Co-Teaching: How to Maximize Your Teaching Resources
(Focus on Special Education Teachers, Paraeducators and ELL Specialists)

Brandman University: EDDU 9614 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:
1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:
1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Co-Teaching - Syllabus
EDDU 9614
3 credits

Course Description: For educators who are lucky enough to have a co-teacher in the classroom, this course offers strategies to help co-teaching be done more effectively. This course provides key elements for effective co-teaching as well as multiple models of co-teaching for educators to choose from. Finally, there is a focus within the course on strategies for co-teaching with special education teachers, paraeducators, and English Language Learners (ELL) specialists. However, the strategies can be applied to almost any co-teaching situation. With the wide range of techniques offered, educators are sure to be able to work together to co-teach all students to improve learning.

Learning Objectives:
- Students will learn the key elements to co-teaching as well as multiple models for co-teaching.
- Students will be able to establish a classroom climate, continuous communication, goals, and clear roles and responsibilities with their co-teacher.
- Students will be able to apply multiple co-teaching models to most effectively co-teach with their respective partner and most effectively utilize the skills of the specialist in order to meet the needs of all students within the general education classroom.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:
- Readings:
  - List of chapters below all from the book *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning* by Anne M. Beninghof:
    - (Required) "Looking Through the Co-Teaching Kaleidoscope"
    - (Required) "Chapter 4: The Duet Model"
    - (Required) "Chapter 6: Speak and Add Model"
    - (Required) "Chapter 9: Learning Style Model"
    - (Required) "Chapter 10: Parallel Teaching Model"
    - (Required) One of the following:
      - "Chapter 14: Co-Teaching with a Special Education Teacher"
      - "Chapter 17: Co-Teaching with a Paraeducator"
      - "Chapter 20: Co-Teaching with an ELL Specialist"
    - (Additional) "Chapter 2: Relationship Building: Common Challenges and Effective Solutions"

- Videos:
  - 'Co-Teaching is a Marriage'
  - Co-Teaching Examples
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan & Implementation Plan Template
  - OPTION 2: Hour Log Template & Hour Log Example

  *NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:
1. Read the following notes summarized from chapter 2 listed above in "Course Materials" as additional reading.

    <u>General Important Notes to Keep in Mind When Co-Teaching:</u>
    - **Climate**: Establish TOGETHER and come to a consensus about what climate you want to have in your classroom with your students (Beninghof 18-19).
    - **Communication**: Communicate continuously throughout the year and make sure to be honest and authentic (Beninghof 21-27).
    - **Roles & Responsibilities**: Establish TOGETHER and come to a consensus about each person's roles and responsibilities (Beninghof 29-30).

    Then watch the following video: 'Co-Teaching is a Marriage'

2. Schedule a meeting with your co-teacher and discuss, collaborate and agree upon the following:
    - Culture and climate of the classroom
    - Goals for the class and each other
    - Open and honest communication
    - Roles and responsibilities for each of you

    *NOTE: If you would like more information about setting expectations for climate, communication, and roles & responsibilities with your co-teacher, read chapter 2 listed above in "Course Materials" as additional reading.

    In at least 2 pages explain and reflect upon the following:
    a. Describe your current co-teaching situation or how it has gone in the past. Do you enjoy co-teaching? Why or why not? Explain your and your partner's current role and your relationship together. What has gone well for you and your partner in the past and what would you like to improve in your relationship? If you are just starting out, what are you excited and nervous about?
    b. Reflect on how the meeting went with your co-teacher. What did you agree on in terms of each of the elements above? How do you feel now about moving forward with co-teaching after the meeting?

3. Read the packet that includes the following sections from the book *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning* by Anne M. Beninghof.
    - Short intro and synopsis of all the co-teaching models: "Looking Through the Co-Teaching Kaleidoscope."
    - "Chapter 4: The Duet Model"
    - "Chapter 6: Speak and Add Model"
    - "Chapter 9: Learning Style Model"

- "Chapter 10: Parallel Teaching Model."
- *Choose one of the following chapters* to read based on which one applies best to your co-teaching situation: "Chapter 14: Co-Teaching with a Special Education Teacher", "Chapter 17: Co-Teaching with a Paraeducator", or "Chapter 20: Co-Teaching with an ELL Specialist". Feel free to read all 3 if you want to but it is not required.

*NOTE: You may want to refer to "Table P2.1: A Synopsis of Co-Teaching Models" in the section "Looking Through the Co-Teaching Kaleidoscope" for models not explained in the readings above.

Then watch the following video: Co-Teaching Examples

4. In at least 1 page, answer the following about the reading.
    a. What is your initial reaction to the Duet Model?
    b. Do you like the idea of the end goal being that both teachers are perceived as equals in the classroom? Why or why not?
    c. Which model(s) do you foresee working the best with your students and between you and your partner? Explain.

