Title: Co-Teaching That Works-Hybrid

Class Dates: October 18 - December 20

Class Times: 6:45 AM - 7:45 AM

Class Location:

Dates: October 18, November 1, 22, December 13, 20 (5 hours face to face contact; 5 hours online interaction, reaction and responding to cohort members; 5 hours implementation and reflection with co-teaching partner)

30 hours of additional reading/assignment completion for the EDMA graduate credit.

Instructor(s) :

Credits: LR - 1   SA - 0   CEU-NU - 0   Drake - 1 (Pending)

Description:

This course will focus on identifying and understanding the attributes of an effective co-teaching partnership, strengthening co-teaching relationships, and establishing partnership goals in order to differentiate instruction to meet the needs of all learners. Participants will participate in analysis and evaluation of their current student data in order to align co-teaching delivery methods and respond instructionally. An emphasis on implementation, alignment of delivery, and instructional match will allow participants to practice effective co-teaching as they build a successful partnership and strengthen their ability to respond as a team.

Audience: Site Based

Targeted Subject Area and Grade Level:
K12 teachers and administrators

Subject Category: Instructional Strategies

Focus of Instruction: Pedagogy

Learning Goals or Targets:
Identify attributes of effective co-teaching relationships, evaluate partnerships and set team partnership goals.

Analyze and evaluate student formative assessment data and align the appropriate co-teaching delivery method.

Effectively implement at least three co-teaching delivery methods and evaluate the effectiveness of each.

Course Requirements and Participant Evaluation:
Course Requirements:

100% Attendance
Active Participation
All assignments completed and handed in

A - The participant will complete and turn in the following quality work:
Completion of all self-assessments, reflections and a partnership goal. Create and respond to all assigned blog posts. Documentation of observation of another co-teaching pair including completion of the reflective conference form. Video documentation of co-teaching implementation including a reflection and development of a responsive lesson plan.

B - The participant will complete and turn in the following quality work:
Completion of all self-assessments, reflections and a partnership goal. Create and respond to all assigned blog posts. Documentation of observation of another co-teaching pair including completion of the reflective conference form. Does not complete Video documentation of co-teaching implementation and/or a reflection and development of a responsive lesson plan.

C - (Requirements for C grade required effective July 1, 2015)

D- (Requirements for D grade required effective July 1, 2015)

F/Fail - Failure to meet the minimum criteria for a "D" grade

Research Base:
Instructional Materials and Resources:
Textbook:
Co-Teaching That Works, K-12, Anne M. Beninghof, 2012 Purposeful Co-teaching, Conderman, Bresnahan, Pedersen 2009

Supporting documents, articles and sites:
https://sites.google.com/a/staff.ankenyschools.org/parkview-blt/home/co-teaching-1
http://www.marilynfriend.com/
http://www.2teachllc.com/who.html
Understanding by Design, Carol Ann Tomlinson and Jay McTighe

Course Content/Syllabus:
Structure and Pacing:

15 hours
5 hours face to face contact
5 hours online interaction, reaction and responding to cohort members
5 hours implementation and reflection with co-teaching partner

30 hours of additional reading/assignment completion.

Grouping:
Participants in this class will work directly with a co-teaching partner to explore and strengthen their working relationship in the partnership, to analyze, evaluate and respond to the student data that they collect from their students, and plan, implement and reflect upon the effectiveness of at least three co-teaching delivery models in response to the needs of their students.
Participants will also react and respond to the larger group in a collaborative blog based upon questions, dilemmas and real-time scenarios.

Activities and Assignments:

Objective 1. (Hours: 10) Identify attributes of effective co-teaching relationships, evaluate partnerships and set team partnership goals.
Team self-assessment; our current reality.
What makes a strong partnership?
Honest conversations about these kids, this classroom and these rules.
Strengths, needs and partnership goal setting.
Assessment: Artifacts (i.e. survey, checklist and goals), Collection of formative assessments, self-assessments and reflections from Purposeful Co-Teaching.
Periodic progress checks during face to face meetings. Blog posts and reflections.

Objective 2. (Hours: 10) Analyze and evaluate student formative assessment data and align the appropriate co-teaching delivery method.
Co-teaching delivery options- video and response.
Our current classroom reality.
What does our data tell us.
Aligning a delivery method, how do I know?
Make a plan, give it a try.
Assessment: Observation of another co-teaching pair, reflective conference with quad identifying the alignment between delivery method and data, effectiveness of the match. Blog posts and reflections.

Objective 3. (Hours: 10) Effectively implement at least three co-teaching delivery methods and evaluate the effectiveness of each.
Respond to your student data, what does your FA tell you?
Align and implement a model and design an instructional response plan for at least 3 co-teaching delivery methods.
Reflect and respond X 3.
Assessment: Video and reflection of at least one delivery method and responsive plan. Blog posts and reflections.

Course Rubric

Responsive Lesson Planning Guide:

Topic/Theme:		Time Frame:
Previous Learning Links/Background Knowledge:		**Key Vocabulary:**
Standards:	**Purpose:**	**Essential Questions:**
Materials and Resources:	**Structure and Pacing:**	

Activities and Assignments

Focus Lesson/Modeling:	Guided Practice:	Collaborative Practice:	Independent Practice:

Activities and Assignments			
Group 1:	**Group 2:**	**Group 3:**	**Group 4:**

Pre/Formative Assessment:	**Co-teaching Delivery Method and Rationale:**

Reflective Teaching Rubric

	Exceeds Expectations	Meets Expectations	Approaching Expectations
	3	2	1
Reflective Thinking	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection is vague and/or unclear about the personal learning process and/or does not address the student's thinking and learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection is limited in its attempt to analyze the learning experience or is insufficient in moving beyond a description of the learning experience.

Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates a connection between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague.

Video/Observation & Reflection Form

Co-teachers:

Observer(s):

Date:

Co-teaching delivery method(s):

Pre-conference notes:

Observation:

Meaningful Roles for Each Teacher	Evidence to Support	Clarifying questions/Comments
Is each role meaningful? Does each role enhance the learning process?		
Do both teachers appear comfortable with communicating process and content?		
Do both teachers work with all students?		
What evidence is there that teachers engaged in co-planning the lesson?		

What strategies or modifications are being employed to engage all students?		
How are students being grouped? Does it fit the task? Is it purposeful?		
How are teachers assessing the learning of each student?		
What is there that all students have been appropriately challenged?		

What evidence is there that data was used in a meaningful and purposeful way?		

Reflection: