



## 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:
- Defining co-teaching and distinguishing it from terms such as collaboration, team teaching, and inclusion.
- Relating co-teaching to current trends toward collaboration in public schools, both in general education and in special education.
- 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 I*

**Topic(s):** Introduction to Inclusion and Its Components, Overview in Approaches and Techniques

**Objective(s):**

- To have students become familiar with the instructor's background and interests of their classmates
- To review students knowledge of co-teaching models.
- To have students identify the different types of co-teaching models
- To have students become aware of the important terms associated with co-teaching that they will encounter in the class
- To have students become aware of the relationship between co-teaching and education

**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

**Learner outcomes:**

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor
- Students will understand and comprehend the different types of co-teaching models and its significance and importance in developing lesson plans and provide learning experiences for students

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

- Post reflective reactions to articles on different types of co-teaching models and impact on your understanding and/or experience with such models
- Indicate on the discussion board various ways in which classroom learning can be impacted by utilizing co-teaching practices.
- Share technique(s) you have used in dealing with co-teaching practices and expand upon use
- Review overview of co-teaching and provide ways you have been exposed to the practice of co-teaching



*Week ii*

**Topic(s):** An Introduction to Co- Teaching

**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:**

- Class room 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):**

- Critically read and reflect upon information highlighted for this week's
- Discuss strategies you would employ with regards to implementing some co-teaching models
- Read "types of co-teaching" and see if you can choose one type and try and implement it into your classroom; what are your thoughts on this type of model
- Analyze "circle of influence on co-teaching relationship" and articulate what you found most enlightening and also most difficult to implement
- Critically review video on "co-teaching strategies" and provide effective feedback regarding whether such strategies can be effective in your classroom and how
- Analyze video "teacher strategies in the inclusion classroom"



*Week iii*

**Topic(s):** types of adaptations and modifications

**Objectives:**

- To have students become familiar with adaptations and modifications within the co-teaching setting
- To have students identify important aspects of the co-teaching model, as they have relevance in the classroom setting
- To have students design a “model” co-teaching practice
- To have students construct/identify a model that they would like to employ in their classroom.

**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 adaptations and modifications necessary
- The students will be able to construct lesson plans that target the adaptations and modifications and plan for any problems that might arise.

**Learner outcomes:**

- Students will be able to share experiences with one another in their successes and difficulties in working with the co-teaching model
- Students will be able to comprehend the different types of issues found within a co-teaching model and its significance in developing lesson plans

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

- Critically read article “an introduction to universal design for learning” and discuss what you liked/disliked about this article and how you might incorporate some aspects into your classroom
- Analyze “an introduction to cognitive strategies” and reflect upon what you liked/disliked about the strategies and what is relevant to you and your classroom. Expand on how.
- Share techniques you have used and expand on how you implemented them and the results



*Week iv*

**Topic(s):** Topics for Co-Teachers To Discuss

**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 allow students the necessary techniques for co-teaching techniques
- To have students identify different types of co-teaching strategies and employ them in the classroom
- To have students assess the many positive effects co-teaching methods/models can have on learning and students' knowledge

**Impact on classroom instruction:**

- Class room 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 all subjects within the curriculum

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

- Critically read information highlighted for this week and comment upon impact
- Post strategies you would employ with some of your classes elaborating on why and how
- Discuss your thoughts of how you could integrate the methods into your classroom. And answer if you have you used any of these models before. Consider the success and failure and attributes why.
- Analyze the 4 "knows" of collaborative teaching . Discuss how these "4 knows are integral to instruction and which portion, if not all you will incorporate into instruction and how.
- Read collaborative teaching rubric sample post your thoughts and comment if you could generate a similar rubric, or utilize the one you read and how you would utilize it in your classroom.