

INSTRUCTOR & COURSE INFORMATION

This syllabus describes the requirements and procedures for the Professional Development for Educators Course: Making Co-Teaching. You are responsible for knowing this material, so please read carefully. Any changes will be announced in Blackboard. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Professor / Instructor Contact Information

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Office Hours: By Appointment Only

About the Professor / Instructor

Hello! My name is Lisa Vojacek and I am excited to spend some time with you, learning more about co-teaching and the impact it can have on your students and your teaching. I am a University of North Dakota alum; earning my undergraduate degree in Elementary Education with an EL endorsement, and my master's degree in Education with a focus on Middle Level Education. Currently, I am a Title I Coordinator at Valley Middle School in Grand Forks, ND. I spend my days in and out of classrooms, providing feedback and support to new and veteran teachers alike. I co-teach two different sections of reading and also assist in rolling out a variety of initiatives in our building and district. Education is one of my many passions and I look forward to learning alongside you!

Course Description & Objectives

This course is a professional development course designed for current teachers to sharpen their practice. It introduces the concept of co-teaching as it relates to collaborating with fellow educators to enhance student learning. The course provides a background on co-teaching and explains the different models in which co-teaching is effective in both planning and execution. After learning about the different types of co-teaching, teachers will be provided with an opportunity to put new learning into action as they design a co-taught unit to be implemented within their own classroom.

After successfully completing this course, you should be able to:

- Define co-teaching and identify possible co-teaching models that may work within your own content and building structure(s) (CAEP RI.1, RI.3, INTASC 1, 3, 4, 5).
- Explain the purpose and rationale behind co-teaching and the impact it has on teacher planning and, as a result, student learning (CAEP RI.2, RI.3, INTASC 1, 3, 7, 8, 10).
- Identify strengths and weaknesses of each of the different co-teaching models (CAEP RI.3, RI.4, INTASC 2, 7, 8, 10).
- Develop an understanding of co-teaching as it relates to creating learning opportunities for students (CAEP RI.1, RI.2, INTASC 2, 3).

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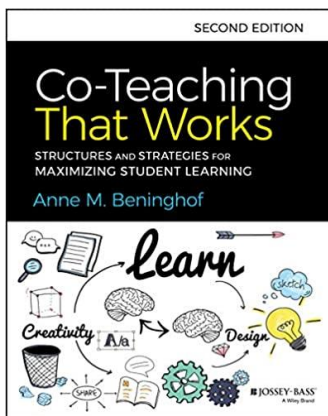
Making Co-Teaching Work

- Create a unit plan to implement in your classroom alongside your co-teaching partner(s) (CAEP RI.1, RI.3, INTASC 1, 2, 3, 4, 5, 6, 7, 8).
- Reflect on the implementation of a co-taught unit and identify strengths and area(s) for growth within your own practice (CAEP RI.3, INTASC 1, 9, 10).

Materials – Text, Readings, Supplementary Readings

Beninghof, A. M. (2020). *Co-teaching that works: Structures and strategies for Maximizing Student Learning*. Jossey-Bass.

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Technical Requirements/Assistance

You will use Microsoft Word to complete assignments (or if something different will be used, spell out specifics). Students are expected to use their official UND email in the course. Visit the [Office 365 Email webpage](#) for information on your UND email and how to download/install a free version of Microsoft Office. For technical assistance, please contact UND Technical Support at 701.777.2222. Visit the [University Information Technologies \(UIT\) website](#) for their hours, help documents and other resources.

Minimum Technical Skills Needed:

In order to succeed in this course, at a minimum, you should be able to:

- Navigate in and use basic Blackboard functions
- Navigate and use additional digital resources
- Download and open electronic documents
- Create, save, and upload/attach electronic documents
- Send, receive, and manage email

Course Logistics

Access and Login Information

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This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.UND.edu> and log in with your NDUS.Identifier, Username and Password. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account page](#) on the UIT website.

Course Overview

The course content is organized into 13 lessons. Each lesson contains a purpose, learning outcomes, and a variety of links to articles, video/audio files, and other instructional resources selected to enhance the learning experience and support the various topics. Reading responses and other assignments will be used to assess your comprehension and application of those materials.

How Students Should Proceed with Class Activities

On the left side course menu in Blackboard there is a “Lessons” tab. Inside Lessons you will find all the required readings, videos, and assignments/activities for each lesson. An overview of each lesson can be found in Blackboard under the Schedule tab.

Resources

Many services are available to online students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the [Student Resources page](#) for more information. Students also have access to the UND Student Resource Site via Blackboard. It is recommended that you become familiar with the tools and tutorials within the site to better equip you in navigating the course.

Course Requirements/Expectations

1. The student will review the syllabus and course schedule posted in Blackboard.
2. The student will access and follow all course instructions found in the lessons tab of the Blackboard course.
3. The student will listen to all online lectures/videos provided in the individual lesson folders.
4. The student will complete and submit assignments, exams, quizzes, etc. in Blackboard.
5. The student will participate fully and in a timely manner to get the benefit of new learnings.

Communication

Announcements

Announcements will be posted in Blackboard on a regular basis. Be sure to check the class announcements regularly as they will contain important information about class assignments and other class matters.

Email

If you need to contact me directly, check the Faculty tab in Blackboard or the syllabus for my contact information. I will respond back to you within 48 hours during the week or weekend.

Assessment & Grading

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

Assessments

In this course your learning will be assessed in the following ways:

- Formative assessments for the course will include: reading responses, developing action plans within your classroom, and reflections on current practices you are implementing.
- Summative assessments for the course will include: a unit plan, implementation of that unit plan, and a reflection on how the implementation went.

Introductory Assignments

In the first few lessons, you will introduce yourself to your instructor and share what you hope to get out of the course.

Reflections and Reading Responses

Each lesson, you will be asked to read a portion of the text and respond to it through a reading response. Other supplemental readings will also be made available, as well as videos for you to watch and respond to.

Unit Plan

At the end of our time together for the course, you will be asked to create a co-taught unit to be implemented in your classroom. You will create the structure of this plan to present to and use with students. After implementing this unit, you will reflect on the planning and implementing using assessment data and qualitative data.

Grading Breakdown

Grading Scale	Breakdown of Weighted Totals
A 90% to 100%	Reading Responses & Reflections - 40%
B 80% to 89%	Unit Plan - 40%
C 70% to 79%	Unit Plan and Course Reflection - 20%
D 60% to 69%	
F 0% to 59%	

Course Evaluation

In lesson 13, a course evaluation is included. Formative feedback guides instruction and I would love to hear your thoughts/perceptions and ideas as they relate to the roll out of the course, the information learned, and the assignments/reflections assigned. This will be optional to complete, but please know your feedback is welcomed and encouraged.

Course Policies

Assignment Policy

Please be diligent in completing your assignments in a timely manner. These pieces of formative assessment are critical in helping the instructor address misconceptions and gauge understanding.

Instructor Responsibilities and Feedback

- The instructor will provide feedback on all assignments and group activities as soon as possible.
- The instructor will be available during appointed Office Hours to answer questions, provide feedback, and offer advice.

Class Participation

Students are required to login regularly to the online class site. Assignments are expected to be completed in a timely manner.

Incompletes

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. More information regarding UND's Incomplete policy can be found on [The Grading System webpage](#).

UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

Academic Integrity

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Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](#).

Access & Opportunity, Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please visit with me as soon as possible. My office hours are at the top of this syllabus. If you plan to request disability accommodations, you are expected to [register with the Disability Support Services](#) (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with Christopher Douthit. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX

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Coordinator, 401 Twamley Hall, 701.777.4171, UND.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [Title IX webpage](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](#).

UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the [UND Cares program Webpage](#).

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.

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- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

UND Cares about Your Success

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly. For directions on how to make your syllabus and other course materials accessible, visit the [Creating Accessible Content webpage](#) on the TTaDA site.