

Co-Teaching Model: Implementing Collaborative Teaching– Online

The Collaborative (CES)

3 Graduate Credits or 67.5 PDPs

Instructors: Damon Douglas, Mary Beth O'Connor, Susan Juskalian, Liz Skelley

A. PREREQUISITES

- 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.

B. 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.

C: READING LIST / RESOURCES -

Required Reading: The Friend text will be supplied to participants at the live meeting; the other resources will be available through the online learning environment.

- Friend, M. (2008) *Co-Teach!: A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools*. Greensboro, N.C: Marilyn Friend, Inc.
- Gleckel, E. K., & Koretz E. S. *Collaborative Individualized Education Process RSVP to IDEA*. Upper Saddle River, NJ: Pearson Education Inc, 2008.
- Fattig, Melinda L., and Maureen Tormey Taylor. *Co-teaching in the Differentiated Classroom: Successful Collaboration, Lesson Design, and Classroom Management : Grades 5-12*. San Francisco: Jossey-Bass, 2008.
- Mastropieri, Margo A., and Thomas E. Scruggs. *The Inclusive Classroom: Strategies for Effective Instruction*. Upper Saddle River, NJ: Merrill, 2000.
- Murawski, Wendy W. *Collaborative Teaching in Secondary Schools: Making the Co-teaching Marriage Work!* Thousand Oaks, CA: Corwin, 2009.
- Jolly, Anne. *Team to Teach: A Facilitator's Guide to Professional Learning Teams*. Ohio: National Staff Development Council, 2008.
- "Understanding Co-teaching Components," *Teaching Exceptional Children*, Vol. 33, #4.
- "Four 'Knows' of Collaborative Teaching," *Teaching Exceptional Children*, Vol.36, #5.
- "Building a Strong BASE of Support for All Students Through Co-planning," *Teaching Exceptional Children*, Vol. 33, #4.
- "New Models of Collaborative Teaching," *Teaching Exceptional Children*, Vol.36, #5.

- “We Need to Talk: Communication Strategies for Effective Collaboration,” *Teaching Exceptional Children*, Vol. 33, #5.
- “Assessment That Drives Instruction,” *Exceptional Children*, Vol.37, #4.
- “Teaching Students to Use Grading Rubrics,” *Exceptional Children*, Vol.35, #1.

Multimedia

- Slideshare: *Case Studies In Co-Teaching in the Content Areas: Successes, Failures and Challenges*, Mastropieri, Scuggs, Graetz, and Norland.
- Video: *The Collaborative Classroom: An Interview with Linda Darling-Hammond*, Stanford University/Edutopia.
- Video: *Assessment for Understanding: Taking a Deeper Look*.
- Video: *The Power of 2, Marilyn Friend*

D: LEARNING OUTCOMES

Participants will be able to:

- Define a continuum of collaborative teaching models
- Understand processes for collaborative teaching and problem-solving, including the roles and responsibilities of individual teachers and paraprofessionals
- Demonstrate collaborative teaching models and methods
- Apply effective online communication techniques
- Design lessons and projects that demonstrate understanding of effective collaborative teaching methods and differentiated instruction

E: COURSE CONTENT AND REQUIREMENTS

Warm-up Exercises (15 minutes each)

Each participant will complete a warm-up exercise at the beginning of each week to reflect on prior knowledge and experience. Warm-up exercises will consist of surveys, quizzes, and brainstorming activities.

Reading and Multimedia Assignments (30-60 minutes each week)

Class participants are responsible for reading all class assignments and should be prepared to discuss those assignments in discussion forums and scheduled webinars.

Weekly Reflective Paper (one page in length)

The purpose of the paper 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:

- 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.

WEEKLY REFLECTIVE PAPER RUBRIC

CRITERIA	EXEMPLARY	SATISFACTORY	UNSATISFACTORY
Summary	Succinctly summarizes the major ideas from the readings, notes, and materials. Clearly stated and well supported	Summarizes some of the major ideas from the readings, notes, and materials. Includes some support for ideas	Does not summarize major ideas from reading. Work is unclear and not supported
Reaction	Makes original observations that delves deeply into the issues and makes connections to the readings and/or asks questions	Makes some observations that identify some issues raised by the reading.	Does not provide insight or depth about the readings
Application	Entry connects key ideas to future classroom use in a logical and coherent way	Entry connects key ideas to future classroom use with some coherence	Entry does not connect key ideas to future classroom use or does so minimally

You will receive a letter grade each week for your weekly reflective paper.

