

1.0 Graduate Credit - ONLINE

ED 589: Co-teaching and Professional Collaboration

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Strong co-teaching relationships are the underpinnings for a seamless and manageable instructional environment. Planned and orchestrated instruction, the result of team effort, combined with a sound learning environment leverages students as equal partners in a winning educational pact. This course will prepare teachers to work collaboratively on mutual goals and student learning objectives in a team effort. The benefits of such effort are numerous and include: positive and scholarly collegial exchanges focused on student-centered goals and objectives, planned and orchestrated communication among each other and with students, analysis and use of data to plan effective instruction with.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Plan collaboratively using protocols specific to effective communication that results in higher understanding and action steps.
- Identify and analyze learning gaps to develop action steps.
- Select mutual student learning objectives and plan around those objectives with strategy.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Dees, D., Mayer, A., Morin, H., & Willis, E. (2010). Librarians as Leaders in Professional Learning Communities through Technology, Literacy, and Collaboration. *Library Media Connection*, 29(2), 10-13.
- Dufour, R., Dufour, R., & Eaker. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree

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- Higgs-Horwell, M., & Schwelik, J. (2007). Building a Professional Learning Community: Getting a Large Return on a Small Investment. *Library Media Connection*, 26(3), 36-38.
- King, K. P. (2011). Professional Learning in Unlikely Spaces: Social Media and Virtual Communities as Professional Development. *International Journal Of Emerging Technologies In Learning*, 6(4), 40-46.
- Venables, D. (2011). *The Practice of Authentic PLCs*. Thousand Oaks, CA: Corwin Press, 2011

Recommended Text:

- Chiou-hui, C. (2011). Teachers' Professional Development: Investigating Teachers' Learning to do Action Research in a Professional Learning Community. *Asia-Pacific Education Researcher*, 20(3), 421-437.
- COURSE REQUIREMENTS:
- Wilder, P. (2013). "I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).
- Prytuia, M. P. (2012). Teacher Metacognition within the Professional Learning Community. *International Education Studies*, 5(4), 112-121. doi:10.5539/ies.v5n4p112

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

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Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.