

# Cooperative Learning Checklist

## INSTRUCTIONAL STRATEGIES

### INSERT D FOR STEP 1

## Introduction

The purpose of the introductory time period is to orient students to all the procedures involved in small group work and focus attention toward the content objective and the process objective. Behaviors to look for:

- ☐ Teacher defines cooperation operationally by eliciting from the students specific behaviors appropriate to this task while working in learning groups (process objective).
- ☐ Teacher clarifies group size, location and individual roles.
- ☐ Teacher explains learning task clearly and distributes materials efficiently (content objective).

## Teach/Practice

During this time, the teacher presents any needed input to the large group and checks for understanding. Students then form groups, as directed, and begin the learning task. Generally there is group and individual accountability in relation to goals. Behaviors to look for:

- ☐ Students work in groups of 2-6 (smaller for shorter time periods).
- ☐ Students understand the task and how they will be held accountable, both individually and as a group.
- ☐ Group roles required in this task have been taught successfully.
- ☐ Social and collaboration skills needed for the work have been taught.
- ☐ Students are aware of positive interdependence (sink or swim together) and expect each member to do his/her work, help others, and learn and contribute to a group product.
- ☐ Teacher intervenes as needed in relation to content objective.
- ☐ Teacher intervenes reluctantly, if needed, in relation to group process, staying aware of the efficacy of group autonomy.
- ☐ If intervention of either kind is needed, teacher uses questions to encourage student solutions to the apparent problem.

## Conclusion

It is very important to allow time at the end to discuss how well the group worked together. Closure regarding **CONTENT** comes first, then closure about **LEARNING PROCESS**. Teacher provides feedback in relation to both. Behaviors to look for:

- ☐ The teacher stimulates student analysis of progress toward both.
- ☐ The teacher gives feedback regarding progress toward both.

## Social Interaction Family includes:

### Cooperative Learning

#### Role Play

- **GOAL:** Socialization  
Focuses on development of skills needed to work productively with others while acquiring knowledge, solving problems, exploring possibilities and generating solutions.
- **TEACHER BEHAVIORS:**  
Facilitator and Nurturer
- **LEARNER BEHAVIORS:**  
Communicating, Valuing, Personalizing and Cooperating.

## Cooperative Learning includes:

### Introduction

- Orients students to small group procedures.
- Introduces content and process objectives.

### Teach/Practice

- Students work in small groups to produce a group product.
- Teacher monitors and intervenes as needed.

### Conclusion

- Elicit information and provide feedback on content objective and process objectives.

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