Fitchburg State University **EDUCATOR Programs Syllabus**

Spring, 2017 EDUC 7043H

Collaborative Co-Teaching in the Inclusive Classroom- 3 graduate credits Distance Online Learning

1. **COURSE DESCRIPTION**

This course is designed to provide teachers with an understanding of collaborative and co-teaching models and prepare them to implement these models in their schools and classrooms. While co-teaching can be a rewarding experience for students and professionals, understanding its elements and foundations are critical in creating a positive learning environment for students. Co-teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in the classroom. This course is consistent with state and local educational goals including the focus on activities that participants will apply to real-world settings.

Prerequisites for course:

* + Be comfortable sharing thoughts and experiences through text
  + Be a self-directed learner, able to manage time to work on course, and willing to ask for help with technology or course assignments, when needed.
  + Be willing to learn new technology tools to integrate into teaching and learning.

*If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

1. READING LISTS/RESOURCES

Educator Effectiveness Guidebook for Inclusion Practice, Massachusetts DESE,

<http://www.doe.mass.edu/edeval/guidebook/>

Balong, M. H., Buckwalter, S., Runyan, S., & Wilson, B. (2001). Building a strong BASE of support for all students through co-planning. Teaching exceptional children, 33(4), 24-30.

Current curriculum frameworks. (n.d.). *Massachusetts Department of Elementary and Secondary Education*. Retrieved April 18, 2014, fr[om http://www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html)

Fattig, M. L., & Taylor, M. T. (2008). Co-teaching in the Differentiated Classroom: Successful Collaboration, Lesson Design, and Classroom Management : grades 5-12. San Francisco: Jossey- Bass.

Friend, M. (2009). Evaluation of Student Learning. Greensboro. Marilyn Friend, Inc..

Friend, M. (2014). Co-teach!: Building and Sustaining Effective Classroom Partnerships in Inclusive Schools (Second ed.). Greensboro, NC: Marilyn Friend, Inc..

Kohn, A. (n.d.). Trouble with Rubrics. *Alfie Kohn*. Retrieved April 18, 2014, from<http://www.alfiekohn.org/teaching/rubrics.html>

Murawski, W. W. (2009). Collaborative Teaching in Secondary Schools: Making the Co- Teaching Marriage Work!. Thousand Oaks, Calif.: Corwin.

Tomlinson, Carol Ann,December 2015/January 2016 | Volume **73** | Number **4**   
**Co-Teaching: Making It Work** Pages 90-91

Learning teams break the mold for teacher training. (2008, November 13).*YouTube*. Retrieved April 23, 2014, from <http://www.youtube.com/watch?v=H9O8VOfOx_E>

Professional learning teams: the school connection, December 2008. (2009, December

7). *YouTube*. Retrieved April 23, 2014, from <http://www.youtube.com/watch?v=oJDhPXQY318>

Morris, L. (Director). (2005). *The power of two* [Motion picture]. United States: The Forum on Education.

**C. LEARNING OUTCOMES / OBJECTIVES:**

**Fitchburg State University Teacher Education Conceptual Framework**

**Knowledge**: As a result of the learning experiences in the course, candidates will become more cognizant of: learning teams, collaborative consultation, and co-teaching and the many specific skills related to these topics which are addressed in the course. The candidate will be able to assess the developmental levels, social, emotional and academic needs of individual students and have the capability to provide for these needs in their co-taught classroom. They will create

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learning environments that maximize both learning and the desire to learn.

K1 Define a continuum of collaborative teaching models .

K2 Terminology and characteristics related to differentiated lessons and tiered instruction. K3 Understand how the assessment process is implemented in the cotaught classroom and apply to cotaught lessons

**Skill**: As a result of the learning experiences in the course, candidate will become better able to: plan and implement co-taught approaches that will increase the instructional intensity of the lesson; and assess the learners as well as better differentiate the instruction to maximize academic success. Candidates will be skillful in implementation of sound pedagogical skills and will be positive, fair, supportive and respectful.

S1 Create and deliver lessons and activities through evidence-based models to all learners in a co-taught, inclusive general education classroom within a tiered system of supports.

S2 Engage all learners to feel confident and be successful in a co-taught classroom, using differentiated and tiered instruction.

S3 Access the various evidence-based, effective models of collaborative consultation and the research showing that collaborative learning teams are beneficial to student success in order to support, develop and create a positive learning environment

S4 Collaboratively create differentiated teaching strategies and assessments for all learners in a co-taught classroom.

S5 Evaluate the six co-teaching models and methods and apply to their co-teaching practice.

S6 How to differentiate and appropriately assign the roles and responsibilities of general and special educators, paraprofessionals, and other personnel in co-teaching models.

S7 Effectively manage classroom behavior in a co-teaching model with full support and participation of all classroom personnel

S8 Effectively engage students in co-teaching models

S9 Schedule effective common planning and preparation time for co-teaching activities S10 Effectively communicate with colleagues, also trained in co-teaching.

**Caring**: As a result of the learning experiences in the course, candidate will become more competent in ability to: collaborate effectively with colleagues, administrators, and parents. In all of these arenas, the candidates will demonstrate compassion, caring, humanity, and spirit. C1 Analyze topics that co-teachers should address in order to strengthen their partnership and avoid miscommunication.

C2 Provide programs and activities that meet the social, emotional, and instructional needs of all learners within the regular classroom .

C3 Communicate with families about the visions, goals, and expectations in a co-taught classroom.

**Ethical**: As a result of the learning experiences in the course, candidate will become more

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competent in ability to create content that considers the diverse needs of the learners while recognizing that all students can achieve academically. They will recognize the importance of confidentiality and professionalism. They will demonstrate accountability regarding students’ success both to the students and to the public.

E1 Assure the presence and quality of educational programs that address the needs, interests, and abilities of all students.

E2 Discuss classroom and behavior management topics that co-teachers need to negotiate so they learn to support and respect each other’s teaching styles.

E3 Respect the confidentiality of the co-teaching relationship and handle conflict that arise in a

professional manner.

E4 Recognize and respond to differences among students and teachers related to primary language, cultural, racial, ethnic, gender, gender identity, and socio-economic factors in planning for all learners in a co-taught, inclusive classroom.

E5 Successfully plan and prepare for a continuous cycle of self reflection, self evaluation and mitigation of inadvertent bias.

**INSTRUCTIONAL STRATEGIES**

* + Presentations
  + Asynchronous Discussions
  + Real-time discussions
  + Applied activities
  + Independent reading
  + Technical Assistant/mentoring
  + Interactive activities in which students learn from one another
  + Collaborative teamwork activities

**Technology Initiatives**:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

* + - an opportunity to use external communities, people, and resources to build content knowledge
    - an effective way to develop asynchronous group discussions
    - an opportunity to develop learner-to-technology interaction as well as develop their comfort level with various technology opportunities for ultimate use in their own classrooms.
    - an enhancement tool for the design of lessons and curriculum units.

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1. **COURSE REQUIREMENTS**
   1. **Warm-up Exercises (15 minutes each;)**

Each participant will complete periodic warm-up exercises to reflect on prior knowledge and experience. Warm-up exercises will consist of surveys, quizzes, and brainstorming activities.

Grade: complete/incomplete

* 1. **Reading and Multimedia (1 hour each week)**

Class participants are responsible for completing all reading and should be prepared to discuss those readings in discussion forums and reflective journals.

* 1. **Asynchronous Discussions (1 hour each week)**

Class participants are required to participate in a weekly online discussion on the forum designated. Participants should sign in four days a week to read classmates’ posts.

The forum will only be open for a specific period of time. *Because the discussion forum is interactive, the candidate cannot make up this work later. Please take note each week of the dates for the weekly forum.*

The instructors will open the discussion forum with a question for participants to respond to. The first job is to post an answer to the question. It is best if you post your answer as soon as possible (ideally on the day the forum opens). To be considered exemplary, your initial post must be submitted within the first 3 days of the session (see rubric). The earlier you post your response, the more time others have to respond and deepen the discussion. Your response should be thoughtful, well written, and should include support from the readings and/ or your own professional experiences.

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In order to receive an exemplary weekly grade, you will need to respond to two or more classmates’ posts. Please avoid responses that just say, “I agree.” Your response should help take the learning further and continue to deepen the discussion. Please see the discussion rubric for specific details.

Grading: You will get weekly feedback about your participation in this forum and a grade at the end of the course.

DISCUSSION FORUM RUBRIC

(90 – 100)

(80 – 90)

(0-80)

|  |  |  |  |
| --- | --- | --- | --- |
| CRITERIA | EXEMPLARY | SATISFACTORY | UNSATISFACTORY |
| Quantity and Submits one thoughtful Submits one thoughtful Does not submit at Timeliness post within the first post within the first least 1 post within the  three days of session three days of session first three days and/or and 2 or more and 1 or more does not submit at least responses to other responses to other 1 response to other | | | |
| learners at various learners at various learners at various times during the times during the times during this session. session. session.  Demonstrates Post(s) and responses Post(s) and responses Post(s) and responses | | | |

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|  |  |  |  |
| --- | --- | --- | --- |
| knowledge and understanding of content and applicability to professional practice | show evidence of knowledge and understanding of course content and applicability to professional practice and include resources that extend the learning of the community. | show evidence of knowledge and understanding of course content and applicability to professional practice. | show little evidence of knowledge and understanding of course content and applicability to professional practice |
| Generates learning Posts elicit responses Posts attempt to elicit Posts do not attempt to within the community and reflections from responses and elicit responses and | | | |

other learners and

responses build upon and integrate multiple views from other learners to take the discussion deeper.

reflections from other learners and responses build upon the ideas of other learners to take the discussion further.

reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion further

* 1. **Individual / Group Assignments (60-90 minutes each week) – examples below**
     + Critique Collaborative Teaching Strategies
     + Collaborative Teaching Rating Scale
     + Case study Assignment
     + Recreate lesson plans using collaborative teaching approaches
     + Brief rationale of what collaborative teaching approaches you would use
     + Attend two live webinars
     + Describe a lesson you differentiated to accommodate skill levels in your class
     + Create an assessment tool for one of the lessons you have modified or created Grading: Assignments will be graded as either complete or incomplete. Incomplete assignments will need to be revised.
  2. **Reflective Journal ( 1 hour - one page in length)**

The purpose of the journal is to provide you an opportunity to reflect, analyze, and synthesize the material for each week. Sections two and three should make up the bulk of your response. Responses should be approximately one page in length.

*Section 1: Summary*

This section should succinctly summarize the major themes from the readings, notes, and materials. Your summary should be detailed enough to include important points, but not so detailed that it merely lists minutiae without explaining how they relate to the broader picture.

*Section 2: Reaction*

Here is where you can include your evaluations, opinions, comments, or questions. Strive to make original observations that will be useful to you throughout the course and later as you reflect back on this work. You may wish to:

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*Section 3: Application*

* Delve more deeply into issues raised by the material.
* Relate a personal experience to issues raised by the author.
* Include questions that arose while reading.

Describe how you will apply the information to your practice as a teacher.

REFLECTIVE JOURNAL RUBRIC

materials.

materials.

unclear and not

|  |  |  |  |
| --- | --- | --- | --- |
| CRITERIA | EXEMPLARY | SATISFACTORY | UNSATISFACTORY |
| Summary Succinctly summarizes Summarizes some of Does not summarize the major ideas from the major ideas from major ideas from the readings, notes, and the readings, notes, and reading. Work is | | | |
| Clearly stated and well Includes some support supported supported for ideas  Reaction Makes original Makes some Does not provide observations that observations that insight or depth about delves deeply into the identify some issues the readings  issues and makes raised by the reading. | | | |
| connections to the readings and/or asks questions  Application Entry connects key Entry connects key Entry does not connect | | | |

ideas to future classroom use in a logical and coherent way

ideas to future classroom use with some coherence

key ideas to future classroom use or does so minimally

Grading: You will receive a complete/incomplete grade for your reflective paper.

**Weekly Numerical Grade:** This grade will be based on submission of all required work within defined time limits.. ((Discussion forum, assignments, webinars, and journals)

Culminating Project Choices:

*Select a project from the list below that showcases what you have learned in this course.*

Project # 1: Create a Mini-Unit (This project coincides with several assignments in this part of the course. It would be helpful for you to select your focus soon so that you may use your assignments in your final project. )

PROJECT EVALUATION:

Checklist for your project:

Using the Murawski template:

1.  5 lesson plans with clear objectives (7 if working with a team).

2. As your first step in unit planning, include a tiered instructional template.

3.  Include active co-teaching approaches that intensify the instruction (you must have some evidence of parallel and station approaches)

4. Each lesson plan should include a clear rationale for the approaches that you use. Why would this approach be appropriate for the lesson? Please provide this information in a separate section after each lesson.

5. Explain your grouping decisions each day.  We hope to see some heterogeneous grouping as well as homogeneous. You can use the last column on your template for this information.

6. Utilize differentiation techniques. At least one  menu or contract should be included in your unit.

5. Include SDIs , accommodations and modifications in the last column of your template.

6. Assessment - How will you gauge the student learning for each lesson?

7. Short reflection on what happened (if you tried out one or more of these lessons).

FINAL PROJECT RUBRIC

(90 – 100)

(80 – 89)

(60-79)

instruction.

|  |  |  |  |
| --- | --- | --- | --- |
| CRITERIA | EXEMPLARY | SATISFACTORY | UNSATISFACTORY |
| Demonstrates Project shows strong Project shows some Project shows little knowledge of evidence of knowledge evidence of knowledge evidence of knowledge co-teaching strategies. and understanding of and understanding of and understanding of | | | |
| course content . course content. course content Project demonstrates Project shows strong Project is missing one Project is vague or how co-teaching will evidence of how co- or two of the required incomplete and does  intensify instruction teaching will intensify elements. not include many of the and impact student instruction and impact requirements.  learning through the student learning use of planning through the use of strategies, standards planning strategies, based objectives, co- standards based  teaching approaches, objectives, co-teaching assessment (formative approaches, assessment and summative) and (formative and differentiated summative) and  instruction. differentiated | | | |
| Project is submitted in Project is posted on Project is not posted in | | | |

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a timely manner and generates opportunities for collaborative online discussion.

time.

Participant responds to at least two other projects.

time.

1. **COURSE EVALUATION POLICIES**

You will receive a letter grade at the completion of the course with the ratios below.

Weekly Numerical grades – 75%

Culminating Project – 25%

All learning activities will connect to an assessment rubric. In addition, the following types of assessment will take place:

* Diagnostic: pre-assessments, warm-ups and journal entries
* Formative: asynchronous discussions, synchronous webinar discussions, journal entries
* Summative: Lesson plans, projects, papers and group work

**Graduate Credit:** Three graduate credits Further Evaluation Criteria

Attendance and Participation: Active, consistent participation in class discussions and activities is required. It is your responsibility to arrange with a classmate to complete assignments.

All assignments submitted on time may be redone throughout the course on a time schedule determined with the instructor. Participants are expected to submit all assignments on the dates listed under each session online. The only exceptions to this policy occur when: 1) a revised due date has been given to the entire class or 2) participant requests and instructors approve a change in the due date in advance. When an assignment is late and it has not been discussed with instructors in advance, participant’s grade for the assignment will be reduced. Late assignments are not accepted after one week unless previously requested and accepted.

All assignments, discussions and journals must be professionally prepared and presented. Although the majority of communication takes place online, do not use abbreviations and online lingo to express your thoughts and ideas. Full sentences and paragraphs are the norm.

**Criteria for final grading areas are as follows:**

All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources). Criteria for final grades follows:

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Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course. Equivalents are as follows:

|  |  |  |
| --- | --- | --- |
|  | Final |  |
| Grade | Equivalents |
| 4.0 | 95 – 100 | A |
| 3.7 | 92 – 94 | A- |
| 3.5 | 89 – 91 | A-/B+ |
| 3.3 | 86 – 88 | B+ |
| 3.0 | 83 – 85 | B |
| 2.7 | 80 – 82 | B- |
| 2.5 | 77 – 79 | B-/C+ |
| 2.3 | 74 – 76 | C+ |
| 2.0 | 71 – 73 | C |
| 0.0 | 0 – 70 | F |
| W | Withdrawn |  |
| IN | Incomplete |  |

4.0 The student demonstrates all required competencies at an exemplary level and student work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 The student demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 The student demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 The student demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 The student demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 The student demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an

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acceptable level.

2.5 The student demonstrates all required competencies at a marginally adequate level. The student is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 The student demonstrates all required competencies at a level that is below that of standard graduate work. The student is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 The student demonstrates all required competencies at below standard graduate work. The student is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) The student does not demonstrate required competencies. W (Withdrew)

IN (Incomplete): An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The student must file a petition for an incomplete with the instructor prior to the last day of class. A student who has received an Incomplete in lieu of a course grade must make up the missing part or their coursework during the first four weeks following the completion of the course. Failure to do so will result in an automatic 0.0 for the course."

\*Grades that fall between intervals will be rounded to the higher number.

1. **METHODOLOGY**

Graduate level work is expected. Work should be rooted be rooted in adequate theory and requires a high level of *critical thinking, analysis, and synthesis* of material.

The course is in a hybrid online format and consists of instructor text, class and small group discussions via forums, video analysis, and group/individual electronic presentations.

1. **TOPICAL OUTLINE**

**Overview of Course**

**\_ \_ \_**

This course is designed to provide teachers with an understanding of collaborative and co- teaching models and prepare them to implement these models in their schools and classrooms. While co-teaching can be a rewarding experience for students and professionals, understanding its elements and foundations are critical in creating a positive learning environment for students. Co-teaching requires not only pedagogical skill on the part of the participating teachers, but also a willingness to share and collaborate in the teaching of all students in the classroom.

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This course begins with a look at professional learning teams. Our course will launch our study by reading the work of Anne Jolly and learn about the rationale for learning teams. In addition students will get insight into how to organize teams and find resources and time for teams to meet. Finally they will be provided with tools to gather data and determine where to focus their goals. We will spend a week on collaborative consultation as another collaborative tool for teachers and specialists. From there we will delve into co- teaching using Friend and Murawski as our major texts. Students will look at the rationale behind co- teaching, active co-teaching strategies, differentiation techniques, as well as how to form and support a co-teaching relationship. The course will end with a final product - a mini-unit integrating the concepts of active co-teaching or an action plan to begin a co-teaching program at their school.

**Week One: Getting Acquainted**

*Objectives:*

*By the end of this session, you will*

* *Define your professional learning goals in your journal*
* *Familiarize yourself with the course website, the rubrics, and course goals and objectives*
* *Introduce yourself to your online learning community*
* *Check to make sure your computer has all of the necessary features to participate in an online course*

\*Readings:

* Course Syllabus
* Course goals and objectives
* Course rubrics

\*Discussion: Introduce yourself in the discussion forum. Be sure to include information about the grade you teach, the reason you are taking this course, and other information you would like to share about yourself. Read through your classmate’s introductions in the discussion forum. Find two people with whom you share a connection. Find two people that you would like to ask a question. Post your connection and questions in the discussion forum.

\*Assignment: \_ No assignment this week.

\*Weekly Reflective Journal: (non-graded paper. This week the paper does not need to follow the regular guidelines. What expectations do you have for this course? What specific knowledge and skills do you hope to gain? How will taking this course shape your future instruction?

**Week Two: Learning Teams**

*Objectives: By the end of this session you will be able to:*

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* + *Reflect on a research-based rationale for collaborating in learning teams.*
  + *Identify the benefits of collaborative learning teams for yourself, your colleagues, and your students.*

\*Readings:

* The Story of a Professional Learning Team, page 7-11, *Team to Teach*
* “What Does the Research Say?” Tool 1.7. *Team to Teach*
* pages 18-20, *Collaborative Teaching in Secondary Schools*, Murawski.

\*Discussion: What do I know? What do we know? (*Team to Teach*, tool 1.1)

*You and a team of colleagues are helping to design a professional learning initiative for teachers in your school. The principal has promised you the resources you need to engage in effective professional learning. Begin by considering the following three questions. Answer the questions individually in the discussion forum. You should post your answers within 3 days. Please respond to your colleagues the following 4 days of the session.*

1. What outcomes should result from a professional learning initiative?
2. What characteristics of quality professional learning should be included in this initiative?
3. What supports will teachers need in order to effectively participate in this professional learning?

\*Assignment: Read pages 18-20, *Collaborative Teaching in Secondary Schools*, Murawski. How is support currently organized in your school? What is working and what is not?

\*Weekly Reflective Journal Assignment (This will be a weekly assignment. Please refer to the following criteria each week.)

The purpose of the journal is to provide you an opportunity to reflect, analyze, and synthesize the material for each week. Sections two and three should make up the bulk of your response. Responses should be approximately one page in length.

**Section 1: Summary**

This section should succinctly summarize the major themes from the readings, notes, and materials. Your summary should be detailed enough to include important points, but not so detailed that it merely lists minutiae without explaining how they relate to the broader picture.

**Section 2: Reaction**

Here is where you can include your evaluations, opinions, comments, or questions. Strive to make original observations that will be useful to you throughout the course and later as you reflect back on this work. You may wish to:

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* + Delve more deeply into issues raised by the material.
  + Relate a personal experience to issues raised by the author.
  + Include questions that arose while reading.

**Section 3: Application**

Describe how you will apply the information to your practice as a teacher.

**Week Three: Learning Teams, Part Two**

*Objectives: By the end of this session, you will be able to:*

* + *Clarify the difference between learning team meetings and other types of team meetings.*
  + *Understand the professional learning team process.*
  + *Reflect on the specific needs in your school and how professional learning communities could help meet those needs.*

\*Warm-up: The webinar offers us a unique chance to come together as a group from the comfort of our own homes. Our goal for the webinar is to shared our combined knowledge and expertise on the topic of learning teams. This is your chance to find out what is/is not working in other schools and to share ideas. Your responsibility is to ask at least one question and/or make one comment.

Please take some time and be prepared to ask and discuss these questions with your colleagues at our webinar. We need your participation to have a successful webinar. We’ll be there to facilitate the conversation.

\*Readings:

* Chapter 2, *Team to Teach*, pages 23-28 Chapter 5, Set Data Based Goals pp. 53-57

Video: Learning Teams Break The Mold for Teacher Training (You Tube)

<http://www.youtube.com/watch?v=H9O8VOfOx_E>

\*Discussion: The focus of professional learning teams is on teacher learning and growth. With that in mind, respond to the survey (tool 2.4b) *Appropriate use of learning teams*. Put a checkmark under the appropriate column for whether you think the statement accurately describes professional learning team’s work. When you have finished go to the discussion forum. Post three statements that you definitely feel describe a professional learning team’s work and three statements that you feel do not describe a professional learning team’s work.

\*Assignment – Review the needs you checked off in the warm-up survey ([tool 1.3](https://moodle.doemass.org/file.php/807/session_3/Session_three_tool1point3.pdf)). Select the three most important needs of your school. Describe how systematically working together in teams could specifically help your school meet each of these three needs. Be sure to draw on knowledge from the text as well as your own teaching

\*Weekly Reflective Journal (see detailed description in week 2)

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**Week Four: Learning Teams, Part Three**

*Objectives: By the end of this session, you will be able to:*

* + *Consider support structures to set the stage for successful professional learning teams.*
  + *Review options for team organization*

\*Warm-up

Look at Teacher Needs, *Team to Teach*, Tool 1.3

\*Readings:

1. Chapter 3, *Team to Teach*
2. Video: Professional Learning Teams: The School Connection, 2008 (You Tube)

<http://www.youtube.com/watch?v=oJDhPXQY318>

\*Discussion: Tool 3.2: Support structures for professional learning teams.

How ready is your school to begin the professional learning team initiative? Do a quick front-end analysis to see how many of these factors that influence team performance are in place? Place a checkmark in the box next to items that you agree currently describe your school. In the discussion forum, share three boxes that you checked and why you checked them. Share two to three areas of concern you have as well as ideas how to address the concern.

\*Assignment: Review the needs you checked off in the warm-up survey (tool 1.3) Select the three most important needs at your school. Describe how systematically working together in learning teams could help your school meet each of these three needs. Be sure to draw on knowledge from the text as well as your own teaching experiences.

\*Weekly Reflective Journal (see detailed description in week 2)

**Week Five: Introduction to Co-teaching**

First webinar this week.