5. Content Implementation: ***You only have to complete one of the following options.***
   OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in "Course Materials."

   Make sure to include the following in your 4 week plan. Incorporate at least 2 of the co-teaching models from the readings. To help you do so, think about the following:
    - If you don't have a common plan time with your partner, figure out a time when you are going to meet to plan and reflect.
    - Refer back to and incorporate the agreed upon elements you wrote about in question #2.
    - Be proactive about the "cons" of each model and discuss with your partner how to address them. Do the same with the "challenges" mentioned in your respective "specialist" chapter you read (Special Education, Para, or ELL).
    - Use the suggestions mentioned in the "specialist" chapter you read.
    - Use "Table P2.1: A Synopsis of Co-Teaching Models."

   OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Over the next few weeks, incorporate at least 2 of

the co-teaching models from the readings. To do so, think about the following to help you:

- If you don't have a common plan time with your partner, figure out a time when you are going to meet to plan and reflect.
- Refer back to and incorporate the agreed upon elements you wrote about in question #2.
- Be proactive about the "cons" of each model and discuss with your partner how to address them. Do the same with the "challenges" mentioned in your respective "specialist" chapter you read (Special Education, Para, or ELL).
- Use the suggestions mentioned in the "specialist" chapter you read.
- Use "Table P2.1: A Synopsis of Co-Teaching Models."

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the "Course Materials.")
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***
   OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
   a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.

i. What models do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing in your role? What will your partner be doing in their role? What will students be doing?
ii. What impact do you hope to see from using these strategies on your teaching, your co-teaching, and on student learning?
iii. How is this way of co-teaching different from how you co-taught in the past?
iv. What do you plan to do to support the effectiveness of the models?
v. What modifications do you plan to make on any of the models and why? (If you are not planning on making any modifications, feel free to skip this question.)
vi. What challenges do you foresee arising from using any of these models?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.
a. After consistently implementing a minimum of 2 of the co-teaching models as well as other co-teaching strategies from the readings in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
b. Write a minimum two-page paper explaining the impact of using the co-teaching models and strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
   i. What models did you implement, and how did you incorporate each one? What did it look like and/or sound like? What were you doing in your role? What was your partner doing in their role? What were the students doing?
   ii. Were the models successful? Did you notice a difference in your teaching and in student learning? Did you notice a difference in your co-teaching and student learning within your co-taught classes before and after implementing the models?
   iii. What did you do to support the effectiveness of the models used? Did you modify any of the models to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
   iv. What was challenging or didn't work as well as you would have hoped?
   v. How would you modify any part of what you implemented to make it more effective in the future?

Co-Teaching - Assignment Plan, Evaluation & Grading

Current Practices & Meeting Reflection (Written Response Rubric)   X/15pts

Reading Reflection (Written Response Rubric)   X/15pts

*Hour Log Assignment OR Implementation Plan   ----------

Final Reflection on Co-Teaching (Final Reflection Rubric)   X/40 pts

                                             Final Grade   X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale
63-70 - A
56-62 – B
49-55 – C
42-48 – D
41 & Below – F

Written Response Rubric (Used for Current Practices & Meeting Reflection &
Reading Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of effective co-teaching. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Co-teaching strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect co-teaching strategies.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect co-teaching strategies.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has implemented 2 or more co-teaching models from the course as well as other strategies from the course geared towards co-teaching within multiple lessons. Student has explained in detail how each model and strategy was incorporated. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has implemented 2 co-teaching models from the course as well as other strategies from the course geared towards co-teaching. Student has partially explained how each model and strategy was incorporated, but the explanation is partially incomplete. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	Student has implemented 1 co-teaching model completely or has partially implemented 2 co-teaching models from the course. 1 other strategy from the course geared towards co-teaching has also been implemented. Student has explained how each strategy was incorporated. If anything was modified, an explanation of how and why strategies were modified is included, but it is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (24-27)	Student has implemented 1 co-teaching model from the course as well as 1 other strategy from the course geared towards co-teaching. Student has somewhat explained how the model and strategy were incorporated. However, the explanation is incomplete, and it is unclear how the strategies were implemented. If anything was modified, an explanation of how and why things were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has partially implemented 1 co-teaching model from the course. There is some explanation about how the model was incorporated but very little. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Co-Teaching - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5

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Total Hours 45

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*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
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Bibliography

Beninghof, Anne M. *Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning*. Jossey-Bass, 2012.

Brewer, Allison, director. *Co-Teaching Examples. YouTube*, YouTube, 8 Aug. 2013, www.youtube.com/watch?v=6llQCG8QhBE.

Education Week, director. *Co-Teaching Is a Marriage. YouTube*, YouTube, 14 Oct. 2011, www.youtube.com/watch?v=_pnxst7dkLk.

Credits for Teachers Policies

Thank You!