



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Integrated Co-Teaching in the Inclusion Classroom

Course Description: The inclusive classroom is one that welcomes all and provides focused differentiated instruction through equitable practices to not only meet the needs of diverse learners, including the traditionally marginalized and special education population, but also challenge those in the mainstream and to help remove these student's barriers to learning. This course will not only discuss the various models for inclusion, but provides all teachers with concrete strategies to incorporate into their daily instruction to help and empower all students in both the academic and social setting. Special emphasis will be placed on exploring and implementing techniques used by successful inclusion classrooms that can be easily translated into any class. Further, participants will discuss how to appropriately integrate critical consciousness with their students and how to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Educators will:</p> <ul style="list-style-type: none"> ● Craft personal definitions of co-teaching and develop and share plans to utilize these definitions with parents and students, reflecting deeply and analyzing how this model of teaching can benefit all students. ● Discuss the advantages and disadvantages of co-taught, inclusive classrooms and how equitable practices can be maintained in the classroom ● Identify expected roles and responsibilities of co-teachers and how parity for all professionals can be maintained, regardless of status or position ● Share action plans to work towards ideal co-taught classrooms telling how this will encourage at risk, disadvantaged and racially diverse students to actively participate and engage in the learning process. ● Create lessons that include components designed for traditionally marginalized, at risk, disadvantaged, racially diverse, as well as special education students in both blended and remote learning environments
<p>Topics</p>	<ul style="list-style-type: none"> ● Characteristics, Advantages and Disadvantages, and Models of Inclusive, Co-Teaching ● How Equitable Practices and Culture Builds Success ● Naming and Understanding how Culturally Responsive Practices support and promote success in our special education population
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> ● Educators will be able to appropriately explain to parents and students the structures, goals and benefits of co-taught classroom for all students, including at risk, disadvantaged, racially diverse students. Students and parents will be prepared for a co-taught classroom in order to facilitate the creation of a positive climate and a community of learners who strive to empower and support one another. ● Educators will be able to promote the positive benefits of a co-taught inclusive classroom and minimize the potential downsides to ensure an effective, productive learning environment in which all children are encouraged and empowered to succeed. ● ● Educators will create a vision statement for an ideal co-taught classroom and based on resources and discussion identify suggestions for enhanced physical environments, classroom culture and circumstances for student learning and growth. ● Educators will be able to create lessons that include components designed for both blended and remote learning

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> ● Summarize each co-teaching approach
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	<ul style="list-style-type: none"> ● Evaluate the potential of each approach to improve student learning outcomes and ensure that there is equity for all students, including the traditionally marginalized, at risk, disadvantaged, racially diverse, as well as students with disabilities. ● Examine the effects on teacher parity, regardless of status or position, and on critical consciousness and cultural responsiveness. ● Devise a plan to utilize team teaching to improve lesson delivery and ensure equity to all students; explain how the habits of the mind can be used to foster the level of respect and rapport needed for successful team teaching and teacher parity. ● Create a guide to increase and improve the use of the small group instructional models ● Revise a unit plan to include the small group (higher efficacy) models of co-teaching ● Evaluate the effectiveness of components designed for blended and remote learning
Topics	<ul style="list-style-type: none"> ● Understand and identify how the most commonly accepted models/approaches used in co-teaching classrooms provide for teachers to meet the needs of diverse learners. ● Examine how our minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them. The course must build participants understanding of inequities faced by (focus of your course... autistic, ELL, homeless, etc.) students and the roots of these inequities in institutional and personal beliefs and practices. There must be opportunities to explore ways that "traditional" schooling practices fail to meet the needs or reflect the brilliance of these students and how co-teaching, most notably in ICT may provide unique and meaningful opportunities for learning, With examining bias, you will deeply scrutinize you own beliefs about students, including deficits and work to enact positive change.
Application to Instruction & Student Learning	<ul style="list-style-type: none"> ● Educators will be able to select appropriate and equitable co-teaching approaches to best support all students in meeting learning goals leading to ● Teachers will have a greater knowledge of how to effectively incorporate the small group teaching approaches; small group instruction benefits include increased instructional time, increased peer interaction and improved generalization of skills. ● Knowledge of the Habits of Mind will allow educators to model and encourage strategic use of these tools for handling life's challenges as well as promote critical consciousness <p>Educators will be able to evaluate the effectiveness of components designed for blended and remote learning</p>

Session III

Objectives	<ul style="list-style-type: none"> ● Explain the differences between accommodations and modifications and share examples of modifications, accommodations and differentiation ● Devise or share plans to incorporate learning strategy instruction that utilizes student's culture and experiences ● Determine critical student behaviors and craft a list of suggestions to promote successful inclusion of the traditionally marginalized, at risk, disadvantaged, racially diverse, as well as students with disabilities ● Explore strategies, technologies, accommodations and modifications and apply them to craft a plan for the successful inclusion of a hypothetical student with a disability ● Determine students learning needs and create components for blended and remote learning that consider students' culture and experiences and best meet these needs and ensure equity
Topics	<p>CR Teaching in Special Education Diverse Families and the IEP Process Accommodations vs modifications IEP Accommodations during Remote Learning</p>
Application to Instruction & Student Learning	<ul style="list-style-type: none"> ● Through review of resources and collegial discussion, educators will enhance their knowledge of and gain a greater awareness of both low- and high-tech accommodations and modifications, differentiation strategies, interventions and programs that will ensure that all students, including the traditionally marginalized, at risk, disadvantaged, and racially diverse, as well as those with disabilities are not inhibited by barriers to learning or lack of proper instruction. ● Educators will explore and discuss the integration of the teaching of learning strategies to promote greater achievement in all students, ensuring that instruction is equitable for all.

	<ul style="list-style-type: none"> ● Educators will proactively identify the behaviors students will need to develop, as well as the thinking routines necessary to support participants in engaging in and sustaining deep critical self-reflection. ● Educators will expand their knowledge of effective techniques and programs to support behavioral and academic growth for students that utilizes their unique cultural and social experiences and ensures that barriers to learning do not prohibit student achievement. ● Educators will determine students’ unique learning needs, considering their complex cultural and social identity and experiences and create components that includes blended and remote learning that best meet these needs
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Session IV

<p>Objectives</p>	<ul style="list-style-type: none"> ● Develop a plan to assess the efficacy of a co-taught classroom utilizing a language of critique. ● Critically reflect on the underlying personal and institutional beliefs and assumptions that inform if what you believe is an advantage and disadvantage in the cotaught classroom. Examine Marginalization and how the history of marginalizing students and the subsequent negative impact ● Identify and examine own personal and institutional beliefs contributing to equity ● Identify components of effective co-taught lesson plans and utilize these to plan a lesson that includes frequent feedback and questioning as a vehicle to keep students involved and engaged. ● Develop curriculum to enhance co-teaching by identifying key ideas and difficult concepts ● Devise a plan to effectively handle a challenging co-teaching partnership <p>Develop a plan to ensure that both teaching and grading are equitable for blended and remote learners</p>
<p>Topics</p>	<p>Final Co-Teaching Grading Systems</p>
<p>Application to Instruction & Student Learning</p>	<p>Educators will</p> <ul style="list-style-type: none"> ● have a clear plan to assess co-teaching’s effect on student learning; continual assessment provides Educators with information needed to improve the effectiveness of co-teaching on student learning ● formulate a plan for and share experiences and ideas for effectively communicating with a reluctant co-teacher to develop better practices and processes to ensure student success. ● critically reflect on their own complex identity and consider what they know about their co-teacher and how their unique cultural and social experiences influence their grading practices? ● craft a lesson using a template that promotes the use of varied co-teaching approaches, clear roles for both Educators and a specific focus on accommodation, modifications and differentiation strategies needed to meet the needs of diverse learners. ● utilize an equitable practice for grading that promote and plan for the consideration of grading in the co-teaching arrangement. ● develop a plan to ensure that teaching and grading are equitable for all students, including both blended and remote learners.