Stanford Teacher Education Program

Fall 2017: Thursdays, 4-7pm
Winter 2018: Mondays, 4-7pm

EDUC 284 - Designing Equitable Groupwork

Instructional Team

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Course Materials

You will need to purchase one book for this class: Designing Groupwork: Strategies for the Heterogeneous Classroom, Third Edition, by Elizabeth Cohen and Rachel Lotan (Teachers College Press, 2014). Please make sure to purchase the newest, third edition. All other readings will be digitally available in the "Files" section of our course Canvas site.

Course Overview

We all teach in classrooms where students have a wide range of previous academic achievement, varying levels of oral and written proficiency in the language of instruction, diverse backgrounds and life experiences. In this course, we learn how to build equitable classrooms where students have access to and engage in intellectually rigorous and linguistically rich learning tasks. For such classrooms, groupwork is a research-based and effective instructional approach. Our fundamental pedagogical objective is to ensure that all students in heterogeneous classrooms can access academically challenging curricula, participate in class regardless of their status, and successfully demonstrate what they know and are able to do.

The course is divided into two parts to better distribute the workload within the broader STEP curriculum. In Part I, we will learn how to prepare students for groupwork and manage small groups in ways that delegate authority to students; how to design groupworthy learning tasks that support conceptual understanding, mastery of content, and language development; and most importantly, we will understand and practice how to equalize participation among members of a small learning group.
In Part II, we will apply the framework from Part I to the design and implementation of your own groupworthy task, including the role of the teacher, methods for assessment, and groupwork’s place in conversations about tracking.

Throughout the course, you will be collaborating closely with a content-area partner to develop, revise, implement, and reflect on your final project, a groupworthy task to be implemented in one of your placements. A description of the final project and evaluation criteria are available on Canvas (DEG Project Overview 2017-18.pdf). The final project is due on Tuesday, February 20, 2018.

Due to the experiential nature of this class, participation is essential. Please come to class fully prepared and ready to participate. Readings are designed to both reinforce and deepen your understanding; some readings may be read before class to preview content or after class to solidify it, depending on your preference. If you must be late or absent, please inform the instructors prior to class and arrange for a colleague to take notes and gather materials for you. Multiple and/or unexcused absences may impact your grade.

If you need an extension on an assignment, please contact your instructors before the deadline. Late work may impact your grade.

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

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<th>Session</th>
<th>Topic</th>
<th>Readings (due by class date)</th>
<th>Application Exercise</th>
<th>Project</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Why do groupwork?</td>
<td>Readings that are marked follow-up will deepen ideas from prior session</td>
<td>Due Nov 2 - Complete class exercise: Choose five students from your primary placement. List the ways each is smart.</td>
<td>Discuss with your CT what you will be teaching during the implementation window (Jan 2018).</td>
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<tr>
<td>Thurs</td>
<td>What does an equitable groupwork experience in my content feel like?</td>
<td>Cohen &amp; Lotan</td>
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<td>Oct. 26</td>
<td>What are the features of equitable groupwork? What factors influence interactions during groupwork?</td>
<td>Focus reading question: In what ways do Cohen &amp; Lotan’s justification of groupwork as a pedagogical strategy reflect your experiences with groupwork as both a student and teacher?</td>
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### Follow up to Session 1:

**Status**

How can we weaken the correlation between status and participation, in service of more equitable student learning?

- Dweck - *The Secret to Raising Smart Kids*
- Gardner - *Reflections on multiple intelligences*
- Sternberg - *Who are the bright children?*

**Due Nov 9** - Assign competence to several students, including at least one of your five focus students. Write a 1-2 page reflection: What did you do? What happened?

**Follow up to Session 2:**

How is the teacher’s role addressing status issues similar to/different from the teacher’s role creating a safe classroom environment?

- Cohen & Lotan - Ch. 3 (The Dilemma of Groupwork)
- Cohen & Lotan - Ch. 10 (Treating Expectations for Competence)

**You will also be assigned one set of readings below.**

**Groupworthy Tasks**

What factors should a teacher consider to ensure an activity is “groupworthy”?

- Steele & Cohn-Vargas - *Identity Safe Classrooms, Ch. 1, pp. 3-11*
- The chance I had been waiting for (Case 13) - Groupwork Casebook

**Due Nov 16** - Draft of Final I (Context)

**OR**

- Schmader - *Stereotype Threat Deconstructed*
- Silences (Case 11) - Groupwork Casebook

**Read before or after Session 3 (finish by Session 4):**

- Cohen & Lotan - Ch. 6 (Crafting Groupworthy Learning Tasks)

**Due Jan 8** - Observe two classes (your placement, your partner’s placement, or any other class). Use “Small

### Due Nov 16** - Draft of Final I (Context).
groupworthy task support the goal of treating status and fostering collaborative behavior?

