Instructional Team

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Course Materials

For this class there is one required text: Designing Groupwork: Strategies for the Heterogeneous Third Edition by Elizabeth Cohen and Rachel Lotan (Teachers College Press, 2014). A limited number of copies are available at the Cubberley Library. Please make sure you have the newest, third edition. All other readings will be digitally available through the course Canvas site.

Course Overview

We all teach in classrooms where students have a wide range of previous academic experiences and 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 (Fall Quarter), we will learn how to prepare students for groupwork and manage small groups; how to delegate authority to students; how to design “groupworthy” learning tasks that support conceptual understanding and mastery of content; and most importantly, we will understand and practice how to design experiences that equalize participation among members of a small learning group.

In Part II (Winter Quarter), 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 institutional policies and practices.

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 teaching placements.

Instructions for the final project and evaluation criteria are linked here. The final project is due on Monday, May 18, 2020. You will submit drafts of project components throughout the course for peer and instructor feedback.

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. Focus questions for each set of
Readings are listed on Canvas to help guide your thinking as you read. If you must be late or absent, please inform 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. Throughout the course you will submit working drafts of final project components. This scaffolding is designed to provide you with ongoing feedback and to more evenly distribute the workload throughout the course. Late drafts may not receive feedback in a timely manner, if at all. Failure to adequately complete fieldwork assignments and/or the final project will result in an “Incomplete” grade for the course.

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).

Course readings and assignments:

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<th>Session</th>
<th>Topic</th>
<th>Readings (due by class date)</th>
<th>Assignments (due by class date)</th>
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| Session Feb. 24 | Why use groupwork? | Cohen & Lotan:  
- Ch. 1 (Groupwork as a Pedagogical Strategy)  
- Ch. 2 (Why Groupwork?) | Ask your CT what topic you will be teaching during the project implementation window (Apr 28-May 13) |
| Session 2 March 2 | Status | Pick at least one:  
- Dweck - The Secret to Raising Smart Kids  
- Gärden - Reflections on multiple intelligences  
- Sternberg - Who are the bright children?  
- Hatt - Racializing Smartness | Fieldwork:  
- Five students: How are they smart? (Submit on Canvas)  
DEG Project:  
- If you have not already done so, ask your CT what topic you will be teaching during the project implementation window (Apr 28-May 13) |
| Session 3 March 9 | Groupworthy Tasks | Cohen & Lotan:  
- Ch. 3 (The Dilemma of Groupwork)  
- Ch. 10 (Treating Expectations for Competence) | Fieldwork:  
- Assigning competence (Submit on Canvas)  
DEG Project:  
- Confirm your collaborative partner from your content area, and decide whose classroom you will use to implement your project. |
| Session 4 | Mar 30 | **Equitable groupwork as a culturally relevant pedagogy** | None | **Fieldwork:**  
- Record a ~3 minute clip of your students working in pairs or small groups (*Bring to class*)  
- Teacher interviews & reflection about groupwork (*Submit on Canvas*)  
- Bring headphones to class  

**DEG Project:**  
- Draft of Final Project, Part I: Context (*Submit on Canvas*) |
| --- | --- | --- | --- | --- |
| Session 5 | April 6 | **Instructional Practices & Structures, Part 1** | Cohen & Lotan:  
- Ch. 5 (Planning Groupwork in Stages)  
- Ch. 6 (Crafting Groupworthy Learning Tasks) | **DEG Project:**  
- Draft task card for your project (*Submit on Canvas*; bring at least printed copies to class) |
| Session 6 | April 13 | **Instructional Practices & Structures, Part 2** | Cohen & Lotan:  
- Ch. 4 (Preparing Students for Cooperation)  
- Ch. 8 (Group Roles and Responsibilities)  

Optional:  
- *Dunleavy* Delegating Mathematical Authority as a Means to Strive Toward Equity pp. 73-79 (start at “Case 2”) | **DEG Project:**  
- Draft of Final Project, Part IIA: Planning learning goals |
| Session 7 | April 20 | **Assessment** | Optional:  
- Frey, Fisher, & Everlove, Productive Group Work pp. 56-58, 84-96  
- Nelson, Assessing Internal Group Processes in Collaborative Assignments  
- King & Behnke, Problems Associated with Evaluating Student Performance in Groups  | None, but we encourage you to meet with your DEG project partner to work on assignments due in (April 27) |
| Session 8 | April 27 | **Micro-Teach** | Cohen & Lotan:  
- Ch. 11 (Evaluating Groupwork in your Classroom)  
- Ch. 9 (The Teacher’s Role: Letting and Teaming Up) | **DEG Project:**  
- Draft of Project Section II B: Planning Rationale (*Submit on Canvas*)  
- Multiple Abilities Orientation (*Submit with rationale on Canvas*)  
- Prepare for micro-teach (*bring necessary materials to class*) |
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| Session 9  May 4 | Institutional Implications of Groupwork | Pick at least one:  
- Oakes, Wells, Jones, & Datnow. Detracking: The social construction of ability  
- Rosenbaum & tracking is bad, is detracking better?  
- Rubin- Unpacking Detracking  
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 |
| May 18   | Final Project Due to Canvas                | Completed project due Monday, May 18 (Submit on Canvas)                  |
|          |                                            |                                                                         |
|          |                                            | *Confirm implementation plan with your CT and partner: date, time, filming, etc.* |
Works Cited

Primary Text:

Additional readings:
- Oakes, Jeannie, Stuart Wells A., Jones M. & Datnow A. 1997. Detracking: The social construction of ability, cultural politics, and resistance to reform, TC Record, 98, Number 3, pp.482-510 (27 pages)
- Rosenbaum, James, 2000. If tracking is bad, is detracking better? American Educator, pp. 1-7
- Webb, Noreen M. (1997) Assessing students in small collaborative groups, Theory Into Practice, 36:4, 205-213,