



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Effective Co-Teaching for Student Success

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide educators with an understanding of collaborative and co-teaching models and prepare them to implement these models in their schools and classrooms. A model of shared responsibility among staff will be studied. Participants will learn about the unique, diverse, and specialized skills and instructional practices of co-teaching, including pedagogical skills consistent with state and local educational goals. Varied strategies that will meet the needs of all learners in a co-taught classroom will be explored.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

- Participants will be able to discuss and apply theories of collaborative and co-teaching models.
- Participants will be able to implement strategies for execution of collaborative and co-teaching models.
- Participants will evaluate and critique major approaches to collaborative and co-teaching models.
- Participants will be able to facilitate the development, articulation, and implementation of major approaches to collaborative and co-teaching models.
- Participants will create a structured approach to support students' needs in a co-taught classroom.
- Participants will implement appropriate modifications and accommodations as needed, and develop the suitable support services if needed.
- Participants will be able to discuss and synthesize current research in collaborative and co-teaching models.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and Collaborating in Co-Taught Classrooms. *TEACHING Exceptional Children Plus*, 5(5), 1-17.

Co-Teaching Tips. (2012). *Education World*. Retrieved April 10, 2015, from http://www.educationworld.com/a_curr/co-teaching-tips-professional-learning-communities.shtml

Wilson, G., & Blednick, J. (2011). Understanding the Basics. In *Teaching in tandem effective co-teaching in the inclusive classroom* (p. 1). Alexandria, Va.: ASCD.

Zelkowitz, A. (2008, December 18). Strategies for Special Education & Inclusion Classrooms: Six Models for Collaborative Team Teaching. Retrieved April 9, 2015, from http://blogs.scholastic.com/special_ed/2008/12/six-models-for.html

EVALUATION METHODS:

1. **One Page Response Journals:** On specific weeks, participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? There are 4 papers in this course; each one page and double spaced in length and treating weekly topics on student support services.
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will use strategies from course resources to create a lesson plan using collaborative teaching approaches. The lesson plan can be in the content area of the participants choosing. The lesson should include differentiation strategies to support all learners in the classroom. Participants' papers should include the integration of course topics and materials. A lesson plan template will be provided to course participants.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - What is Co-Teaching?
 - Why Co-Teach?

Required Readings For Assignment

Article on Co-Teaching.

Other Assignments

One page written response.

Week Two

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Models of Co-Teaching Overview

Required Readings For Assignment

Article on Co-Teaching Models.

Other Assignments

One page written response.

Week Three

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Collaboration and Compromise: Planning for Co-Teaching

Required Readings For Assignment

Article on Successful Co-Teaching.

Other Assignments

One page written response.

Week Four

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o All Hands In: Behavior

Assignments

Online discussion.

Week Five

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Support and Creativity: Delivery of Instruction

Assignments

Online discussion.

Week Six

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Success in Data: Assessment and Progress Monitoring

Assignments

Online discussion.

Final Assignment

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<u>Week One</u> <ul style="list-style-type: none">• Review Syllabus• Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:<ul style="list-style-type: none">o What is Co-Teaching?o Why Co-Teach? Required Readings For Assignment <p>Article on Co-Teaching.</p> Other Assignments <p>One page written response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Two</u> <ul style="list-style-type: none">• Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:<ul style="list-style-type: none">o Models of Co-Teaching Overview Required Readings For Assignment <p>Article on Co-Teaching Models.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<p>Other Assignments One page written response.</p>		
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Collaboration and Compromise: Planning for Co-Teaching <p>Required Readings For Assignment Article on Successful Co-Teaching.</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ All Hands In: Behavior <p>Assignments Online discussion.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Support and Creativity: Delivery of Instruction <p>Assignments Online discussion.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Success in Data: Assessment and Progress Monitoring <p>Assignments Online discussion. Final Assignment</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

* Syllabus is subject to change.