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 to five 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, you 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 you to respond to. Your first job is to post your answer to the question. It is best if you post your answer as soon as possible (ideally on the day the forum opens). 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.

- In order to receive an exemplary weekly grade, you will need to respond to three or more classmates' posts. Please avoid responses like "I agree." Your response should help take the learning further and continue to deepen the discussion. Please see the discussion rubric for specific details.
- You will get weekly feedback about your participation in the discussion forum and a grade at the end of the course.

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 three 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

Assignments will be graded as either complete or incomplete. Incomplete assignments will need to be revised.

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.)

Using strategies from course resources create a one week mini-unit in the content area of your choosing that meets the needs of all learners in the classroom. Lesson plans contain a written rationale (one paragraph per day) for using the type of collaborative teaching approaches chosen, along with the instructional methods you have chosen to meet the needs of all learners. Include assessment tools you will use.

Project # 2: Develop a Collaborative Teaching Plan for Your School

If your school lacks an articulated collaborative teaching program, create a detailed action plan that outlines the specific program development steps necessary to put this practice in place. Final project will draw upon strategies learned in this course.

Project # 3: Evaluate a Collaborative Teaching Plan

If your school's plan for collaborative teaching has been in place for more than a year, complete an evaluation of it. Using materials and resources from the resources in the course, gather information on teacher, paraprofessional, administrator, student, and parent perceptions of collaborative teaching. Your final project will include a summary of the data you collected as well as a thorough description of what is working in the program and what areas need to be refined or expanded.

Project # 4: A project of your choosing

In order to choose your own project, you must seek approval in writing from both teachers in the course.

F. COURSE EVALUATION POLICIES

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

• Pre-assessments and warm-ups	10%
• Online Journals	15%
• Asynchronous Discussions	15%
• Synchronous Discussions	15%
• Individual and Group Projects	15%
• Culminating Project	<u>30%</u>
	100%

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 are available through Fitchburg State College. The Collaborative for Educational Services will provide you with the form that you must complete and send in with a check for \$255 to Fitchburg State College by the first week the course begins. Make a copy of the registration form before you send it.

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) you request and I approve a change in the due date in advance. When an assignment is late and it has not been discussed with me in advance, your grade for the assignment will be reduced .10; 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 follow:

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:

<u>Final Grade</u>	<u>Equivalents</u>	
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 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 of 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.

G. TOPICAL OUTLINE

(Readings, assignments and dates are subject to change.)

Session One: Getting Acquainted (9/22-29)

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*

- Warm-up: What experience do you have taking an online course? What concerns and questions do you have about taking 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 Paper: (non-graded paper. This 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?

Session Two: Learning Teams (9/30-10/6)

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

- *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.*

- Warm-up: Quick Quiz, *Team to Teach*, tool 1.5

- 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 by Friday. In the final two days of the session, you should post your final post, which should include specific ideas that you learned from the forum.

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 Paper 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:

- 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.

Session Three: Learning Teams, Part Two (10/7-13)

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: Look at Teacher Needs, *Team to Teach*, Tool 1.3
- Readings:
 1. Chapter 2, *Team to Teach*, pages 23-28
 2. Chapter 2, *The Inclusive Classroom*, pages 26- 49
- Journal: Review the needs you checked off in the warm-up survey. 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 experiences.
- 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 check mark 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: Read the classroom room scenarios on pages 26 and 30 (*The Inclusive Classroom*) and respond to the questions.

Session Four: Learning Teams, Part Three (10/14-20)

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: "Collaboration happens only when school leaders support and cultivate a positive environment for teams, paying attention to conditions in the school that will support learning teams-and conditions that might impede them." (Page 33 *Team to Teach*)

List three conditions that would cultivate a learning team at your school. List three conditions that would impede the development of successful learning teams.

- Readings:
 1. Chapter 3, *Team to Teach*
 2. *Collaborative IEP*, pages 148-190 [Remove for next administration of course?]
- Journal:

Discuss the purposes of Stage IV: Engage in the IEP Meeting. How does the IEP meeting promote collaborative efforts and include parents/caregivers and classroom teachers in the process? How does a formal agenda support attention to the necessary steps?
- 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 check mark 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: There are a variety of ways to work collaboratively in a school. Review the options on tool 3.3: Learning Team Options and decide which options may work best for your school and students.

Session Five: Collaborative Consultation (10/21-27)

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

- *Describe a method of consultation that validates the concept of collaboration*
- *Explain the different forms consultation takes*
- Warm-up: What images or expectations come to mind when you hear the word "consultant?"
- Journal: See activity 1.8, page 22: As an adult person, how do you like to be approached regarding a work related issue? Do you prefer to that others tell you what to do, or would you rather figure out answers for yourself with or without the benefit of assistance from others? Are you more likely to implement your own ideas or those suggested to you by others?
- Discussion: Based on figure 1.2, pages 6-9, a personal view. Comment on the following questions: What do you find most valuable in the ACCEPT method? What are some of the limits to a collaborative consultation model, according to Kampwirth? Which of the authors suggestions do you find most applicable?
- Assignment: Reread pages 23 and 24 (Useful generalizations...). Respond, in paragraph form, to at least three of the seven bulleted points in one of the following ways: Which approach would be most difficult for you and why? Which approach would be most beneficial to your students and why? Which approach comes most easily to you and when have you used it?
- Reading: Collaborative Consultation in the Schools, Kampwirth, pages 1 to 30

Session Six: Rationale for Co-Teaching (10/28-11/3)

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:
 1. Chapter 1, *Co-Teach!* (Friend)
 2. Chapter 2, *Co-Teach!* (Friend)
 3. "Co-teaching is, Co-teaching is Not," *Collaborative Teaching in Secondary Schools*, page 22
 4. "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?

- Journal: How is co-teaching similar to the collaborative models we discussed in the beginning of this course? How is it different?

- Assignment: Individual Prerequisites: Participants reflect on their own readiness for co-teaching

Session Seven: Co-Teaching Approaches (11/4-10)

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: What is one approach you use in your class that helps students understand the concept you are trying to teach better? For example, manipulatives in math, graphic organizers for essay writing, roles for group work, etc. What makes this approach successful?

- Readings:
 1. Chapter 3, *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 3 (pp. 61 & 62). Respond to any or all the following quotations from the text:

1. What does Friend mean when she says, "Co-teaching should be deliberate."?
2. At the top of p. 62, Friend states, "If this is the typical practice, it is unlikely the potential of co-teaching can be reached."
3. "Co-teaching should always have the impact of increasing instructional intensity." How do you see co-teaching attaining this goal?

- *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).
- *Journal:* What factors might influence your decisions about co-teaching approaches? Why? How do your perceptions compare with those of your co-teacher?

Session Eight: Co-Teaching Matters (11/11-17)

Objectives: By the end of this session, you will

- *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:* The topic for the webinar is co-teaching. Your instructors will be your hosts. Share two questions that are on your mind about co-teaching.
- *Readings:*
 1. Chapter 4, Friend
 2. Chapter 9, Murawski

Optional Readings:

["We Need to Talk: Communication Strategies for Effective Collaboration Teaching,"](#)

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

["50 Ways to Keep Your Co-Teacher: Strategies for Before, During and .."](#)

- *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:* Webinar

- Journal:
List some ways you and a co-teacher could convey to students that your teaching relationship is truly collaborative, that is based on parity.

Session Nine: A Deeper Look at Planning (11/18-24)

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:

Please share with your instructors your final project choice.

- Readings:

1. Chapter 11, Murawski
2. ["Building a Strong BASE of Support for All Students Through Co-Planning," Teaching](#)
3. *Exceptional Children*, Vol. 33, #4, Mar/Apr 2001

Optional Readings:

Chapter 5, 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 as well as chapter 11 of Murawski. How could you apply these ideas to your own practice or situation?
- Assignment: Use the ideas from the BASE Article, think about a unit you will be teaching (possibly for your final project). Using the concepts of 'Big Ideas' & 'Analyzing Difficulties' identify these elements in a Unit you are teaching or plan to teach.
- Journal: Reflect on your own expectations for planning time for co-teaching. How could the ideas in the BASE article, and chapter 11 in Murawski help you to plan more effectively for a co-taught class with or for a collaborative learning team?

