Achieving Student Outcomes Through Cooperative Learning™

Course Description
Achieving Student Outcomes Through Cooperative Learning™ is a PLS 3rd Learning course designed to help experienced and beginner educators teach students to work effectively in groups to achieve subject-matter mastery and develop interpersonal skills. A highly experiential series of in-class activities is paired with site-based action research to provide class members with the opportunity first to observe and experience these powerful strategies as learners, then to use their growing insight and expertise as they apply those strategies in their own classrooms and subject-matter areas. Using the principles of cooperative-learning theory as a foundation, participants will learn to create, implement, facilitate, monitor, and debrief student group work throughout the class day. They will guide their students not only to academic success in the short term, but also to long-term success through the development of critical skills for 21st century life and work: collaborative problem-solving, teamwork, self-evaluation, effective communication, and shared decision-making.

Digital vs. Printed Course Materials
Please note:

- There is a required $10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the option to purchase a printed manual (and other printed corresponding materials) for an additional $30.

*After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.
Course Alignments
This PLS 3rd Learning course is aligned to Charlotte Danielson’s Framework for Teaching:
Domain 1 – 1A, 1B, 1C, 1D, and 1E
Domain 2 – 2A, 2B, 2C, 2D, and 2E
Domain 3 – 3A, 3B, 3C, and 3E
Domain 4 – 4A, 4E, and 4F

Course Outcomes
Upon completion of this class, the learner will be able to:

1. Discuss and apply current, validated research underlying the theory, principles, and practices of cooperative learning.
2. Explain how and why group work can be an especially effective instructional strategy in today’s 21st century classroom.
3. Discuss the basic elements of cooperative-learning theory (positive interdependence, individual accountability, face-to-face interaction, equal participation, debriefing).
4. Identify and explain the elements of the ROPE model for creating positive interdependence (resource interdependence, obligation interdependence, product interdependence, environmental interdependence).
5. Explain the purpose of “cooperative starters” and the decisions involved in creating them: the cognitive process they will use (perception, induction, analysis, comparison, idea-generation, prediction), the content for which they will be used, the group configuration, the timing, and the ways resources will be limited.
6. Create, implement, and evaluate cooperative starters.
7. Identify and explain the steps of the 3-D cooperative-learning lesson schematic (Direct, Do, Debrief).
8. Develop 3-D lesson activities that incorporate positive interdependence using each of the ROPE elements: resource interdependence (limiting materials/tools, jigsawing), obligation interdependence (group rewards, group grades), product interdependence (group products), and environmental interdependence (the classroom arrangement, teaching students interpersonal skills, group identity).
9. Identify and explain the procedures used to plan and create each step of 3-D lessons: direct (identify the compelling whys of the content; plan which thought processes will be used, which interpersonal skills will be practiced, the group configuration, and the lesson duration); do the lesson (identify which ROPE elements will be used, plan the activity, prepare observation forms to monitor and observe); and debrief the lesson (prepare debriefing statements and questions to debrief both the success in practicing the interpersonal skill and learning the subject matter).
10. Identify and discuss specific instructional skills teachers need to use as they implement and facilitate 3-D lessons in their classrooms: direct (invite participation by creating a T-chart for the interpersonal skill being practiced); do the lesson (facilitate, respond to negative behaviors, use observation forms to monitor and observe, including tools for observation and the MOLE skills for effective facilitation—move in, observe and share,
learn students’ viewpoints and clarify them, and expect students to explore options and find their own solutions); and debrief the lesson (use pre-designed debriefing statements and questions to debrief both the success in practicing the interpersonal skill and of learning the subject matter).

11. Identify and explain the skills students need to learn as participants in cooperative learning activities of 3-D lessons: the four PALS skills that guide basic interaction (participate, attend, listen, stay on task); specific interpersonal skills students can develop during cooperative-learning activities (encouraging others, checking for understanding, paraphrasing, disagreeing politely, etc.); problem-solving and decision-making skills; and debriefing skills.

12. Plan, implement, and evaluate a 3-D lesson in his/her classroom, using the ROPE elements as criteria and the 3-D lesson plan form to develop each step.

13. Teach students the skills they need to be successful during cooperative-learning activities.

14. Generalize course content to reflect how the multicultural and diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.

15. Reflect on and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills learned in this course.

16. Work collaboratively to share knowledge, skills, and experiences, refine understanding of content, give and receive feedback, and improve expertise.

Institutional Outcomes
(To be listed here)

Required Text
Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

Topical Outline
List of Concepts

Course Overview
Course objectives, characteristics of group work, a working definition of cooperative learning, managing the learning task in three ways (individualization, competition, and cooperation), characteristics of each approach, research about skills students need in the 21st century, the cooperative-learning continuum, overview of major course components, research base for cooperative learning
| **Cooperative Starters** | Research regarding the “starter” approach; definition of “starters” examples of starters; educational purposes of starters; the Questions for Life® framework; decisions involved in creating cooperative starters: process (cognitive processes to use—perception, induction, analysis, same/different, idea-generation, prediction), content (subject matter), group configuration (group size of 2-5), timing (before, during, and after a lesson), how to limit resources (one product, one role, one material, one space); introduction to the ROPE model of positive interdependence (resource, obligation, product, and environment); The Power of One as an introductory tool for creating resource interdependence in cooperative starters (one product, one role, one material, one space); types of cooperative starters (perception, induction, analysis, same/different, idea, prediction); combining process and content |
| **Introduction to the Cooperative Learning 3-D Model** | Research basis for the 3-D Model, the two major thrusts of the 3-D Model of cooperative-learning lesson planning (subject matter and interpersonal skills), the 3-D lesson schematic (Direct-Do-Debrief), assigning both subject-matter and interpersonal-skill objectives in the Direct step, how students work simultaneously on both objectives during the Do step, how both learning and teaching are enhanced by the Debrief step |
| **ROPE Strategies for the 3-D Lesson Model** | ROPE strategies for creating resource interdependence (limiting content resources, limiting tools, jigsawing), ROPE strategies for creating obligation interdependence (group rewards, group grades), ROPE strategies for creating product interdependence (group assignments, group projects), ROPE strategies for creating environmental interdependence (physical arrangement of classroom, group norms, group identity) |
Processes Involved in 3-D Cooperative Lessons

