

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

| Primary Aim | | |
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| To teach students to independently plan and complete long-term projects relating to formal learning standards. To support students to independently meet the objectives of the formal curriculum and to master learning standards. To provide opportunities for students to work collaboratively, to develop social-emotional capacities and learning dispositions, and to have opportunities to learn through the processes of perspective-shifting and cooperative-reasoning. | | |
| Procedures | | |
| <ol style="list-style-type: none"> 1. The Learning Teams format is structured as a tournament in which teams compete to make the greatest progress in learning a designated body of curriculum content. 2. Teams of no more than five students are formed. The process begins when two team captains are appointed to lead each team. From a class roster, captains take turns selecting team members. 3. The teacher sets out in advance the parameters of a unit, determining the body of content to be covered and the length of time allotted. Formal learning standards may be used as a reference to structure units of study. 4. The teacher creates a unit study guide in the form of questions, using either learning standards or test items from state exams as a reference. 5. The teacher creates pre- and post-tests from the required content. Teachers may create tests by selecting relevant items from retired state exams. 6. Students take the pre-test, and team averages are posted for student reference. 7. Referring to the study guide, team members collectively determine how to pace content coverage. Students divide the total number of standards or test questions to be covered by the number of weeks allotted to the unit. 8. After working in teams for a period of a week, students are given a C-DEEP assessment. Each student is provided C-DEEP data from each of their teammates and make personal goals for improvement in social-emotional capacities. 9. Students work in teams to systematically cover the study guide content. In Cooperative Unison Reading, students read study guide items to determine the GIST of what should be learned. The objective of this step is not to answer the questions, but to determine what should be learned in order to answer the question. Responsibility to research content to be learned is evenly delegated amongst group members. 10. Students use work time to independently research their assigned and to write up findings in the form of a brief to be shared with teammates. Teams devise a system by which to share briefs (e.g., Google docs with hyperlinks). 11. Once a pre-determined number of questions on the study guide have been researched and all team members briefed, the group re-convenes to answer study guide questions. 12. Steps 9-11 are repeated until all of the content on the study guide is covered. 13. Students re-take the C-DEEP assessment, and each student is provided data so that they can determine how well others perceive changes in their social-emotional capacities. 14. Teams create their own edition of a new study guide using briefs provided by teammates and answers to original study guide questions. 15. Students take a post-test of the unit material. Team averages are calculated. The team that makes the greatest progress between pre- and post-test wins the learning tournament. | | |
| 1 | Student | Rating |
| 1a | Are promotive, respectful, and completely attentive to group members. | |
| 1b | Remain on task for the duration of work time. | |
| 1c | Follow specified procedures for joining groups and completing group tasks. | |

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| 1d | Assume responsibility for managing the group process as outlined in Procedures, above. Learning Teams are only permitted to meet if all students are actively participating according to established the rules. Group members take responsibility for holding non-cooperative students accountable to procedures. (Teachers monitor group behavior, but do not take responsibility for enforcing behavior. Teachers may instruct groups to end meetings if they cannot independently maintain cooperative participation.) | |
| 1e | Adhere to Cooperative Unison Reading protocol when collectively reading a text. | |
| 1f | Collectively distribute work/research responsibilities. | |
| 1g | Take initiative to access information from print and digital sources to use for the purpose of research. | |
| 1h | Take responsibility to prepare information summaries, or 'briefs,' in order to share information they were assigned to research. Summaries are comprehensible and accessible, and permit peers to achieve a full understanding of the target concept. (Sloppy, incomplete notes are not acceptable). Briefs are shared in a manner determined by the team (e.g., Google Docs or distribution of photocopies). | |
| 2 | Teacher | Rating |
| 2a | Takes responsibility to complete tasks as outlined in Procedures, above. | |
| 2b | Circulates amongst Learning Teams during work time to ensure procedures are followed and to facilitate group working processes. | |
| 3 | Records and Materials | Rating |
| 3a | Study guides, GIST Forms, C-DEEP Surveys, and pre-and post-test data are available to students. | |
| 3b | Pre- and post-test documents are maintained in an orderly and accessible recordkeeping system, and results are made available to students. | |
| 3c | C-DEEP Survey results are compiled and made available to students. | |

Comments: