

**GEORGIA REGENTS UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**SPED 6950**  
**Co-Teaching and Collaboration**  
**3-0-3 Semester Hours**

**Professor:** Kathleen Hogan, Ph.D.

**Office:** University Hall Rm. 302

**Office Hours:** Tuesday & Thursday 12:00-3:00; Wednesday 10:00-2:00; Other times by appointment

**Email:** khogan3@aug.edu (preferred way of communication)

**Phone:** 706-729-2460

**Class Time:** Thursday 5:00 – 7:45 PM

**Room Number:** University Hall 355

**Course Description:**

**Textbooks - Required Readings:**

Potts, E. A., & Howard, L. A. (2011). *How to Co-Teach: A guide for general and special educators*. Baltimore: Brookes Publishing.

Other Readings as Assigned

**Textbooks – Optional**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

**LiveText**

All students who will declare education as a major, will be seeking certification, endorsement, and/or admission to degree programs in the College of Education are required to purchase *LiveText* software through the Jaguar bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**Course Objectives**

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for general and special educators to support students of diverse needs and abilities by demonstrating the following competencies:

The student will:

1. Establish and maintain rapport with individuals with and without exceptional learning needs. (CEC:CC5S7;INTASC 3.01)  
Teach self-advocacy. (CEC:CC5S8;INTASC 1.07,5.02,5.08)
2. Create an environment that encourages self-advocacy and increased independence.(CEC:CC5S9;INTASC 2.08,4.07,5.04,5.08,7.04)
9. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. ( CEC:CC7S1;INTASC 1.03,1.11,4.09,4.11,6.02,7.02,7.01,7.03,7.06,7.09,8.10)
10. Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. (CEC:CC7S2;INTASC 1.11,4.09,4.11,6.02,7.01,7.03,7.06,7.09)
11. Involve the individual and family in setting instructional goals and monitoring progress.(CEC:CC7S3;INTASC 1.11,3.07,7.05,7.08,8/04)
13. Use verbal, nonverbal, and written language effectively. (CEC:CC9S8;INTASC 10.05)
14. Models and strategies of consultation and collaboration.(CEC:CC10K1;INTASC 10.05,10.06)
15. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.(CEC:CC10K2;INTASC 1.11,6.02,7.01,7.03,10.01,10.07)
16. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.(CEC:CC10K4;INTASC 3.06,10.04)
17. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.(CEC:CC10S5;INTASC 5.08,7.07,7.08,10.05,10.07,10.08)
18. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.(CEC:CC10S6; INTASC 1.12,4.11,7.01,7.02,7.03,7.06,8.08,10.02,10.06,10.07,10.09)
19. Use group problem solving skills to develop, implement and evaluate collaborative activities.(CEC:CC10S7;INTASC 10.05,10.07)
20. Model techniques and coach others in the use of instructional methods and accommodations.(CEC:CC10S8;INTASC 4.09,4.03,10.05,10.07)
21. Observe, evaluate and provide feedback to paraeducators.(CEC:CC10S11;INTASC 10.03)

### **College of Education Conceptual Framework**

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

### ***Conceptual Framework: Mission***

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

### ***Conceptual Framework: Vision***

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

### **Standard: PREPARED**

**Disposition:** To think critically about the process of teaching, learning and assessment. Candidates who are prepared will:

- P1** - Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P4**- Demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5**- Demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

### **Standard: ABLE**

**Dispositions:** To be creative, challenging, and flexible in teaching/professional practices.

Candidates who are able will:

- A1** - Understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- A2**- Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3**- Plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

### **Standard: RESPONSIVE**

**Disposition:** To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Candidates who are responsive will:

- R1**- Respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2**- Translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3**- Accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4**- Demonstrate a commitment to meet the educational needs of learners

in a fair, caring, nondiscriminatory, and equitable manner.

### **Program-Specific Standards Addressed in This Course**

This course will cover 6 sections. The first section will cover an overview of collaboration and the other 5 sections will cover co-teaching in detail and how to make it work in the classroom.

### **Methods of Instruction**

This course will be seminar style where the students are responsible for their learning. Instruction in this course will be made up mostly of group discussions and independent reflection.

### **Course Schedule:**

Dr. Hogan may change assignment due dates or other planned activities described in this syllabus at any time in order to meet the needs of students in SPED 6950.

