



LILIE, LLC Course Information

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Title of Course (45 hours): Integrated Co-Teaching in the Inclusion Classroom

Course Description:

The inclusive classroom is one that welcomes all and provides focused differentiated instruction to not only meet the needs of a unique special education population but also challenge those in the mainstream. This course will not only discuss the various models for inclusion but provide all teachers with concrete strategies to incorporate into their daily instruction that will help and empower all students in both the academic setting as well as social. Special emphasis will be placed on exploring and implementing the talented and expert techniques used by successful inclusion classrooms that can be easily translated into any class.

Overall Course Objective and Expectation(s):

- Skills learned in my course will positively impact students learning and their ultimate success by:
- Providing a rationale through philosophy and research for implementing co-teaching.
- Identifying key topics to address with a co-teacher prior to co-teaching.
- Providing techniques to increase successful collaboration between general education and special education staff to maximize instructional effectiveness (co-planning).
- Discussing proven ways to adapt teaching materials to meet the needs of diverse learners in the classroom without watering down the curricula.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, by Richard A. Villa, Jacqueline Thousand and Ann Nevin
- Collaborating With Students in Instruction and Decision Making The Untapped Resource , by Richard A. Villa & J.S. Thousand
- 3 Collaborative Teaching in Secondary Schools: Making the Co-Teaching Marriage , by Wendy W. Murawski
- 4 Co-Teaching In The Differentiated Classroom, by Melinda L. Fattig, Maureen Tormey Taylor
- Collaborative Strategies For Teaching Reading Comprehension, by Judi Moreillon
- Purposeful Co-Teaching: Real Cases and Effective Strategies , by Greg Conderman, Val Bresnahan, Theresa Pedersen
- Consultation, Collaboration, And Teamwork For Students With Special Needs, by Peggy Dettmer, Linda P. Thurston, Norma Dyck
- Inclusion Strategies That Work for Adolescent Learners, by Toby J. Karten
- How To Reach & Teach All Students In The Inclusive Classroom, by Sandra F. Rief, Julie A. Heimburge
- Interactions: Collaboration Skills For School Professionals, by Marilyn Penovich Friend, Lynne Cook
- Strategies For Teaching Learners With Special Needs, by Edward A. Polloway, James R. Patton, Loretta Serna

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly

Topics and Objectives

Week 1

Topic(s): Introduction to Inclusion and Co-Teaching; Guidelines, Benefits and Challenges

Objective(s):

- To have students become familiar with the instructor's background and interests of their classmates
- To review students knowledge of co-teaching and inclusion
- To review the benefits and challenges to co-teaching and inclusion
- To examine positive examples of co-teaching

Impact on classroom instruction:

- The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans and they will be able to design more effective classroom learning environment that includes all students and allows for true co-teaching to take place.

Learner outcomes:

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor
- Students will be able to develop goals for a co-teaching classroom that allows for a positive experience for both students and teachers.

Assessment of understanding and learning/ weekly assignments (including but not limited to posting requirements set forth by LILIE, LLC)

- Share models of co-teaching and experience in co-teaching with class members
- Craft a personal definition of co-teaching that can be used to explain what it is and what it is not when discussing with parents, students and other professionals
- Analyze the efficacy of co-teaching being implemented in their current classroom and school settings.
- Validate or improve current classroom practice by composing a personal framework for expectations for a co-taught classroom



Week ii

Topic(s): Co-Teaching in Action

Objectives:

- To have students employ various skills to enable students in a co-teaching model
- To have students construct methods to allow students to engage in the cooperative teaching method
- To have students identify different types of co-teaching strategies in working with their students, both classified and not.

Impact on classroom instruction:

- Classroom instruction and the learning environment will become enhanced as a result of the teacher's better understanding of how information can be more effectively processed by students, with the integration of a co-teaching model.

Learner outcomes:

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor
- Students will have a more thorough understanding of how co-teaching practices can impact learning and understanding

Assessment of understanding and learning/ weekly assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Construct a personal framework for responsibilities of general and special education teachers in co-taught classroom
- Craft a lesson using a co-teaching model. Share personal experiences with various co-teaching models.
- Evaluate the lack of parity created by the one teach, one drift model. Develop a plan for implementing more effective models such as parallel teaching, station teaching or alternative teaching.
- Synthesize information presented during videos of various co-teaching models comparing the implementation to current grade and content level placements.



Week iii

Topic(s): Accommodations and Modifications

Objectives:

- To have students become familiar with accommodations and modifications within the co-teaching setting
- To have students share successfully implemented accommodations and modifications
- To have students begin to develop a plan for fully utilizing two teachers in a classroom to ensure implementation of appropriate adaptations for students with disabilities
- To have students review and share strategies and strategy instruction to enable students to be independent learners.
- To have students determine critical behaviors that students with disabilities need to develop in order to be successful in an inclusion setting.

Impact on classroom instruction:

- The students will be able to utilize the newly acquired knowledge in the preparation of lesson plans in accordance with co-teaching ramifications; to include the accommodations and modifications necessary
- The students will be able to construct lesson plans that target the accommodations and modifications and plan for any problems that might arise.

Learner outcomes:

- Students will be able to research strategies, accommodations and modifications to enable them to make necessary shifts in classroom practice to improve student outcomes.
- Students will be able to develop a plan to enable students to develop the necessary behaviors to participate effectively and benefit from an integrated learning environment.

Assessment of understanding and learning/ weekly assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Reflect on the effectiveness of accommodations and modifications provided to students.
- Compose a personal statement to explain accommodations and modifications to parents, colleagues and students.

- Construct a list of appropriate accommodations and modifications, including the facilitation of appropriate technology based on student need to meet the diverse learning needs of their students.
- Explain how to integrate new strategies into teaching practice employing co-teaching models to allow students to become independent learners.
- Analyze the behavioral needs students will need in order to develop in order to create an equitable learning environment and engage in a discussion about how they as educators can facilitate this student growth.



Week iv

Topic(s): Applying Co-Teaching Research: Prepare for Success, Pitfalls and Lesson Planning and Curriculum Design

Objectives:

- To have students employ various skills to enable students to be able to work within a co-teaching setting
- To have students construct methods to effectively handle challenging situations
- To have students identify different types of co-teaching strategies and employ them in the classroom
- To have students develop curriculum to enhance co-teaching.

Impact on classroom instruction:

- Classroom instruction and the learning environment will become enhanced as a result of the teacher's better understanding of how information can be more effectively processed by students, utilizing the co-teaching method.

Learner outcomes:

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor
- Students will have a more thorough understanding of how co-teaching can be applied to different subjects and grade levels.

Assessment of understanding and learning/ weekly assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Evaluate "keys" for co-teaching and create a personal framework for a successful co-teaching partnership.
- Formulate a plan for and share experiences and ideas for working with a reluctant co-teacher to develop better practices and processes to ensure student success.
- Craft a lesson utilizing criteria developed by the University of Kansas to enhance co-teaching.
- Utilize a framework for developing curriculum to allow for planning that ensures all students an equitable learning environment.
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