**Direct:** compelling why for teaching interpersonal skills, the PALS model for creating group norms (participate, attend, listen, stay on task), direct teaching of PALS, “inviting PALS,” miscellaneous interpersonal skills associated with each element of the PALS model, method for teaching interpersonal skills, building a T-chart

**Do:** identifying the interpersonal skill to be practiced before the lesson begins, strategies for teacher observation and monitoring while students work in groups, descriptive or numerical group-observation forms, individual observation forms

**Debrief:** compelling whys of debriefing, steps for debriefing interpersonal skills, examples of interpersonal-skill debriefing questions, debriefing scripts, debriefing subject matter, steps for debriefing subject matter, process debriefing questions using Questions for Life

Designing 3-D Lessons

Decisions to make during the lesson-design phase, the modeling and analysis of a 3-D lesson, anatomy of the 3-D Model for lesson planning, the procedures involved in planning each step (using the 3-D lesson model as a guide):

**Direct:** subject-matter objective, compelling why, process(es), cue words, group configuration, duration, materials needed, directions, ROPE element and associated roles, interpersonal skill objective, compelling why, T-chart

**Do:** type of observation form (descriptive or numerical), format for observation (whole class, individual groups, individual group members)

**Debrief:** debriefing statement and questions for both interpersonal skill and subject matter, format for how groups will complete the debriefing task, plans for future improvement
Entering Groups: Now or Later?

Research about teacher intervention during student group work; types of problems that can arise during group work; flagrant vs. frequent misbehaviors; understanding when to intervene in group-work interactions and how the point of entry affects the outcome of the intervention; benefits of not intervening immediately; benefits of immediate intervention; differences between interactionist (coaching) vs. interventionist (rescuing) responses; the MOLE model for interactionist immediate entry (move in, observe and share to get students talking, listen to understand the problem and clarify it, guide students to explore options and solutions); communication skills to improve interventionist capabilities (Confirmatory Paraphrase, Contingent Action Proposal)

Cooperative Learning: Beliefs and Your Frame of Mind

Ways in which beliefs affect behaviors and outcomes; how beliefs affect an educator’s ability to be an interactionist rather than an interventionist; short- and long-term outcomes of interacting vs. intervening; the importance of the interactionist approach to student development of responsibility, empowerment, and commitment to the group; how to choose the ways in which we allow our perceptions to affect our behavior; realistic perceptions of what cooperative learning is and can do for students
Course Assessments and Links to Institutional Outcomes and Course Outcomes (75% of final grade)
Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are six assessments in this course, for a total of 100 points.

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<th>Assessment No. 1:</th>
<th>Points</th>
<th>Correlations With Institutional Outcomes</th>
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<tr>
<td>Cooperative Starters</td>
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Total 100

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Course Project (25% of final grade)
As a requirement of this course, participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term:

- topic identification and approval;
- topic research and article review;
- topic presentation and feedback survey development;
- presentation and feedback review; and
- project reflection.

Instructional Materials
Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.
Instructional Methodology
The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant’s individual grade level, subject area, and classroom.

Evaluation
The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy
(To be listed here)

Absence and Tardy Policy
(To be listed)

PLS 3rd Learning’s Academic Integrity Policy
PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
• Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.

• Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

**Identity Authentication**
The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students’ computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

**Participant Professionalism Policy**
As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.
Alignments to Charlotte Danielson’s *Framework for Teaching*
Each PLS 3rd Learning course is aligned to the components in Charlotte Danielson’s *Framework for Teaching*. The alignments for this course are listed below.

**DOMAIN 1: PLANNING AND PREPARATION**
1A. Demonstrating Knowledge of Content and Pedagogy  
1B. Demonstrating Knowledge of Students  
1C. Setting Instructional Outcomes  
1D. Demonstrating Knowledge of Resources  
1E. Designing Coherent Instruction

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**
2A. Creating an Environment of Respect and Rapport  
2B. Establishing a Culture for Learning  
2C. Managing Classroom Procedures  
2D. Managing Student Behavior  
2E. Organizing Physical Space

**DOMAIN 3: INSTRUCTION**
3A. Communicating with Students  
3B. Using Questioning and Discussion Techniques  
3C. Engaging Students in Learning  
3E. Demonstrating Flexibility and Responsiveness

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**
4A. Reflecting on Teaching  
4E. Growing and Developing Professionally  
4F. Showing Professionalism
Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Standard 1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc


## Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Five Core Propositions

### Proposition 1: Teachers are Committed to Students and Their Learning.

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NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

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NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

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NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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Bibliography


