

Course Title: We're All Playing for the Same Team: Winning Strategies for Effective, Collaborative Co-Teaching in an Integrated Classroom					
Essential Questions: Why co-teach? What drives our decision-making process when planning instruction in a standards-based co-teaching environment? What does it take for us as individuals to be successful team members?					
Course description: Participants will explore co-teaching as one approach to meeting the diverse needs of all students in general education classrooms. We will examine common models and the rationales for co-teaching in an integrated setting, along with the specific advantages of co-teaching for general educators, special educators and students. We will explore the cornerstones of productive collaboration and consider what it takes for us as individuals to be successful team members. Participants will investigate topics such as: communication and listening, conflict resolution, work-style preferences, tapping into background and experiences, creating a shared sense of purpose, goals, and responsibility. Because teamwork is complex and goes far beyond assigning people to work together, participants will explore the value of teams and appreciate their complexity by uncovering underlying assumptions about teamwork that influence performance. We will discuss and reflect on the process and value of setting ground rules, skills and methods of effective teamwork, and characteristics of effective feedback.					
	Objectives	Activities	Assessment	Seat Time (minutes)	Standards
Outcome 1: Introduce yourself, and read the road map and course syllabus.	Objective 1: Understand course syllabus, road map, expectations and policies.	Activity 1: Participants will read the course syllabus and road map, and post an " Electronic Name Badge" (name, location, current assignment, co-teaching experience) including three adjectives they would use to describe their current co-teaching relationship.	Participants will post their responses to the electronic name badge, indicate that they have read the course materials, and greet 2 other classmates in the proper course forum.	30	This course will help participants become better prepared to help their students meet the New York State Learning standards for their specific grade level(s) and content area(s). In addition, this course is aligned with the National Staff Development Council's (NSDC) Standards for Staff Development that improves the learning for all students. Specifically, this course will address the following NSDC standards: Context Standards Staff development that improves the learning of all students: • Organizes adults into learning communities whose goals are aligned with those of the school and district.
Outcome 2: Explore components and advantages/disadvantages of common co-teaching models.	Objective 2: Identify ways in which co-teaching is like a professional marriage.	Activity 2: Participants will brainstorm and individually post a list of ways co-teaching is like a professional marriage and identify which of those ideas they think are essential for making co-teaching successful.	Participants will post an individual list and reflection to the correct forum.	30	• Requires resources to support adult learning and collaboration. Process Standards Staff development that improves the learning of all students: • Prepares educators to apply research to decision making. • Uses learning strategies appropriate to the intended goal. • Applies knowledge about human learning and change. • Provides educators with the knowledge and skills to collaborate.
	Objective 3: Describe the rationale for co-teaching as a service delivery model.	Activity 3: Participants will post an individual reflection of their thoughts about the rationale for co-teaching.	Participants will post an individual reflection on the rationale for co-teaching to the correct forum.	30	Content Standards Staff development that improves the learning of all students: • Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
	Objective 4: Describe co-teaching models and their distinct advantages for special/general education students and teachers.	Activity 4: Given a list of advantages/benefits of co-teaching, participants will choose one stakeholder group and share their thoughts about what they think are the most critical advantages/benefits.	Participants will post an individual reflection on advantages/benefits for one stakeholder group, and post a reaction to two classmates' responses to the correct forum.	45	
			Week 1 Total	135 min. / 1.75 hrs.	
Week 2	Objectives				
Outcome 1: Explore components and advantages/disadvantages of common co-teaching models.	Objective 1: Describe co-teaching models and their distinct advantages for special/general education students and teachers.	Activity 1: Participants will read about 6 commonly used models of co-teaching, then reflect on a list of co-teaching models and the types of learning for which they might be used. Participants will post their additions or suggested changes to this list.	Participants will post an individual list of suggested additions/changes to the co-teaching models and types of learning list provided to the correct forum.	45	
	Objective 2: Identify what the general educator and special educator may "bring to the table" with regard to experience, knowledge, and expertise.	Activity 2: Participants will work with partners to create list of strengths and abilities each "brings to the table".	Participants will post a jointly created list of strengths and abilities each partner "brings to the table" to the correct forum.	45	
	Objective 3: Identify the co-teaching models you have used with your current teaching partner.	Activity 3: Participants will work with partners to identify 3 co-teaching lessons they have delivered using 3 of the models.	Participants will post a jointly created reflection on 3 co-taught lessons to the correct forum.	45	