Session Ten: Differentiated Instruction in the Collaborative Classroom (11/25-12/2)

- Warm-up:

What two things do you know about differentiation? Share two questions you have about differentiation?

- Readings:

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

3. Differentiated Instruction and Implications for UDL Implementation www.cast.org/publications/ncac/ncac_diffinstructudl.html

Optional Readings:

2. "[Mapping a Route Towards Differentiated Instruction](#)," Tomlinson

- 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 than it would be 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:

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. Feel free to use what you started last week (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 are creating a unit for your final project, this assignment can become part of your project.

- Journal:

Reflect on the ideas you read about differentiation this week. Write three important ideas that emerged for you, two questions you have, and one idea you would like to try in your classroom.

Session Eleven: Putting It All Together (12/3-9)

- Warm-up: How does your final project incorporate differentiated instruction?

- 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

- Journal:

Your journal and discussion are closely tied this week. You will be reflecting on the resources during the discussion. There is no separate journal this week.

- 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. (Hint—you might want to recreate a lesson you have previously taught in your classroom by yourself.)

Session Twelve: Assessment and Grading in the Co-Taught Classroom (12/10-16)

- Warm-up
We have rubrics in this course – how often do you refer back to them? Are they helpful?
- Readings:
 1. *Chapter 15, Are We Successful Yet?, Collaborative Teaching in Secondary Schools (Murawski)*
 2. "[The Trouble with Rubrics](#)," Kohn

Optional Readings:
["Grading Students in Inclusive Settings,"](#) Salend & Duhaney
["How do Rubrics Help?"](#) Edutopia resource
- Assignment:
Finish your final project. Be sure to consider how you will assess your project's effectiveness.
- Discussion:
After reading the Kohn article, where do you fall in the rubric debate?
- Journal:
Review the grading options on page 223 (figure 15.3) of *Coteaching in the Secondary Classroom (Murawski)* . How do you make grading adaptations in your classroom?

Session Thirteen: Wrap-up and Reflection (12/17-23)

- Warm-up
Final project reflection (your own project):
- Readings:
Read at least two of your peers' final project
- Assignment
Provide feedback for two of your peers' final projects through email.
- Discussion
What do you consider the most valuable parts of this course?

H. POLICIES

1. Policy on Attendance/Participation

This course is conducted with the expectation that students will participate fully and will make every attempt to attend all sessions. Participation in general class discussions and analysis and in demonstrating case preparation is required. Two or more unexcused absences, for which work is not made up, may result in a reduced grade or a failing grade.

2. Policy on Dishonesty

Work submitted in fulfillment of course requirements will be solely that of the individual student unless the assignment calls for cooperative efforts. Policy on Writing
All submitted written work must be typed, proofread, and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the student for resubmission. Papers that are submitted late without prior approval will receive an automatic grade.

3. Policy on Disabilities

If a student needs course adaptations or accommodations because of a disability, has emergency medication information, or may require special arrangements in case the building must be evacuated, he or she will make an appointment with the instructor at the beginning of the course in order to discuss the issues relating to disabilities immediately upon beginning the course.

4. Modification of Course Syllabus

Ordinarily, the course expectations as outlined in this syllabus will be maintained. However, unforeseen variables ranging from the nature of participants' prior experiences to extreme weather conditions may require changes in the course. Any such changes will be fully discussed between the instructor and the participants with a goal of achieving a consensus about the modifications between the instructor and the participants.

5. 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 FSC Grade Appeal Policy in your Student Handbook.

6. Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State College adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

I. RESOURCES

- Dufour, Richard, Eaker, Robert, & Dufour, Rebecca, & Many, Thomas. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Indiana: Solution Tree Press, 2006.

J. LIBRARY ACCESS

Fitchburg State College 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 college homepage at <http://www.fsc.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.

The Gallucci-Cirio Library at Fitchburg State College provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FSC.EDU. There is also a special section for Distributed Learning Library Services at <http://www.fsc.edu/library/distributed/index.html> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the college may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fsc.edu/library> and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the college's Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State College students are eligible for a Fitchburg State College One Card ID which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fsc.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are also available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (<http://www.fsc.edu/onecard/photoless/index.cfm>) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have questions about your One Card.

Students are also eligible for a Fitchburg State College email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.