



*Great Public Schools for Every Student*

## Cooperative Learning

Educator creates a plan that uses a variety of instructional strategies to facilitate cooperative learning in the classroom.

### Key Method

Educator implements strategies that foster cooperative learning. These learning activities support collaboration through positive interdependence, individual accountability, and the development of social skills.

### Method Components

### What is cooperative learning?

Cooperative learning is a teaching method in which students work together to accomplish shared learning goals. In small groups, students use a variety of learning activities to improve their understanding of content. Each member of the team is responsible not only for learning what is taught, but also for helping peers to learn, creating an atmosphere of achievement. Cooperative learning actively engages students in learning. Each student has an opportunity to positively contribute in a small group and claim ownership of the material (INTASC, 2011).

### Elements of cooperative learning:

**Positive Interdependence:** Achieved through mutual goals and division of labor by dividing up the materials and roles, and making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only himself or herself, but all the other group members, too.

**Individual Accountability:** Students learn together, but perform alone. A lesson's goals must be clear enough that students are able to measure whether (a) the group has been successful in achieving them, and (b) individual members have been successful in achieving them as well.

**Development of Social Skills:** In cooperative learning groups, students learn not only academic subject matter, but also interpersonal skills. A group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.

### What cooperative learning looks like:

- The educator provides students with a clear set of expectations for the academic work and cooperative learning.
- Students are broken into groups with assigned roles.
- Group members are responsible for their own learning, as well as for their fellow group members.
- Groups collaborate with each other in a positive manner.

- The educator is a facilitator of learning; instruction is not direct.

## InTASC Standards

7(a) The teacher individually and collaboratively selects and creates learning experiences that are both appropriate for curriculum goals and content standards and relevant to learners.

8(a) The teacher uses appropriate strategies and resources to adapt instructions to the needs of individuals and groups of learners.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purpose of the instructions and the needs of the learners.

8(p) The teacher is committed to both deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

## Supporting Research

Slavin, R. (1991) Student Team Learning: A Practical Guide to Cooperative Learning. National Education Association: Washington, D.C.

This book describes five types of cooperative learning [Student-Teams-Achievement-Divisions (STAD), Teams-Games-Tournaments, Jigsaw, Team-Accelerated Instruction, and Cooperative Integrated Reading and Composition] and gives details on how to use them and provides research that shows how effective they are.

Herreid, C. (1998). Why Isn't Cooperative Learning Used to Teach Science? Bioscience, 48:7, p. 553-559.

<https://drive.google.com/open?id=1MKcLVScEp5-NaZ3q4qdymh-kmljrt7Eh>

Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education, 93(3), p. 223-231.

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Prince\\_AL.pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Prince_AL.pdf)

Slavin, R. (2014). Making Cooperative Learning Powerful. Retrieved July 19, 2017, from

<http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/Making-Cooperative-Learning-Powerful.aspx>

## Resources

InTASC Teaching Standards

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

How to Create a Caring Classroom

<http://www.lauracandler.com/strategies/caringclass.php>

Cooperative Learning Strategies

[https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro\\_to\\_Coop\\_Learning.pdf](https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro_to_Coop_Learning.pdf)

Cooperative Learning Tips

[http://www.educationworld.com/a\\_curr/curr287.shtml](http://www.educationworld.com/a_curr/curr287.shtml)

Research Spotlight on Cooperative Learning

<http://www.nea.org/tools/16870.htm>

Clowes, G. (2011). The Essential 5: A Starting Point for Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing. Kagan Online Magazine.

[https://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning)

Submission Guidelines & Evaluation Criteria

Part 1. Overview Questions

500 word-limit total

Please answer the following:

In your own words, what is cooperative learning as it relates to your classroom? Explain demographics as necessary.

Analyze how you believe cooperative learning will benefit your students within real-world settings.

- **Passing:** Responses completely address each of the questions using personal examples and supporting evidence that clearly illustrates the educator’s beliefs about cooperative learning. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts.

Artifact 1: Lesson Plan-A lesson plan that describes how you will plan and prepare for a cooperative learning experience within your classroom. In addition, include a description that specifically addresses the following elements:

- How will the groups be determined? (By interest, ability, behavior, etc.)
- How long will the groups work together? (E.g. one assignment, one unit, one project)
- How will the room be arranged so that groups can easily collaborate?
- How will the roles be determined/assigned to each group member?

Artifact 2:Student Surveys-Include 3-5 student surveys that are grade-level appropriate. Surveys should include both a self and group reflection component. The survey should take place at the conclusion of the cooperative learning experience.