- Cohen & Lotan - Chapter 4 (Preparing Students for Cooperation)
- Cohen & Lotan - Chapter 5 (Planning Groupwork in Stages)
- Cohen & Lotan - Chapter 8 (Group Roles and Responsibilities)

Focus reading question: How do the planning and structures described by Cohen & Lotan align with your experiences in your placement?

Group Interaction Observation Tool” for one class and “Teacher Observation Instrument” for the other. Note that the “Small Group Interaction Group Observation Tool” must be used in a classroom where students are working in small groups.

Bring completed observation tools to class on Monday, Jan 8.

Consider having observing partner to observe at the implementation to gain sense of classroom dynamics. This course opportunity to use the “Small Group Interaction Observation Tool” (Links to an external site.) or “Teacher Observation Instrument” (Links to an external site.)

***Note there is a lengthy break here that includes all of Thanksgiving & Winter Break. We’ll see you in January!***

Session  Topic  Readings  Application Exercise  Project
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5  **Drafting Your Groupworthy Task**  
*In what ways is our drafted task groupworthy? How can we apply the principles of equitable groupwork?*

- Cohen & Lotan, Chapter 5 (Planning Groupwork in Stages)
- Cohen & Lotan, Chapter 9 (Teacher’s Role: Letting Go and Teaming Up)

Focus reading question: How can I apply what I know about designing groupwork experiences to my own project?

**Due Jan 8 -** Project Section II B (annotated roles, multiple abilities orientation, student materials)

6  **Assessment**  
*When students work in groups, how can I know what they’re learning about content and social/behavioral goals?*

- Cohen & Lotan - Chapter 5 (Planning Groupwork in Stages)
- Cohen & Lotan - Chapter 9 (Teacher’s Role: Letting Go and Teaming Up)

Focus reading question: How can I apply what I know about designing

**Due Jan 8 -** Submit on Canvas

Mon Jan 8  

DO - Continue to work on content for Groupworthy Task. Bring a printed copy of your Groupworthy Task to class, and on Canvas.

Due Jan 8 - Meet with your observing partner to attend partner	
date,

Due Jan 8 - Project Section II B (Planning - learning objectives, rationale) Submit on Canvas

Double-check implementation of your CT and partner: date,

Due Jan 29 - submit on Canvas
groupwork experiences to my own project?

Follow-up to Session 6 (read by Session 7):

- Cohen & Lotan - Ch. 11 (Evaluating Groupwork in your Classroom)
- Frey, Fisher, & Everlove - Productive Group Work, pp. 51-58
- Webb - Assessing Students in Collaborative Groups, pp. 205-210

Micro-Teach

What might happen when we implement our task with students?

- Nelson - Assessing Internal Group Processes in Collaborative Assignments
- King & Behnke - Problems Associated with Evaluating Student Performance in Groups

Focus reading question: What assessment procedures for content and process learning goals feel reliable, practical, and useful for our groupworthy task? For my future classroom?

Before Session 8, skim for gist, organization, key evidence to prepare for class activity:

Heterogeneous Classes & the Tracking Debate

- Oakes, Wells, Jones, & Datnow - Detracking: The social construction of ability
- Rosenbaum - If tracking is bad, is detracking better?
- Rubin - Unpacking Detracking

Due Jan 29 for feedback:

Draft of Project Section IV (Assessment description).

submit on Canvas; late draft receive feedback

Draft student questionnaire (at the end of your lesson). Questions may be borrowed or adapted from Cohen & Lotan pp. 215-217.

Submit on Canvas (can be a online survey)

Prepare for class:

- Which part of your will micro-teach with?
- Focused questions would you like feedback on?
- Any materials (cop handouts, etc.) needed for microteach

Implement Groupworthy Task

Suggested implementation Jan 31 - Feb 14

Completed project due Tu February 20 - Submit to C
Recommended, if you have time:

- Burris - Closing the Achievement Gap by Detracking
- Loveless - Tracking and Detracking (complete report)
- Brookings Institute - Resurgence of Ability Grouping and Persistence of Tracking (Links to an external site.)

Final Project
Due to Canvas by 10pm