*Objectives:*

* Participate in our first webinar
* Begin the conversation: What is co-teaching/ What is not co-teaching

\*Discussion: After reading the do’s and don’ts of co-teaching, identify which parts you feel comfortable with right now, which ones you think you will be able to implement relatively soon, and which ones you will need to wait for a while to fully embrace.

\*Assignment: Webinar replaces assignment this week.

\*Weekly Reflective Journal (see detailed description in week 2)

**Week 6: Rationale for Co-Teaching**

*Objectives: By the end of this session, you will be able to:*

* + Compare and contrast co-teaching to the collaborative models discussed in the beginning of the course.
  + Explain how co-teaching is related to other terms used in education and special

education-collaboration, inclusion, and team teaching

* + Read and reflect on legislative factors that are fostering current interest in co-teaching.
  + Reflect on your own readiness for co-teaching

\*Warm-up: Co-teaching is a specific form of collaboration. What do you already know about co- teaching? What questions do you have about co-teaching?

\*Readings:

Chapter 1 & 2 *Co-Teach!* (Friend) Optional:

“Co-teaching is, Co-teaching is Not,” *Collaborative Teaching in Secondary Schools*, page 22

“Four ‘Knows’ of Collaborative Teaching,” *Exceptional Children, Vol.36, #5, Spring 2004*

\*Discussion: How do the explanations of co-teaching, collaboration, inclusion, and team teaching presented in this chapter compare to your previous understandings. Why is it important to distinguish among them? How are these terms used in your school or district's policy documents or procedure manuals, IEP forms, and informal conversations?

\*Assignment: Co-Teach p. 30 handout - Please complete the Individual Prerequisite and reflect on your own readiness for co-teaching.

\*Weekly Reflective Journal (see detailed description in week 2)

**Week 7: Co-Teaching Approaches**

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*Objectives: By the end of this session, you will be able to:*

* + *Describe six approaches for structuring co-taught classrooms, including examples, opportunities, challenges, and variations on each one*
  + *List factors that may influence which approaches you select*
  + *State practices that make the best use of two professionals in the classroom.*

*\*Warm-up:* Read through your project options and consider your choices for your final project. Please note that choice #1 correlates closely to the assignments you will be completing over the next several weeks. These assignments may be updated and included in your final project.

*\*Readings*:

1. Chapter 4, *Co-Teach! (Friend)*
2. Friend’s DVD: 20 minute section on approaches-has examples and explanations
3. Read and consider final project choices

*\*Discussion:*

Reread introduction to Chapter 4 (pp. 77 & 78) Respond to any or all the following quotations from the text specifically considering the co-teaching approaches you are reading about:

1.p. 77 “Co-teaching should be deliberate.”?

1. p. 77 “If this is the typical practice, it is unlikely the potential of co-teaching can be reached.”
2. p. 78 “Remediation is not the sole responsibility of the specialist.”
3. p. 78 “ Co-teaching should always have the impact of increasing instructional intensity.”

*\*Assignment:*

After watching the Friend DVD on co-teaching approaches, reflect on what you learned by completing handout 5: Analyzing Co-teaching Approaches Grid (from DVD).

\*Weekly Reflective Journal (see detailed description in week 2)

**Week 8: A Deeper Look at Planning in the Co-taught Classroom**

*Objectives: By the end of this session, you will be able to:*

* + *Identify an appropriate amount of planning time to seek for preparing to co-teach, and list ideas for using planning time effectively.*
  + *Read and reflect on the use of BASE planning in your practice.*
  + *Use the ideas in the BASE article to identify the big ideas in a unit you are teaching.*

*\*Warm Up:*

See more detailed information on the project choices in this week’s message from the instructors. Your

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project choice should be included at the end of week 8’s reflective journal.

\*Readings:

1. Chapter 11, Murawski
2. “[Building a Strong BASE of Support for All Students Through Co-Planning,” Teaching](https://moodle.doemass.org/file.php/186/session_4/Building_Strong_Base.pdf)

*Exceptional Children*, Vol. 33, #4, Mar/Apr 2001

1. Chapter 6 , Friend

\*Discussion: A major role of the co-teachers is to co-plan *prior* to delivering instruction to all students in the inclusive classroom. Consider what you learned about co-planning in the BASE article, Friend, as well as chapter 11 of Murawski. How could you apply these ideas to your own practice or situation?

*\*Assignment:* Now create a co-teaching lesson. Take a lesson you have previously used in your classroom and rewrite it utilizing one of the more intensive co-teaching approaches for your lesson - station or parallel teaching. Consider the range of possibilities for a diverse group of learners that is possible with two adults being actively involved.

\*Weekly Reflective Journal (see detailed description in week 2)

**Week Nine: Differentiated Instruction in the Collaborative Classroom**

Webinar 2

*Objectives: By the end of this session, you will be able to:*

* + *Use assessments to group students into leveled entry points and to guide flexible grouping.*
  + *Describe the steps in planning differentiated lessons and tiered assignments.*

\*Warm-up:

This week’s webinar will address planning, when to use each co-teaching approach, and differentiating in a co-taught classroom. For each of the three topics, write down one pressing concern, strategy or idea for implementation.

