EDUC–549-011   Co-Teaching as a Collaborative Structure: Support for Increased Achievement for All Students

Instructor:	**Mary O'Brien**	Office:	CESA 5
Phone:	(608) 617-4672 or (608) 745-5434		626 E Slifer St. Portage, WI 53901
Email:	obrienm@cesa5.org		

SEMESTER CREDITS: 1 graduate credit

COURSE DATES: Monday   September 14, 2015   9:00 AM – 3:30 PM

Monday   October 19, 2015   9:00 AM – 3:30 PM

LOCATION: Wilderness Resort and Conference Center – Wisconsin Dells, WI 511 E Adams St.

DESCRIPTION:

This workshop will address the concept that "two heads are better than one" in today's classrooms! It is designed to energize a district's professional staff as they strive to implement the instructional strategy of co-teaching. This event will be delivered in 2 parts, one on September 13, 2015 and the second session in October 19, 2015. Increased achievement for all students is dependent upon solid universal classroom learning structures. Co-teaching is one collaborative structure that supports the successful incorporation of diverse student populations into our classrooms. Co-teaching promotes shared responsibilities in the areas of differentiation, universal design for learning (UDL), and accommodations appropriate to grade level learning targets.

2015 Presenter:
Barb Hilliker: Barb Hilliker has over 30 years of experience in the field of education. She began her career as a speech/language pathologist where she worked with all areas of disabilities and teamed with a variety of professionals as part of multi-disciplinary teams. Throughout her professional career Barb has been dedicated to making the necessary connections between general education, special education, and other special service providers that support equal opportunities and experiences for all students. Barb has held a variety of leadership positions at the district level including that of Director of Special Education and a Principal of a charter school. In addition she has developed and presented workshops at the district, state, and national levels in such areas as inclusive practices, co-teaching, differentiation, Positive Behavioral Supports (PBIS), Response to Intervention (RtI), and a variety of legal aspects of special education. As a Director of Special Education she addressed disproportionality and over-identification of disaggregated groups in special education as well as in suspensions and expulsions. She has served as a guest lecturer at the university level and has co-taught classes in the area of collaboration. She has extended her work with pre-service students into their practicum and student teaching experiences through coaching and has served on multiple PDP teams in administrative and university adjunct capacities.

±

Students will attend a two-day conference in which they will be engaged by both regional and international experts in the field of speech/language, assistive technology, and motivation using a variety of different types of technology. A variety of issues found in the school-based scope of practice with be covered.

COURSE ASSIGNMENTS AND REQUIREMENTS:

1. Attend both conference days on September 14, 2015 and October 19, 2015.

2. Complete an electronic conference evaluation after the conference.

3. Write an application summary paragraph for each day of the conference/training.

4. Read **FOUR (4)** articles and summarize how the information applies to daily work assignments.

    (Articles are provided to participants on the conference webpage).

5. **Items # 3 and #4 must be received by Mary O'Brien no later than 4:00 PM on Monday November**

    23, 2015 in order for the student to receive credit. Please send summaries to my email address,

    obrienm@cesa5.org No handwritten papers will be accepted.

METHODOLOGY:

Lecture, small group discussion, large group discussion, question and answer sessions, videos, LCE presentations, overheads, sharing sessions, and other related teaching and presentation aids will all be used during the conference sessions.

WISCONSIN TEACHER STANDARDS ADDRESSED:

PI-34.02 Teacher Standards:

> 2. The teacher understands how children with broad ranges of ability learn and provides instruction that
>
> supports their intellectual, social, and personal development.
>
> 3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede
>
> learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities
>
> and exceptionalities.
>
> 4. The teacher understands and uses a variety of instructional strategies, including the use of technology,
>
> to encourage children's development of critical thinking, problem solving, and performance skills.
>
> 6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional
>
> media and technology to foster active inquiry, collaboration, and supportive interaction in the
>
> classroom.
>
> 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure

the continuous intellectual, social, and physical development of the pupil.

PI-34.03 Administrator Standards:

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional

program conducive to pupil learning and staff professional growth.

5. The administrator models collaboration with families and community members, responding to diverse

community interests and needs, and mobilizing community resources.

7. The administrator understands, responds to, and interacts with the larger political, social economic,

legal, and cultural context that affects schooling.

PI-34.04 Pupil Services Standards:

2. The pupil services professional understands the complexities of learning and knowledge of

comprehensive, coordinated practice strategies that support pupil learning, health, safety, and

development.

3. The pupil services professional has the ability to use research, research methods, and knowledge

about issues and trends to improve practice in schools and classrooms.

5. The pupil services professional understands the organization, development, management and content

of collaborative and mutually supportive pupil services programs within educational settings.

6. The pupil services professional is able to address comprehensively the wide range of social, emotional,

behavioral, and physical issues and circumstances which may limit pupils' ability to achieve positive

learning outcomes through development, implementation, and evaluation of system-wide

interventions and strategies.

Viterbo Mission Statement

The mission of Adult Learning at Viterbo University is to be the regional choice for non-traditional students, preparing them to grow as confident professionals in their careers and communities.

GPAE Goals

- To foster an appreciation of the lifelong learning in program participants.
- To teach using active methods of learning through discussion, student involvement, and relevance to the learners' lives.
- To prepare learners for careers or for occupational advancement or change through acquisition of current knowledge and skills.
- To offer courses at times, locations, and in formats convenient to working adults' schedules.
- To provide learning opportunities for adults across Wisconsin and beyond through the use of technology.

Accreditation

Viterbo University is committed to meeting the highest academic standards measured by the North Central Association of Colleges and Schools Commission on Institutes of Higher Education (HLC). The university offers excellent opportunities for students transferring from similar colleges and universities which have net the stringent guidelines of their regional accrediting commissions. We have a liberal transfer policy for students transferring from any of the six accredited institutions. Most often, these are nationally accredited, proprietary/for profit institutions. We urge all students to verify that the institution where they take courses is regionally accredited to ensure that their coursework can be considered for transfer to any regionally accredited university or college at the graduate or undergraduate level.

Viterbo University is accredited/approved by:

- National Council for Accreditation of Teacher Education
- Wisconsin Department of Instruction
- Higher Learning Commission of the North Central Association

OUTLINE OF CONTENT:

1. Course description and outlined expectations (see conference brochure)

2. Current professional journal articles, Wisconsin State – wide Project materials, and on-line resources.

3. Written project describing the application of knowledge and skills acquired through the conference to

   address an identified professional learning and/or district need.

COURSE OUTCOMES:

1. Participants will learn and understand the concept of presuming competence.

2. Participants will learn the importance of collaborative teaming to support successful co-teaching.

3. Participants will learn a variety of techniques to support the co-teaching model within their

   classrooms.

4. Participants will learn and understand the power of the mind and body, as well as how to use them as

   motivating factors in both personal and professional circumstances.

5. Participants will learn how co-teaching promotes a shared responsiblity in the areas of

   differentiation, universal design for learning (UDL), and accommodations appropriate to grade level

   learning targets.

GRADING/METHODS OF EVALUATION:

Grading Rationale

* Participants in this course are expected to attend the full 2 –day institute. (NOTE: No papers will be

accepted at the conference).

* After careful reading and reflection of the articles and completion of the written assignment, papers

may be sent via email, US Postal Service, or faxed to CESA 5. **(But must not be hand written)**

* All activities are to be completed to the satisfaction of the instructor.

* All project expectations and evaluation criteria, including the due date, will be discussed at the

institute.

Grading Scale

A	35-40 points
A/B	30-34 points
B	25-29 points
B/C	20-24 points
C	15-19 points
C/D	10-14 points
D	5-9 points
F	0-4 points

OR failure to turn paper in by due date: **November 23, 2015**

Grading Rubric

Written summary paragraph for each session and summaries from four (4) articles.

Each session paragraph 10 pts each = Total 20 pts.

Reading summary paper 5 points each = Total 20 pts.

40 Total points

Grading Criteria Total of All Available points 40	Poor 1	Below Average 2	Average 3	Good 4	Excellent 5
Session – Summary #1____ Summary #2____ 10 pts./each Total 20 Points _____points	Paragraph unorganized, no complete sentences, OR no mention of professional connection not made.	Several of the points of the paragraphs are ambiguous OR professional practice connection not made.	Paragraphs have little organization; and a poor connection to professional practice statement.	Paragraphs follow a logical organization but may drift from the session's topic and/or benefit connection to practice statement is acceptable, but could be stronger.	Paragraphs are clear, logical, organized around a developed session's topic. Includes strong benefit to practice statement.
Summary of Reading #1____ Reading #2____ Reading #3____ Reading #4____ 5 pts/each Total 20 points _____points	The summary does not explain how the article content relates to the application in school or daily work. No paper submitted or submitted late.	The evidence provided does not support the topic of the article; little relation to the school setting, no connection to daily work or examples.	The application and summary attempts to support the topic of the article and its relevance to the school setting only one example given.	The summary explains how the article topic supports the applications to the school setting with at least two examples.	The summary demonstrates a strong relationship between the article topic and application of the topic to the school setting; several strong examples are included.
Total points/ GRADE					

BIBLIOGRAPHY and SUGGESTED READINGS:

Gately Susan E. and Frank J. Gately, Jr "Understanding Coteaching Componenets" (pages 40-47) <u>The Council for Exceptional Children</u> Volume 33 No 4 2001

Hanover Research "The Effectiveness of the Co-Teaching Model" (pages 2-20) March 2012

Sacks, Ariel "Eight Tips for Making the Most of Co-Teaching" October 15,2014 <u>Education Week Teacher</u>

Sharpe, Michael N and Maureen E. Hawes " Collaboration Between General and Special Education: Making it Work" <u>Issue Brief: Examining Current challenges in Secondary Education and Transition</u> July 2003 Volume 2 Issue 1