



Co-Teaching for Success in the Classroom Site-based 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

Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

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 of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this

course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into segments totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
3. Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

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

Day 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.

Day 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.

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.

Day Three:

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.

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.

Day Four:

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.

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.

Day Five:

Creating a Reflective Partnership and Presentations

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

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments 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 within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

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 are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. Participants will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

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.