MANCHESTER WEST HIGH SCHOOL

PROFESSIONAL LEARNING WORKING GROUP
DOCUMENTS

February 5, 2015

CSSR
The Center for Secondary School Redesign

Arnold Clayton, Ph.D.

617-947-8861

arnoldclayton@gmail.com

COOPERATIVE vs. TYPICAL CLASSROOM GROUPS

(Adapted from work by Dee Dishon)

TYPICAL CLASSROOM GROUPS	COOPERATIVE LEARNING GROUPS
Often *homogeneous or random*	*Heterogeneous (by gender, ethnicity and often academic performance level)*

No Interdependence
• *Success of individual is unrelated to success of groupmates*
• *Individual*
   o *Materials*
   o *Products*
   o *Goals*
	Positive Interdependence
	• *Success of individual is positively related to success of groupmates*
	• *Group*
	   o *Materials*
	   o *Products*
	   o *Goal*
	• *Individual Accountability*

One Leader • *Chosen by teacher or group* • *Self-appointed*	*Shared Leadership* • *All members learn and perform leadership skills and roles* • *All members sign product to signify full participation*
Assumption: Students will somehow learn to cooperate by working together	*Social Skills are* • **Assigned** • **Defined** • **Discussed** • **Observed** • **Processed (with the whole class)**
Teacher Intervenes *Interrupts to* • *Solve problems* • *Give feedback* • *Keep order*	Teacher Interacts *Encourages group problem-solving by* • *Answering only group questions* • *Giving feedback during processing* • *Guiding from the sidelines*
Priority: • *Get the job done!* • *Maintain order*	Priorities: • *Get the job done and include everyone* • *Teach skillful behaviors as well as academic skills*

TEACHING SOCIAL/BEHAVIORAL SKILLS

(Adapted from work by Dee Dishon)

Social skills are behaviors consciously learned and performed by all group members. They lead the group to successful completion of its task. There are two types of social skills—task & maintenance. Allotting class time to develop each type systematically is critical to the development of successful cooperative groups.

TASK SKILLS	MAINTENANCE SKILLS
Focus on *what* to do	Focus on *how* to do it.
Help the group to • reach its *goal* ....**AND** • get the *job* done successfully.	Help the group to include • the *ideas*.... **AND** • *opinions* of *all* group members
TASK SKILLS TO TEACH:	MAINTENANCE SKILLS TO TEACH:
• *Check for understanding* • *Check for accuracy* • *Contribute ideas* • *Stay on task* • *Ask questions* • *Seek information* • *Get group back to work* • *No drivers, no hitchhikers* • *Brainstorm* • *Keep track of time* • *Share information* • *Stay in your own space*	• *Encouragement* • *Respond to ideas respectfully* • *Check for agreement* • *Encourage others to talk* • *Disagree agreeably* • *One person talks at a time* • *Paraphrase* • *Listen and give feedback* • *Use names* • *Active listening* • *Reduce tension* • *Acknowledge others' work*

POSITIVE INTERDEPENDENCE, THE ESSENTIAL INGREDIENT

Definition

"Positive interdependence is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together." (Johnson, Johnson, & Holubec, 1998, pp. 4:7).

"When students clearly understand positive interdependence, they understand that each group member's efforts are required and indispensable for group success and that each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities" (Johnson, Johnson, & Holubec 1998).

Positive goal interdependence ensures that the group is united around a common goal, a concrete reason for being, such as "learning the assigned material and making sure that all other members of your group learn the assigned material" (Johnson, Johnson and Holubec, 1998, p. 4:8).

Establishing Positive Interdependence.

There are several practical ways to create positive interdependence in a group. They can be used together or independently.

A. **Establish a strong positive goal**
Students perceive that they can achieve their learning goals if and only if all members of the group also attain their goals.

B. **Limit materials/resources**
The group has only one pencil, one worksheet or notebook, one text etc. to use. They have to work together to complete the task. In some cases (such as a project) there may be several types of resources such as scissors, markers and glue that the team decides how to allocate and use.

C. **Jigsaw activities**
Each member of the group is responsible for one function or one piece of information. When they put them all together the whole picture becomes clear.

D. **Assign roles**
Each member of the group takes on one role or function that allows the group to finish its task. For example one may be the timer, one the scribe, one the reader etc. It is wise to vary the roles in the group so that each member becomes competent in all roles.

HOMEWORK BUDDIES GROUPS

1. Greet your partners.
2. Sit in EEKK! position.
3. Agree on a name that reflects...
   a. Common purpose
   b. Positive approach
4. Write the group name on the folder.
5. Choose a symbol for the group.
6. Draw it on the folder.
7. Decorate the folder.
8. Each member signs in agreement.
9. Prepare to explain name and symbol

BEHAVIOR: CONTRIBUTE IDEAS

VERBAL (What will I hear?)	NON-VERBAL (What will I see?)

COOPERATIVE ACTIVITY OBSERVATION SHEET

Teacher:		Date:
Activity:		
Behavioral/Social Skill:		
Group	**Verbal**	**Non-Verbal**

WHAT DID YOU OBSERVE ABOUT SETTING UP COOPERATIVE LEARNING ACTIVITIES??

PRE-LESSON PLANNING??

- ➢
- ➢
- ➢

FORMING GROUPS??

- ➢
- ➢
- ➢

CREATING POSITIVE INTERDEPENDENCE ???

- ➢
- ➢
- ➢

GIVING & CARRYING OUT INSTRUCTIONS??

- ➢
- ➢
- ➢

FOCUS ON SOCIAL SKILLS & BEHAVIORS

- ➢
- ➢
- ➢

OBSERVING & MONITORING

- ➢
- ➢
- ➢

PROCESSING INTELLECTUAL & BEHAVIORAL OUTCOMES

- ➢
- ➢
- ➢

CULMINATING ACTIVITY

- ➢
- ➢
- ➢

NOTES