



Cooperative Learning Day 2

MEMORANDUM TO: Teachers
FROM: Montrose Administrative Staff
REGARDING: It's All About Engagement Day 2
DATE: November 5, 2019

I am excited that we are able to bring back Day 2 of the Kagan Cooperative Learning training! Our focus will be on the difference between **group work** and **cooperative learning**. Remember—group work can actually be counter-productive to learning! While a teacher's intent is honorable, group work allows students to hide in the classroom and actually contributes to the achievement gap that currently exists in schools across our country. If we are going to promote **excellence** (e.g., ensure high levels of learning for all students) and **equity** (e.g., close the achievement gap between subgroups of students), we must have engagement for **ALL** students. Group work does not ensure that; in fact, it almost certainly guarantees we will have hogs (e.g., kids who do all the work) and logs (e.g., kids who sit passively and let others do the work for them).

During our upcoming workshop we will more closely examine the pedagogical reasons for why there is a difference. As educators, we need to understand why structures work and why group work does not. The answer lies in **PIES**. You were introduced to the four basic principles in Day 1 of the training. In Day 2 we will study each of the four principles in great depth. By the end of this training day you will know the difference between group work and cooperative learning—the answer is PIES! Day 2 of our training will highlight the topics noted below.

1. Structure Functions

Structures can be used for **Academic** or **Interpersonal** purposes. Each of these two areas has five distinct functions (e.g., five different ways we can enhance academic knowledge of our kids and five different ways we can enhance children's interpersonal skills). You will

learn these ten functions and how to select the correct structures to help you accomplish your particular objective.

2. Multi-Structural Lesson

One of our goals is to engage kids (on average) every ten minutes. We know that if we do not make them active with our content, the brain will not retain information (e.g., working memory will become full).

Frequent processing is critical for memory retention. In the training we will show you how you can put multiple structures together into a single lesson.

3. Classroom Management

Every day of the training we will continue to add tips related to classroom management. You were exposed to some tools in the first day (e.g., signaling system, voice volume, room arrangement). We will review some tips to enhance your ability to effectively manage children in the classroom.

4. Structures

You will also learn some new structures. I want you to be aware that Day 2 of the training does not focus as much as other days on introducing new structures. Emphasis will be placed on PIES, Functions, and Multi-Structural Lessons. Nevertheless, you will learn a couple of new structures that you can take back and start using in the classroom next week.