#### **Week 1 (03/07/13): Course Overview**

Co-Teacher's Oath  
Overview of Collaboration

#### **Week 2 (03/14/13): Section 1: Respect Perspectives**

Read and be prepared to discuss Chapters 1-3

#### **Week 3 (03/21/13): Section 2: Practice Communication**

Read and be prepared to discuss Chapters 4-6  
**Interview Papers are due**

#### **Week 4 (03/28/13): Section 3: Focus on Classroom Teaching**

Read and be prepared to discuss Chapters 7-8

#### **Week 5 (04/04/13):**

Dr. Hogan in San Antonio at CEC Conference  
Online class – See D2L for more information

#### **Week 6 (04/11/13) Spring Break – No Class**

#### **Week 7 (04/18/13): Section 4: Build Student Success**

Read and be prepared to discuss Chapters 9-11  
**Research Paper due**

#### **Week 8 (04/25/13): Section 5: Improve and Reflect on Relationships**

Read and be prepared to discuss Chapters 12-14

#### **Week 9 (05/02/13): Final Class**

Present Differentiated Instruction Portfolios

**Performance Assessment(s):****Grade Scale**

200 – 180 = A

179 – 160 = B

159 - 140 = C

139 – 120 = D

Below 120 = F

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

<b>Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
Attendance and Participation	Varies	20
Interview Papers (3 x 20 points)	03/21/2013	60
Research Paper	04/18/2013	60
Website	05/02/2013	60
	<b>Total</b>	<b>200</b>

**Assignment Details:**

**Attendance and Participation:** Students are required to attend and be on time to each seminar class. Participation in this seminar is essential to all student learning.

**Interview Papers:** Students will be responsible for interviewing a general education teacher who is currently co-teaching, a special educator who is currently co-teaching, and an administrator. The teachers cannot be you, a teacher you co-teach with nor can the co-teachers you interview both be from the same team.

The directions for your papers are as follows:

a) **Regular Education Teacher interview:** this is to be a paper **3 pages in length** summarizing your interview with a teacher who is currently teaching in a collaborative setting. Your summary will include the 1) perceived philosophy of collaboration, 2) the strengths, 3) weaknesses, 4) issues, 5) benefits, etc of collaborative instruction.

b) **Administrator interview:** this is to be a paper **3 pages in length** summarizing your interview with an administrator regarding 1) school's philosophy regarding collaboration, 2) strengths, 3) weaknesses, 4) issues, 5) benefits, etc. of collaborative instruction.

c) **Special Education Teacher interview**: this is to be a paper **3 pages in length** summarizing your interview with a teacher who has been teaching in a collaborative setting. Your summary will include the 1) perceived philosophy of collaboration, 2) the strengths, 3) weaknesses, 4) issues, 5) benefits, etc of collaborative instruction.

### **Research Paper**

If you are **currently co-teaching** you need to complete the following

A 5 page reflection of your own co-teaching classroom. This paper should include, (1) how your classroom is set-up, (2) what you feel are the strengths of your co-teaching situation, (3) what you feel are the weaknesses of your co-teaching situation, and (4) how you can make your co-teaching situation a model for others to observe and learn from.

If you are **NOT** currently **co-teaching** you need to complete the following

A 5 page observation paper summarizing your observation of a collaboratively taught classroom (no, you cannot use your own class). This paper should include, (1) a detailed description of what each of the teachers were doing, (2) what all the students were doing, (3) how instruction was occurring, (4) what the classroom environment looked like, (5) how the students interacted with each other, (6) how assessment occurred, modifications, etc. This paper should be written from your observations, synthesizing what you learned in class. It is NOT about interviewing teachers or students.

### **Collaboration/Co-Teaching Website**

Students will be responsible for creating a website. You can choose any domain you prefer. Some suggestions include [www.wix.com](http://www.wix.com) and [www.weebly.com](http://www.weebly.com) for turning in a collaboration/co-teaching portfolio.

Your website should include the following:

1. Definitions and examples of each of the following
  - a. Co-Teaching
  - b. Collaboration
  - c. Consultation
  - d. Inclusion
  - e. Students with Disabilities and identify the 13 disabilities according to IDEA
2. A section on Co-Teaching Models to include
  - a. Definitions
  - b. Completed lesson plan for EACH model
  - c. Important information you believe teachers need to know about each model
  - d. Websites/Articles or other references for each specific Model
3. A Collaboration section focusing on roles and strategies for working with paraprofessionals, administration, general and special education teachers, parents, and any others you want to include.

4. Additional Resources Section to include websites, articles, etc. on collaboration and co-teaching

### **Other Important Information**

1. **Attendance**

Georgia Regents University requires class attendance. Roll will be taken each class. A professor may withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause.

2. **APA Style** Unless otherwise instructed by the professor, all written work is to follow the American Psychological Association (APA) style manual, sixth edition (2010). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at the APA website and the Department's webpage. Other web sources include:

<http://owl.english.purdue.edu/owl/resource/560/01/>

3. **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy as found in the university catalog. This policy reads, in part,

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

Course instructors may use technology (software programs, google, etc.) to check for plagiarism or other matters of academic honesty. If you have questions or concerns about academic honesty, please see faculty.

4. **PAWS (Portal and Web Services)** Formerly known as MyASU  
PAWS is a web based portal that contains a variety of information and services. A PAWS account is created for all new applicants and stays with the student throughout their time at GRU and after graduation. PAWS gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into Pounce (your personal student information)
- Access to Desire2Learn (an online learning management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your account, you should contact Information Technology Services at (706) 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

5. **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

6. **Writing Center**

You may contact the Writing Center (706) 737-1402 for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

7. **Candidates with Disabilities**

Candidates with disabilities must meet with the Office of Disability Services in order to arrange for accommodations. Once the candidate has arranged for an accommodation letter from the Office of Disability Services, it is the candidate's responsibility to schedule an appointment with his or her instructor within two weeks in order to discuss accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment with Testing and Disability Services by calling (706) 737-1469 or by visiting their office located in Galloway Hall.

8. **Candidate Safety**

Candidate safety is of primary importance. When leaving classes late in the evening, you are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

9. **Cell Phones**

The use of cell phones for calls, text messaging, or tasks not relevant for instruction is prohibited in class.

## 10. Bibliography

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- Brody, C.M. (1994). Using co-teaching to promote reflective practice. *Journal of Staff Development*, 15 (3), 32-36.
- Conderman, G. & Hedlin, L. (2011, April). The ABCDE consultation strategy. *LD Forum*, nv, 1-3.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-16.
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- Hobbs, T. & Westling, D. (1998). Promoting successful inclusion through collaborative problem solving. *Teaching Exceptional Children*, 12-19.
- Kroeger, S.D., Leibold, C.K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *TEACHING Exceptional Children*, 32(1), 4-9.
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- Mueller & Murphy (2001). Determining when a student requires paraeducator support. *Teaching Exceptional Children*, 33(6), 22-27.
- Murawski, W. & Hughes, C. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, 53(4), 267-277.
- Ploessl, D., Rock, M., Schoenfeld, N., & Blanks, B. (2010). On the same page: Practical techniques to enhance co-teaching interactions. *Intervention in School and Clinic*, 45(3), 158-168. (instructor provided)
- Tomlinson, C.A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD. Chapter 5.
- Udvari-Solner, A. (1995). Including assistive technology in standards curriculum. In R.A. Villa & J.S. Thousand (Eds.) *Creating an inclusive school*. (pp 110-124). Alexandria, VA: ASCD.

### Websites:

- ✓ <http://www.nichcy.org/ideapubs.asp> (IDEA 2004 publications about the IEP)
- ✓ [www.exemplars.com](http://www.exemplars.com) (big ideas, rubric tutorial, free downloads)
- ✓ Go to Wisconsin Department of Public Instruction web site to find standards applicable to the grade level and subject of your general education field placement (4<sup>th</sup> or 8<sup>th</sup> grade).
- ✓ APA information: [<http://library.uww.edu/GUIDES/APACITE.htm>].
- ✓ CEC Knowledge and Skills for your licensure area(s) at: [http://www.cec.sped.org/ps/perf\\_based\\_stdts/knowledge\\_standards.html](http://www.cec.sped.org/ps/perf_based_stdts/knowledge_standards.html).
- ✓ WTS Knowledge/Dispositions/Performances (D2L).