Teaching Channel
With Learners Edge

Your Education Ally.

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

![Teaching Channel with Learners Edge logo]

Today is a Great Day
to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
July 16-March 15	December 16-July 15	March 16-October 22
Coursework Due*	Coursework Due*	Coursework Due*
April 15	August 15	November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals & explore motivations

Awareness
Analyze prior knowledge & experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Co-Teaching: Partners in Practice
Course Number	OL 5843
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Co-teaching has increasingly become more popular as education moves to more collaborative models of instruction. This course will help you to reflect on what you can bring to a co-teaching framework, and to reflect on aspects of co-teaching that are essential for you (and your partner!) to succeed in that environment. You'll learn the different co-teaching models, how to co-teach with a specialist, and how to apply specific strategies to foster learning in a collaborative environment. Appropriate for grade levels K-12.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to co-teaching to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design and implement an activity for use in the co-teaching classroom.
3. Collaborate with a colleague on a Communication Creed.
4. Develop an action plan to challenge the status quo related to traditional co-teaching and/or instructional models.
5. Discuss, in writing, how to divide co-teaching roles and responsibilities and methods for conflict resolution.
6. Analyze video of co-teaching in action observing for best practices.

Required Text/Reading:

Text(s): Benighof, A. (2020). *Co-teaching that works: Structures and strategies for maximizing student learning,* 2nd Edition, Jossey-Bass.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Beninghof, A. M. (2020). *Co-teaching that works: structures and strategies for maximizing student learning*. S.l.: Jossey-Bass, Inc., U S.

Burrell, S. L., Donovan, S. K., & Williams, T. P. (2020). *Breaking down silos for equity, diversity, and inclusion (Edi): teaching and collaboration across disciplines*. Lanham: Rowman & Littlefield.

Fitzell, S. G. (2018). *Best practices in co-teaching and collaboration: The how of co-teaching - implementing the models*. Manchester, NH: Cogent Catalyst Publications.

Gemmill, G. (2020). *Team being: Unlocking the forces of creative collaboration*. S.l.: Rowman & Littlefield.

Honigsfeld, A., Dove, M. G., & Honigsfeld, A. (2019). *Collaborating for English learners: a foundational guide to integrated practices*. Thousand Oaks, CA: Corwin.

Mofield, E. (2020). *Collaboration, coteaching, and coaching in gifted education: Sharing strategies to support gifted... learners*. S.l.: Prufrock Press.

Peery, A. B. (2020). *The co-teachers playbook: What it takes to make co-teaching work for everyone*. Thousand Oaks, CA: Corwin, ICLE.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about co-teaching.
2. Summarize your previous knowledge or experience with co-teaching.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

A. How does the working definition of "co-teaching" coincide with the explanations you have heard in the past, especially considering remote and hybrid instruction?
B. Describe what your school currently does with regards to co-teaching, team teaching, and/or for pull-out services (as described in the text).
C. In your own words, define Specially Designed Instruction (SDI), and explain how it differs from accommodation.
D. Share 3 new-to-you SDI ideas from Chapter 4, and explain why you would like to apply each idea in your classroom.

All coursework is to be completed in the Teaching Channel online environment.

E. From the Part 2: Serving Up Effective Instruction, explain which two models are the best fit for you and your school, and why.
F. What is "assumicide"? How does it affect the co-teaching relationship?
G. Please respond to one of the following, in at least 2 paragraphs:

  ▪ If you are currently co-teaching with a specialist or you are a specialist, how does your experience align with what you read in your selected chapters? How does your experience differ from your reading?
  ▪ If you are not currently co-teaching with a specialist, what excites you about what you read in your selected chapters? What challenges did you learn about in your reading that concern you?

For the two chapters you selected (please see note in blue above under "Readings and Resources," please respond to the following:

H. Why did you choose these particular chapters? How do you benefit from knowing information from these chapter?
I. Explain how you would address each of the items highlighted in the "Challenges" section in each of those two chapters.
J. Determine your three take-aways from each of the two chapters. What did you learn, or have affirmed in your reading?

Module 2
1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo
So much of the status quo in co-teaching has to do with the quality of leadership and planning before the teaching begins. Use Chapter 2 to help you challenge the status quo by becoming more intentional with foundations for successful co-teaching.

Please complete one of the following options.

Option 1: Intrinsic Motivation
Before meeting with your co-teacher, it's important that you have considered your own expectations for each of the following topics from Chapter 2:

• Classroom Composition, Planning Time, and Evaluation

In one paragraph per topic (and using the information from the text), be prepared to discuss the three topics with your co-teacher by identifying your ideas and solutions, and expectations for consistency and clarification for your future co-teacher.

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Option 2: Extrinsic Motivation
Write a letter to your school leadership team (or the appropriate group) to propose two (or more) "must haves" to prepare for your own co-teaching. The goal of specific requests is to solidify both expectations from both you and your co-teacher, and school leadership. Be ready to educate them if necessary on needs for this framework!

