



Co-Teaching for Success in the Classroom Online Participant Syllabus

Course Description

This course provides participants with a solid framework for planning, implementing and maintaining successful co-teaching relationships that improve the learning instruction of all students. Participants will reflect on the definition of co-teaching, components of the co-teaching relationship, examine a variety of co-teaching models and how they support student learning, and evaluate their current co-teaching programs. Participants will leave the course knowing several co-teaching practices between general and special education teachers, as well as, between two general education teachers in the same classroom, and how to effectively work as a co-teaching partner to create opportunities for success for all learners.

Course Prerequisites

This course is recommended for K-12 teachers and administrators looking to gain background information concerning engaged learning and collaboration research and application of these tenets in classroom and school community. Participants must hold a baccalaureate degree.

System Requirements

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

Global Goals of the Course

1. To examine current research in the area of best practice of co-teaching instruction (NBPTS 3,4)
2. To develop an understanding of the need for effective co-teaching relationships in today's classroom (NBPTS 1,3,4)
3. To analyze current co-teaching instructional practices in order to create engaged practices to better support student learning (NBPTS 1,3,4)
4. To explore possible applications of co-teaching models in the classroom (NBPTS 1,2,3,4)

5. To synthesize best practice co-teaching research and classroom applications (NBPTS 2,3,4)

Instructional Objectives

By the conclusion of this course, each participant should be able to do the following:

1. Develop an understanding of co-teaching
 - 1.1 Reflect on one's personal co-teaching experiences
 - 1.2 Explore the benefits of co-teaching
 - 1.3 Examine current research on co-teaching
2. Create a co-teaching relationship and common challenges
 - 2.1 Define and develop classroom co-teaching norms and responsibilities
 - 2.2 Explore roles and responsibilities of co-teachers
 - 2.3 Discuss common challenges of co-teaching
 - 2.4 Examine classroom conflict strategies with co-teaching
3. Develop the 2 leader & lead/support model of co-teaching
 - 3.1 Explore 2 leader & lead/support co-teaching models
 - 3.2 Research 2 leader & lead/support co-teaching models
 - 3.3 Observe 2 leader & lead/support co-teaching models
 - 3.4 Design a mini lesson using the 2 leader & lead/support co-teaching models
4. Develop the skills grouping and station co-teaching model
 - 4.1 Explore skills grouping and station co-teaching models
 - 4.2 Research skills grouping and station co-teaching models
 - 4.3 Observe skills grouping and station co-teaching models
 - 4.4 Design a mini lesson using the skills grouping and station co-teaching models
5. Develop the learning style and parallel co-teaching model
 - 5.1 Explore learning style and parallel co-teaching models
 - 5.2 Research learning style and parallel co-teaching models
 - 5.3 Observe learning style and parallel co-teaching models
 - 5.4 Design a mini lesson using the learning style and parallel co-teaching models
6. Develop the adapting & complementary co-teaching models
 - 6.1 Explore adapting & complementary co-teaching models
 - 6.2 Research adapting & complementary co-teaching models
 - 6.3 Observe adapting & complementary co-teaching
 - 6.4 Design a mini lesson using the adapting & complementary co-teaching models
7. Assess co-teaching models with an education specialist
 - 7.1 Explore different co-teaching models with different education specialists.

- 7.2 Examine different roles and responsibilities with co-teachers who are always not present on a daily basis
- 7.3 Identify targeted areas where co-teaching can be improved on with specialists
- 8. Reflect on creating a co-teaching partnership
 - 8.1 Reflect on effective co-teaching and ones growth in the course
 - 8.2 Identify targeted areas in current co-teaching that can be improved
 - 8.3 Devise/plan for co-teaching improvement and growth

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via the Forum area by replying to existing posts as well as creating new threads on topics of their choice.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into “milestones” that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher’s specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Topics Agenda

Milestone One: An Overview of Co-Teaching

Course expectations and assignment overview is covered. Participants will engage in an examination of what is co-teaching, a discussion of the benefits of co-teaching, and what current research says about co-teaching. Participants will share their own beliefs concerning classroom co-teaching.

Milestone Two: Building a Co-Teaching Relationship and Common Challenges

Participants will learn how to develop a co-teaching relationship that works in a variety of classroom environments. The co-teaching components of classroom trust, climate, and responsibilities of the co-teachers will be reviewed to foster a more engaged and effective learning classroom. Common challenges of the co-teaching classroom will be explored and reflected on to improve conflict management.

Milestone Three: Co-Teaching Model: 2 Leader Model & Lead/Support Model

Participants will learn about two co-teaching models that can be effective in several classroom settings and activities. How to recognize what co-teaching model to use when teaching will be discussed and explored. Research on how to develop these co-teaching teaching styles will be reviewed. Video demonstrations of these co-teaching models will be observed.

Milestone Four: Co-Teaching Model: Skills Grouping & Station Co-Teaching

Participants will learn about two co-teaching models that can be effective in several classroom settings and activities. How to recognize what co-teaching model to use when teaching will be discussed and explored. Video demonstrations of these co-teaching models will be observed.

Milestone Five: Co-Teaching Model: Learning Style & Parallel Co-Teaching

Participants will learn about two co-teaching models that can be effective in several classroom settings and activities. How to recognize what co-teaching model to use when teaching will be discussed and explored. Video demonstrations of these co-teaching models will be observed.

Milestone Six: Co-Teaching Model: Adapting & Complementary Co-Teaching

Participants will learn about two co-teaching models that can be effective in several classroom settings and activities. How to recognize what co-teaching model to use when

teaching will be discussed and explored. Video demonstrations of these co-teaching models will be observed.

Milestone Seven: Co-Teaching with a Specialist

Participants will learn some strategies on how to effectively work and co-teach with a variety of education specialists such as special education, technology, literacy, and ELL teachers. Building a relationship with these co-teachers who may not always be present in your classroom will be reflected on.

Milestone Eight: Creating a Reflective Partnership

Participants will reflect on what it takes to have an effective co-teaching relationship that grows throughout the school year. Participants will reflect on their co-teaching situation and how to evaluate the effectiveness of the current situation and make adaptations when necessary and how to talk about changes with their co-teacher.

Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is

professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the

instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 8 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.