

Course Syllabus

Course: EDZU 9089 **Integrating Co-Teaching: Making It Work**

Credit Hours: 3.0 credits / 45 hours

Instructor: Amy Adkins

Course Description

This course will provide educators with a positive outlook on co-teaching and provide strategies for the successful implementation of an inclusive classroom. Participants will familiarize themselves with the special education process and law, learn how to read and implement an IEP, understand what the responsibilities are of the general education teacher and the special education teacher, develop strategies for collaborating with parents, regular and special educators, paraprofessionals, and other individuals in the educational program and develop lessons that meet the needs of all the students. Topics such as team teaching, class set-up, modifications, and student placements will also be focused upon.

Course Goals

To Know

1. the difference between full and partial Co-teaching programs.
2. the different types of accommodations and adaptations that students may require.

To Understand

1. how general educators, special educators and other support services each play an important role in promoting student achievement in the inclusion classroom.
2. how special education process and laws protect the rights and needs of students in the inclusion classroom.

and To Be Able To

1. plan lessons that address the needs of all learners in the inclusion classroom.
2. differentiate instruction to promote success among all types of learners and levels of readiness.

Course Outline

Topic 1: Overview of Co-teaching

- Special education Co-teaching: Making It Work Part 1
- Special education Co-teaching: Making It Work Part 2
- Three models for successful Co-teaching.
- Multiple Intelligences
- Learning Styles

Topic 2: Special Education Law and Process

- Overview of special education law
- Discuss and reflect on several important court cases.
- Special Education Process
 1. Instructional Support Team
 2. Response to intervention
- Evaluate and discuss a case scenario. Would co-teaching be recommended? Why? Why not?

Topic 3: Role of General and Special Educators

- Types of Collaborative Teaching
 1. Ten Tips for Special Educators
 2. Ten Tips for General Educators
 3. Ten Tips for Therapists
- Floor Plan for Collaborative Teaching
 1. Create a floor plan for your classroom. Placement of teachers, students, teacher desks, and students desks.

Topic 4: The Co-teaching Classroom

- Collaboration and Teaching Strategies for the Co-teaching Classroom
 1. Research and discuss the benefits of collaboration for students with disabilities, without disabilities, and teachers.
 2. Observe videos of teachers Co-teaching in a classroom.
- Planning for Instruction, Ecology in the Classroom, Evaluation
- Co-teaching Checklist
 1. Preparing staff
 2. Preparing school
- Inclusion: How to make it work
 1. Parents
 2. Communication
 3. Student Empowerment
 4. Instructional Strategies
 5. Accommodations
- Accommodations & Modifications Fact Sheet
- Practical Classroom Adaptations and Accommodations

Methods of Instruction

Teachers enrolled in this course will evaluate primary and secondary sources in order to be able to effectively work within a co-teaching environment. They will communicate with other teachers around the state and country to share success stories and gain insights into best practices in instruction. They will complete assignments that assess their understanding of Co-teaching and be challenged to apply their learning immediately to their own classrooms, schools, districts and communities.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

*In order to earn an A in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and compete all of the practicum tasks. This includes but is not limited to creating a *Guide to Co-teaching* for their school building. This guide will be an overview of their program and will be used to inform parents and other faculty and staff about Co-teaching. The guide will also include a sample lesson plan with modifications for students with disabilities.*

*In order to earn a B in class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and the *Guide to Co-teaching*, no lesson plan.*

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Students will identify four ways co-teaching benefits students.	2
Students will identify and analyze the characteristics of an effective co-teaching classroom.	2
Students will analyze discuss the three models of co-teaching.	2
Students will investigate the 8 types of intelligences.	2
Students will identify their own learning style and discuss how it has influences their teaching.	2
Students will read, discuss, and respond to Least Restrictive Environment (LRE).	1.5
Students will research and analyze several court cases that have influence special education law and co-teaching.	2
Students will identify and discuss the referral process in their building.	1.5
Students will analyze the five steps of the special education process.	2
Students will identify and discuss the six items must be included in an initial evaluation.	2
Students will read and evaluate a sample IEP of a child in a co-teaching environment.	1.5
Students will discuss the different types of co-teaching models.	2
Students will identify and analyze the roles of the general educator, the special	2

educator, and paraprofessional in a co-teaching environment.	
Given different scenarios, students create appropriate accommodations for students in a co-teaching environment.	2
Students will be able to design a floor plan to create an effective and comfortable environment for a co-teaching class.	3
Students will read and respond to the benefits of co-teaching for students with disabilities, general education students, and teachers.	2
Students will analyze a case scenario of a student who needs service and apply the knowledge they learned to determine if co-teaching is the best environment for him or her.	2
Students will observe a co-teaching classroom and evaluate its effectiveness utilizing a quality of co-teaching checklist.	3
Students will create a guide for co-teaching that will explain to parents what co-teaching is and the benefits of the program.	5
Total Time	45.00