Use two of the following considerations to draft your proposal with leadership draft your letter:

- In order to teach well, what kinds of tools are you and your co-teacher depending on?
- In what ways does the classroom environment need to change to be suitable for the success of you and your students?
- How are you expected to meet leadership expectations?
- To focus on professional learning that supports co-teaching, what opportunities are available and/or expected to be completed ahead of time?

Include a statement describing the necessity for discussing and clarifying certain items well ahead of co-teaching. Each of the two considerations should also include rationale for what you are requesting, a proposed timeline for gathering and learning any new information, and examples of how each consideration will benefit your classroom in the long run. Your letter including all of the above should be one page or more in length.

3. Application: Collaborate
This video points to the importance of relationship building in a co-teaching relationship. Mike and Rose seem to have a truly active and engaged partnership built on a mutual passion for what they do. Watch this video first, and then complete the activity that follows.

Oftentimes, co-teaching lacks the planning necessary to build a foundation for the trust and communication that must take place with all co-teaching teams. Chapter 3, "Communication" is packed with ideas and considerations centering around the relationship building; critical to the success of Mike and Rose, and necessary for anyone who is a co-teacher.

Review Chapter 3, and develop a 1 page or longer Communication Creed (our term) with your *co-teacher using a narrative format or the format that works best for you.

*Note: If you are not currently co-teaching, develop a Communication Creed with someone with whom you often collaborate.

Use the information throughout the chapter to provide ideas and structure to your relationship building and division of responsibilities. Be sure to address the following in your Communication Creed:

- Areas of communication that are your "must-have's" in considering co-teaching/collaboration
- Areas of communication that would be important to you and your style to discuss with your possible co-teacher/fellow collaborator
- Your approach when it comes to problem solving, compromise, and conflict resolution.
- The best suggestion you could give to a co-teaching partner/fellow collaborator with regards to working with you.

4. Application: Roles and Responsibilities

At some point, co-teachers need to take the time to not only divide roles and responsibilities, but to agree on philosophies for grading and self-reflection, in order to make the classroom run smoothly! Read this article from the Cult of Pedagogy called "Co-teaching: How to Make It Work," and all three of the following sections in the text (including all exhibits in the chapter), then complete the activity below:

- "Roles and Responsibilities"
- "Grading"
- "Reflection"

A. Choose one or more items from each section at which you feel you excel (no explanation necessary).
B. Identify items from each section to identify areas upon you need to improve. Give a brief explanation of why you named these as challenges for yourself.
C. Explain, in 2 paragraphs or more, 2 areas of concern (within all three sections) about sharing or handling certain tasks, roles, or grading issues, and ideas for solutions for each area of concern.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

All coursework is to be completed in the Teaching Channel online environment.

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Observe
Please watch the videos below (see online course), which highlight one or more co-teaching models in implementation. Keep in mind that the models may be identified by different labels than the models in the text, and that we are only seeing the "instructional" part of co-teaching, and not the planning, assessment, data collection, etc. As you are watching, pay close attention to the structure within the classrooms and how the co-teachers function.

After watching the videos:

A. What models did you see demonstrated? Describe 2, and provide examples of how (and in which video) you identified those models.
B. Give one example of something you saw in the video(s) that you would like to try in a co-teaching classroom, and explain why you would like to try that one thing.
C. Please respond to one of the following:

   i. Find at least one instance that goes against what you have learned about best practices in co-teaching.

   ii. What one piece of advice would you give to any of the teachers in the video(s) to boost their co-teaching practices, based on what you have learned in this course?

3. Application: Innovate
Choose two Instructional Strategies included in the course text's Appendix (pp. 245-289) that you would envision working with the co-teaching designs highlighted in your selected chapters. Create an innovative activity for each of the strategies that you can use in your classroom, and submit the activities with the Module's assignments. For each strategy, please also provide the following:

a. The course content to which the strategy will be applied

b. Objectives for the activity

c. Why the selected strategy works well for the content

d. The specialties of the teachers in the room

e. The co-teaching model that you envision would work best with this strategy, and why

f. Step by step procedures for implementing the strategy

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4. Application: Implement

Implement one of activities that you created in the above Application, "Innovate," using the Instructional Strategies from the Appendix. Reflect on the success of the activity with your students. In two paragraphs or more total, please respond to the prompts below.

a. Aspects of the activity that particularly pleased you.

b. What parts of the activity need improvement? What changes would you make before doing this activity again?

c. The reactions of students: Did they enjoy the activity? Did they meet your goals? What sorts of comments did they make about the activity?

If you do not have access to students, please respond to the following prompts, in two paragraphs or more, total:

a. Anticipate how these activities will flow and improve the classroom experience with you and your co-teacher.

b. In what ways do you believe these activities will have a positive impact on student learning?

c. Describe how the planning and implementation of these activities is an improvement from how the content used to be taught.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.