and cooperative learning practices.

# IDLEA Implementation: A Phased Approach

8/16 - 9/24

PHASE ONE: DEVELOPING LEAD LEARNERS

9/24 - 2/1

PHASE TWO: SCHOOLWIDE IMPLEMENTATION/ DEVELOPING SHARED PRACTICES

2/1 - 6/1

PHASE THREE: MAINTAINING STUDENT ENGAGEMENT

# Phase 1: Developing Lead Learners 8/16-9/24

## Leadership Team Outcomes:

- Introduce Cooperative Learning to Staff and Grant goals
- Build expertise of leadership team - meet weekly
- Model vulnerability and professional learning - plan; implement, reflect, try again (share cooperative learning + reflections with staff)
- Lead integration of structures at staff meetings
- Plan for supporting teachers in professional learning
- Meet weekly 8/17-9/24; determine professional learning and stipend structures to meet implementation goals

## All Staff:

- Experience structures as part of staff meetings
- Attend Kagan training on 9/17
- Plan for professional learning focused on cooperative classrooms
- Opportunity to join leadership team (if budgeted)

# Phase 2: Schoolwide Implementation/Developing a shared Practice of Cooperative Learning - 9/24 - 2/1

## Leadership Team:

- Develop and lead a manageable cycle of professional learning
- Measure implementation and engagement (teacher and students)

## All Staff:

- Participate in learning to meet IDLEA goals
- Receive stipend for work outside of regular hours
- Opportunity to join leadership team

# Phase 3 - Maintaining Student Engagement 2/1-6/1

## Leadership Team:

- Help maintain a focus on student engagement
- Support teachers in student engagement practices
- Measure implementation and engagement (teacher and students)

## All Staff:

- Participate in learning to meet IDLEA goals
- Receive stipend for work outside of regular hours
- Opportunity to join leadership team

\*\*\*This will change as the year progresses and we understand cooperative learning and student/teacher engagement better



*"The best moments in our lives are not the passive, receptive, relaxing times...The best moments usually occur if a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile" (2008, p. 3).*



Questions?