

The course includes a variety of activities: simulation of group tasks; use of skill-builders to develop cooperative norms; role plays; case discussions of teacher-authored cases about their experiences with groupwork; and a “workshop” to begin developing a group-worthy task.

Following a constructivist approach, we reserve the right and responsibility to adjust the course to meet the needs and interests of the group as we jointly deem appropriate over the course of the year.

Required reading:

Elizabeth G. Cohen, 1994. *Designing Groupwork: Strategies for the Heterogeneous Classroom*, 2nd Edition, New York: Teachers College Press.

Additional reading assignments will be sharing during the quarter.

Student Work and Assignments

To receive full credit for course participation, meet all of the following expectations:

- Attendance, promptness, preparation, participation, and professionalism.

1. Practicum Participation (20%)

2. Practicum Assignments (30%)

To receive full credit on a given assignment, meet all of the following expectations:

- Prompt – Turn your work in on time.
- Complete – Fulfill all stated expectations of an assignment.
- Thoughtful – Take the time and reflection to prepare something interesting to say.
- Careful – Proof read your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

3. Student Teaching & Supervisory (50%)

Your Supervisor will work with you to design and support your development in your student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

The following documents will be reviewed for evidence of your development in your student teaching placement:

- Supervisor’s Quarterly Assessment
- CT’s Quarterly Assessment
- All documents associated with each observation cycle, including your lesson plans and written reflections.

General Candidate Responsibilities

- ☑ Reliable and consistent attendance (for practicum, modules, and field work). *Please be on time!*
Students and teachers in the field are relying on your participation and attendance, as are your instructors and classmates in your courses. Any absences or late arrivals should be reported to your school sites and instructors as soon as possible. It is your responsibility to arrange to make up any missed time or activities in the field or in your course work.
- ☑ Timely and thoughtful completion of all assignments.
- ☑ Active and respectful participation in class.
- ☑ Commitment to the course, your classmates and your instructors.
- ☑ High degree of independence, responsibility and intellectual resourcefulness
(to search out and make connections across theory, practice, ideas and people)
- ☑ Positive and professional participation in the field.
While your roles may vary based on course assignments and the needs and requests of your CT and SUP, your primary responsibility is to be a respectful and helpful guest at your school site.
- ☑ Respect for and cooperation with your CT, the students, and others in the field (parents, principals, other school staff, etc.) is essential.
Clear and open communication with your CT and your SUP is paramount to a successful experience at the school site.
- ☑ Professional attire and demeanor are expected at your field site.
- ☑ Please notify your Supervisor of any concerns or issues in the field immediately.

Course Overview

DRAFT: subject to change at the discretion of the instructors

Pre-class Assignment: Due in class on 1/14/09

HW: LOG 1: One page free-write: describe your personal experiences and thoughts about groupwork as a student and teacher.

January 14th

3:00 - 4:30 Seminar (We will begin PROMPTLY at 3PM.)

4:30 - 6:30 CT Kickoff (and dinner). Be sure to encourage your CT to attend!

Learning In Groups

Simulation: Got Milk?

Debrief: Unpacking the Simulation

HW: LOG 2: Reflection on Group Interaction (E-mail to Instructors by 1/21/09)

1. What did you learn during this simulation?
2. Without using names (use person 1, 2, 3), describe each person's role in the group, whether they followed their assigned role, and how they interacted within the group.
3. Describe your own role and interaction within the group
4. How did this simulation differ from other groupwork activities? How was this simulation similar to other groupwork activities?

Reading for 1/28/09

Cohen, Elizabeth G. 1994. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press, Chapters 1, 2, 3, 8.

January 21th

2:15 - 4:30 Lively Arts Workshop, Palo Alto High School

5:30 - 6:30 Supervisory

January 28th

Status Problems and their Treatments

Skill Builder: Lot of Dots/ Lots of Islands

Analysis of Status Problems in the classroom (video)

Equalizing status (multiple ability orientation and assigning competence)

HW: Select 5 students in your classroom. Observe their activities and contributions to the class during the next two weeks. For each of these 5 students, list ways in which they demonstrated their smarts and performed competently. What evidence do you have for your claim? Bring your observations to class on 2/18/09.

February 4th (Susan Absent)

Multiple Ability Orientation

Analysis of Sample Tasks

Write up a multiple ability orientation

Present your multiple ability orientation to small group

Provide feedback to other group members

HW:

Reading for 2/18/09

Read a case study ... The Chance I Had Been Waiting For

Cohen, Elizabeth G. 1994. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press, Chapters 4, 6, 7

February 11th (Susan Absent)

TBD

February 18th

Assigning Competence

Analysis of Student Observations (Table)

Practice assigning competence to a student

Provide feedback to other group members

Case Discussion and Debrief: The Chance I Had Been Waiting For

Delegation of authority, group norms, and student roles

Making groupwork work (video)

Lingering Questions about roles and norms

HW: Reading for 2/25/09

Cohen, Elizabeth G. 1994. *Designing groupwork: Strategies for heterogeneous classrooms*, NY: Teachers College Press, Chapters 5

February 25th

Features of a Group Worthy Task

Skill Builder: Master Designer

Analysis of sample GroupWorthy Tasks

HW: Select a partner and choose a subject area for designing a groupworthy task. Bring any reference materials to class on **3/04/09** that will help you to design a groupworthy task.

March 4th (Susan Absent)

Designing GroupWorthy Tasks Workshop

HW: Be prepared to present the key elements of your groupworthy task to the whole class on **3/11/09**.

March 11th

Share Groupworthy Tasks

Feedback from Peers

Celebration

Key Course Assignments

Log 1: One page free-write: describe your personal experiences and thoughts about groupwork as a student and teacher. (5 points)

Log 2: Reflection on Group Interaction (5 points)

Observation notes: Student 'smarts' (5 points)

Groupworthy task presentation (10 points)

Weekly check-in: Complete the online survey by 3PM on Wed. of **every week**.
The link will be posted on the course wiki. (5 points)