\*Readings:

1. Chapter 4 and 5, *Co-Teaching in the Differentiated Classroom* (Fattig and Taylor)
2. Chapter 9, Friend

The following article is a wonderful reference. Feel free to skim the article to identify the most important areas to you. Do not feel like you have to read the entire article.

\*Differentiated Instruction and Implications for UDL Implementation

[www.cast.org/publications/ncac/ncac\_diffinstructudl.html](http://www.cast.org/publications/ncac/ncac_diffinstructudl.html)

Optional Readings:

2. “[Mapping a Route Towards Differentiated Instruction](https://moodle.doemass.org/mod/resource/view.php?inpopup=true&amp;id=12520),” Tomlinson

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\*Discussion:

* + Reread pages 102 and the top of 103, Chapter 4 (Friend), the section titled “*Instructional Practices in the Co-taught Classroom*.” Using the reading as a launching point, respond to the following question: “How is the instruction in the co-taught classroom different from instruction in a classroom with one teacher?” Be specific about instructional strategies available in a co-taught classroom. Be sure to draw on the differentiation information included in this week’s reading.

\*Assignment: - webinar replaces assignment for week 9

\*Weekly Reflective Journal (see detailed description in week 2)

**Week 10: Co-Teaching Matters**

*Objectives: By the end of this session, you will be able to:*

* + - *Analyze topics that co-teachers should address in order to strengthen their partnership and avoid miscommunication*
    - *Discuss classroom and behavior management topics that co-teachers need to negotiate*
    - *Incorporate effective instructional and student evaluation strategies into co-teaching*

*\*Warm-up*: Please share feedback about our webinars that will enhance future interactions of this type.

*\*Readings:*

1. Chapter 3, Friend
2. Chapter 9, Murawski

Optional Readings:

“[We Need to Talk: Communication Strategies for Effective Collaboration Teaching](http://www.google.com/url?q=https%3A%2F%2Fmoodle.doemass.org%2Ffile.php%2F186%2Fsession_4%2FWe_Need_To_Talk_hollingsworth.pdf&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNGKL8RSJe9Fa_7lIcpah31L8SWKnQ),”

*Exceptional Children*, Vol. 33, #5, May/June 2001

“[50 Ways to Keep Your Co-Teacher: Strategies for Before, During and ..](http://www.google.com/url?q=http%3A%2F%2Fescholarship.bc.edu%2Fabstracts_tec%2F91%2F&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNFd5NtSJirswyIWDni5fsXwrVPa7Q)”

*\*Discussion*: Some of the topics addressed in the readings this week may be more or less significant to you and your co-teacher. Thinking about issues ahead of time and discussing areas of concern soon after they are noticed can prevent small disagreements from becoming serious problems that interfere with co- teaching effectiveness.

Whether or not you are presently co-teaching, anticipate the most important decisions you and a co- teacher would need to make regarding the physical issues, classroom management issues, and instructional and assessment issues.

Assignment:

Review the “Tiered Activity Teacher Planning Template” on page 65 of Chapter 5, *Co-teaching in the Differentiated Classroom (Fattig and Taylor).* Using this template, record how you will differentiate a unit you are teaching or will teach. (identifying the big ideas as a starting point for this assignment). Reflect on how the template helped you meet the needs of the range of learners in your classroom. If you

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are creating a unit for your final project, this assignment can become part of your project.

\*Weekly Reflective Journal (see detailed description in week 2)

**Week 11: Putting It All Together**

*Objectives: By the end of this session, you will be able to:*

* + Describe best practices for differentiated instruction.
  + Understand how differentiation looks in a co-taught classroom.
  + Use contracts and menus to create a differentiated lesson that offers students” choice.

\*Warm-up: Regardless of your project choice, please make sure you have incorporated the different aspects of the learning you have been doing in this class in your project. This should be evident to us as we read your project. Take a look at Friend, pp. 209 – 210. (Analysis of Co-Teaching Practice).

\*Readings:

1. Chapter 14, “Teaching the Seven Dwarves,” *Collaborative Teaching in Secondary Schools (Murawski)*
2. Chapter 6, “Contracts and Menus,” *Co-teaching in the Differentiated Classroom (Fattig and Taylor)*, pages 69-96

\*Discussion:

Find two or three resources related to professional learning teams, consultative collaborative model, co- teaching, differentiation, and or UDL. You may use the Internet or your own resources. Resource could include videos, articles, slide shows, and case studies. Discuss your resources and sites with your peers.

\*Assignment: Pick one of the following choices (either choice might be useful in your final project).

* + Using the ideas from chapter 6, *Co-teaching in the Differentiated Classroom*, design a contract or menu that you could use in your classroom. Feel free to keep working the same lesson that you have been in the last two sessions.
  + Write the outline for of a differentiated lesson for co-teachers that includes either station

or parallel teaching.