Artifact 3: Reflection on Student Surveys-Reflect on the student surveys. Use the following to guide your reflection of no more than 500 words.

- Is your perception of what happened during the cooperative learning assignment the same or different from how the students experienced it? Why?
- How will your future instruction be impacted as it relates to cooperative learning?

Artifact 4: Interview-Conduct a pre-observation interview with a colleague. Discuss cooperative learning strategies. Observe a cooperative learning experience within your colleague’s classroom. Reflect on the observations of your colleague using no more than 300 words.

null	Proficient	Basic	Developing
Artifact 1: Lesson Plan	Lesson plan includes the following information: grade level subject standard(s) materials needed objectives lesson activities	Lesson plan includes 3-5 of the following criteria: grade level subject standard(s) materials needed objectives lesson activities	Lesson plan includes 1-2 of the following criteria: grade level subject standard(s) materials needed objectives lesson activities

	<p>desired outcomes</p> <p>The lesson plan also specifically addresses: how groups will be determined how long groups will work together how the room will be arranged for groups to easily collaborate how roles will be determined/assigned to each group member.</p>	<p>desired outcomes</p> <p>The lesson plan specifically addresses 2-3 of the following: how groups will be determined how long groups will work together how the room will be arranged for groups to easily collaborate how roles will be determined/assigned to each group member.</p>	<p>desired outcomes</p> <p>The lesson plan specifically addresses 1 of the following: how groups will be determined how long groups will work together how the room will be arranged for groups to easily collaborate how roles will be determined/assigned to each group member.</p>
Artifact 2: Student Surveys	<p>3-5 student surveys are submitted.</p> <p>Surveys are grade-level appropriate.</p> <p>Student survey includes: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience.</p>	<p>3-5 student surveys are submitted.</p> <p>Surveys are grade-level appropriate.</p> <p>Student survey includes 1 of the following: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience.</p>	<p>1-2 student surveys are submitted.</p> <p>Surveys are not grade-level appropriate.</p> <p>Student survey includes 1 of the following: Self-reflection as it pertains to the cooperative learning experience. Group reflection as it pertains to the cooperative learning experience.</p>
Artifact 3: Survey Reflection	<p>Reflection addresses all of the following:</p> <p>How was cooperative learning implemented?</p> <p>Was it successful? Why or why not?</p> <p>How will your instruction be impacted as it relates to cooperative learning?</p>	<p>Reflection addresses most but not all of the following:</p> <p>How was cooperative learning implemented?</p> <p>Was it successful? Why or why not?</p> <p>How will your instruction be impacted as it relates to cooperative learning?</p>	<p>Reflection addresses only a few of the following:</p> <p>How was cooperative learning implemented?</p> <p>Was it successful? Why or why not?</p> <p>How will your instruction be impacted as it relates to cooperative learning?</p>
Artifact 4: Colleague Observation	<p>Grammar does not interfere with assessor's understanding of the reflection.</p> <p>Includes details that help the reviewer understand the context of the pre-observation interview.</p>	<p>Grammar occasionally interferes with assessor's understanding of the reflection.</p> <p>Lacks details that would help the reviewer understand the context of the pre-observation interview.</p>	<p>Grammar significantly interferes with assessor's understanding of the reflection.</p> <p>Does not discuss context of the pre-observation interview.</p> <p>Describes takeaways from</p>

Describes takeaways from the observation, citing specific examples from the experience, including:  
What did you like?  
What would you do differently?

Describes takeaways from the observation, including:  
What did you like?  
What would you do differently?

the observation, including 1 of the following:  
What did you like?  
What would you do differently?

## Reflection

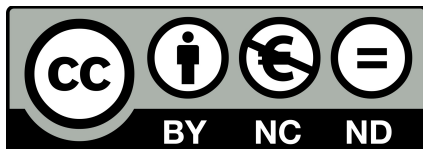
600-word limit

Reflect on your experience while going through the process of obtaining this micro-credential on cooperative learning.

Describe three specific strategies used within your classroom, and explain how each develops a classroom climate of respect and positive interactions among peers and teachers.

Additionally, analyze subject matter that will be learned by your class(es) during the upcoming year. For which of these subjects would cooperative learning best serve your students, and why?

- **Passing:** Reflection describes 3 specific cooperative learning strategies, and how they each have a positive impact on classroom climate. The reflection thoughtfully addresses upcoming academic content, and how cooperative learning can be used to elevate student achievement.



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