	Objective 4: Identify potential curricular areas, units, or lessons in which you and your partner could potentially use a co-teaching model you have not yet used in your classroom.	Activity 4: Participants will work with partners to identify 3 future lessons and describe how they will use three different models to teach these lessons.	Participants will post a jointly created description of 3 lessons they intend to co-teach in the future to the correct forum.	45	
			Week 2 Total	180 min. / 3.00 hrs.	
Week 3	Objectives				
Outcome 1: Explore aspects of productive collaboration.	Objective 1: Describe salient aspects of productive collaboration.	Activity 1: Participants will read about the cornerstones of productive collaboration - people, task and process, and post a brief individual reflection of how these apply to their current co-teaching assignment.	Participants will post an individual reflection on the cornerstones of productive collaboration and how these apply to their current co-teaching assignment to the correct forum.	45	
	Objective 2: Create a potential sequence of steps in the instructional planning process for a co-taught classroom.	Activity 2: Participants will individually arrange the steps in the instructional planning process and submit a reflection of how the partners' arrangements were similar and different.	Participants will post a jointly created reflection of how each partner arranged the steps in the instructional planning process, how their arrangements were similar and different, and what implications this has for their co-teaching partnership to the correct forum.	60	
	Objective 3: Identify the ways in which the cornerstones of productive collaboration – people, task, and process – impact decision-making in a co-taught classroom.	Activity 3: Participants will read material on decision-making styles and post a joint reflection about how decisions are made in their partnership.	Participants will post a jointly created reflection about how decisions are made in their co-teaching partnership.	45	
			Week 3 Total	150 min. / 2.5 hrs.	
Week 4	Objectives				
Outcome 1: Explore the complexities of teamwork including underlying assumptions that affect performance.	Objective 1: Describe the complexities of teamwork including underlying assumptions that affect performance.	Activity 1: Participants will read material on co-teaching and teamwork and post an individual reflection in answer to a number of guiding questions.	Participants will post an individual reflection in answer to a number of guiding questions on co-teaching and teamwork to the correct forum.	60	
	Objective 4: Identify your preferred conflict style, compare your preferred style with your partner's preferred style, and identify ways in which this knowledge will impact the way conflicts are approached in your co-taught classroom.	Activity 2: Participants will each take a conflict quiz and post a joint reflection of how their conflict management style is similar to or different from their partner's style and reflect on how this may impact the co-teaching relationship.	Participants will post a jointly created reflection on conflict management styles and their potential impact the co-teaching relationship to the correct forum.	45	
			Week 4 Total	105 min. / 1.75 hrs.	
Week 5	Objectives				

Outcome 1: Explore key topics that should be addressed with partners prior to co-teaching and learn the characteristics of effective feedback.	Objective 1: Identify key topics that should be addressed with partners prior to co-teaching.	Activity 1: Participants will reflect on the topics they have already discussed with one another and identify topics they have not discussed, but feel are important to discuss.	Participants will post a jointly created list of topics they have discussed with one another and topics they have not discussed, but feel are important to discuss to the correct forum.	30	
	Objective 2: Describe characteristics of effective feedback.	Activity 2: Participants will read material on the eight characteristics of effective feedback and respond to a series of brief case studies.	Participants will post an individual response to a series of mini-case studies on effective feedback to the correct forum and will respond to 2 other posts by classmates.	45	
	Objective 3: Describe ways in which using ground rules can impact a team's performance and create a set of ground rules for your co-teaching partnership.	Activity 3: Participants will establish and create a list of ground rules with their partners.	Participants will post a jointly created list of ground rules they have established for the partnership to the correct forum.	45	
	Objective 4: Compile a list of potential characteristics of an effective co-teacher.	Activity 4: Participants will individually complete the Team Skills Self-Assessment and post an individual reflection on their results.	Participants will post an individual reflection on their results after completing the Team Skills Self-Assessment to the correct forum.	45	
			Week 5 Total	165 min. / 2.75 hrs.	
Week 6	Objectives				
Outcome 1: Explore pragmatic issues related to co-teaching and essential components of co-teaching.	Objective 1: Describe strategies for addressing pragmatic issues related to co-teaching (e.g., scheduling, planning, roles in the classroom, amount of co-teaching).	Activity 1: Participants will submit a joint reflection of how they have addressed given pragmatic issues related to co-teaching and will identify a course of action to address any previously unaddressed issues.	Participants will post a jointly created reflection of how they have addressed pragmatic issues related to co-teaching and a course of action to address any previously unaddressed issues to the correct forum.	45	
	Objective 2: Describe how the essential components of co-teaching – a shared system of beliefs, prerequisite skills, and collaboration - impact instructional planning and delivery.	Activity 2: Participants will read and reflect on material on a shared system of beliefs, prerequisite skills and collaboration with regard to co-teaching.	Participants will post a jointly created reflection on how they are similar and different with regard to a shared system of beliefs, prerequisite skills, and collaboration, and how they expect their similarities and differences to impact instructional planning and delivery to the correct forum.	45	
			Week 6 Total	90 min. / 1.5 hrs.	
Week 7	Objectives				

<p>Outcome 1: Explore stages of the co-teaching relationship.</p>	<p>Objective 1: Identify the current stage – beginning, compromising or collaborating – of the co-teaching partnership with respect to the Eight Components of the Co-teaching Relationship - Interpersonal communication, Instructional planning, Physical arrangement, Instructional presentation, Familiarity with curriculum, Classroom management, Curriculum goals & modifications, and Assessment, and be able to identify ways in which the relationship can be moved to the Collaborating stage for each component not identified as being in that stage.</p>	<p>Activity 1: Participants will read about the Eight Components of the Co-teaching Relationship, identify their current stage relative to each component, and brainstorm ways to move the partnership to the collaborative stage for each component not currently identified as being in that stage.</p>	<p>Participants will post a jointly created reflection identifying their current stage relative to the Eight Components of the Co-teaching Relationship and ways to move the partnership to the collaborative stage for each component not currently identified as being in that stage to the correct forum.</p>	<p>90</p>	
			Week 7 Total	90 min. / 1.5 hrs.	
		Course Evaluation		15	
			Total minutes	900	
			Total hours	15	