\*Weekly reflective journal

**Week 12: Assessment and Grading in the Co-Taught Classroom**

*Objectives: By the end of this session, you will be able to:*

* Understand how the assessment process is implemented in the co-taught classroom.
* Identify and evaluate methods of grading in a co-taught classroom.
* Consider the strengths and limitations of grading rubrics.

\*Warm-up

We have rubrics in this course – how often do you refer back to them? Are they helpful?

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\*Readings:

* [Chapter 15,](https://moodle.doemass.org/file.php/507/Session_12/Murawski_Ch_15.pdf) *Are We Successful Yet?*, *Collaborative Teaching in Secondary Schools* (Murawski)
* ["The Trouble With Rubrics,"](http://www.alfiekohn.org/teaching/rubrics.htm) Kohn
* [Evaluation of Student Learning,](https://moodle.doemass.org/file.php/507/Session_12/Evaluation_of_Student_Learning.pdf) Friend.

*Optional Readings:*

["Grading Students in Inclusive Settings](http://www.google.com/url?q=http%3A%2F%2Fwww.nkces.org%2F139810317143839157%2Flib%2F139810317143839157%2FDraft%2520Network%2520Procedures%2Fgrading_article_cec.pdf&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNG0i8AaX4se4iTAQhDAIukQbMiYQg),” Salend & Duhaney “[How do Rubrics Help?](http://www.google.com/url?q=http%3A%2F%2Fwww.edutopia.org%2Fteaching-module-assessment-rubrics&amp;sa=D&amp;sntz=1&amp;usg=AFQjCNHuj3VFW-RFhU10rVHkI_jiWCoc2g)” Edutopia resource

\*Discussion:

This week's' discussion has two questions. You do not need to follow the usual discussion procedure. Please comment at least once to each question.

1. What comments do you have after reading Marilyn Friend's thoughts of Evaluation of Student Learning?
2. After reading the Kohn article, where do you fall in the rubric debate?

\*Assignment:

Finish your final project. Be sure to consider how you will assess your project’s effectiveness. Post it at the end of week 12 for your classmates to view.

**WEEK 13: Wrap-up and Reflection**

\*Readings:

Reread your first journal entry of the course (week 1). Consider whether you met your goals for this course and think about next steps for you.

\*Discussion

What do you consider the most valuable parts of this course?

\*Assignment

Provide feedback for two of your peers’ final projects through email. NO REFLECTIVE JOURNAL WEEK 13

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the college bookstore and many other helpful links. You can access our student center by going to the

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college homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

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**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
2. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

**Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in

book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

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**Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned,

an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: a[thttp://www.fit](http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Stude)c[hburgstate.edu/uploads/files/EducationUnit\_NCATE/Standard2/narrative/Stude](http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Stude) nt\_Handbook\_Web\_1213.pdf

**Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in

fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

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READING AND RESOURCES

TEXTS:

Fattig, Melinda L., and Maureen Tormey Taylor (2008). *Co-teaching in the Differentiated Classroom: Successful Collaboration, Lesson Design, and Classroom Management : Grades 5-*

*12*. San Francisco: Jossey-Bass.

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Friend, M. (2008) *Co-Teach!: A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools*. Greensboro, N.C: Marilyn Friend, Inc.

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Jolly, Anne. (2008) Team *to Teach: A Facilitator’s Guide to Professional Learning Teams.*

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Kohn, Alphie. (2006, March). *The Trouble with Rubrics*. Retrieved from<http://www.alfiekohn.org/teaching/rubrics.htm>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

Murawski, Wendy W. (2009). *Collaborative Teaching in Secondary Schools: Making the Co- teaching Marriage Work!* Thousand Oaks, CA: Corwin.

Multimedia

A Forum on Education Production. (Producer). Friend, Marilyn Co-Producer). (2005). *The Power of Two* (DVD). United States: Indiana State University.

Connect Modules. (2010). Video: School Connect: Conversation with Examples of Attending and Active Listening. Retrieved from: <http://www.youtube.com/watch?v=pxQ2xk1s8bU>

Connect Modules. (2010). Video: School Connect: Conversation with Example of Joining and Supporting. Retrieved from: [http://www.youtube.com/watch?v=mUPG5Thlux8&feature=relmfu](http://www.youtube.com/watch?v=mUPG5Thlux8&amp;feature=relmfu)

Connect Modules. (2010). Video: School Connect: Conversation with Examples of Seeking and Verifying. Retrieved from: [http://www.youtube.com/watch?v=5Z3PuPxjUq8&feature=relmfu](http://www.youtube.com/watch?v=5Z3PuPxjUq8&amp;feature=relmfu)

Pearson Education.(2008). Learning Teams Break The Mold for Teacher Training. Retrieved from <http://www.youtube.com/watch?v=H9O8VOfOx_E>

Wake County Schools. (2008). Video: Professional Learning Teams: The School Connection. Retrieved from <http://www.youtube.com/watch?v=oJDhPXQY318>

\*Course rubrics for major assignments included in course requirements.