



## **Co-Teaching in the Early Childhood Classroom**

**ECE 9337 3 Semester Credits/Units**

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### **Course Syllabus**

#### **Course Overview:**

Examine the varying co-teaching models in the early childhood classroom and discover how these models promote high quality teaching and learning for diverse learners. Explore best practices for building and maintaining respectful and effective co-teaching relationships. Devise a plan to effectively communicate and collaborate with special educators as you create a more inclusive learning environment.

#### **Course Learning Objectives:**

- Examine and explore co-teaching models in the early childhood classroom.
- Evaluate co-teaching strategies for increasing students' motivation and engagement.
- Establish the purpose and goals for co-teaching in the early childhood classroom and plan for differentiated instruction.
- Design a plan to effectively collaborate with special educators and para educators in the co-taught early childhood classroom.

#### **Course Relation to CCS or other Professional Standards**

##### **The National Board for Professional Teaching Standard Early Childhood Generalist:**

- Standard I: Using Knowledge of Child Development to Understand the Whole Child
- Standard III: Fostering Equity, Fairness, and Appreciation of Diversity
- Standard IV: Knowing Subject Matter for Teaching Young Children
- Standard V: Assessing Children's Development and Learning
- Standard VI: Managing the Environment for Development and Learning
- Standard VII: Planning for Development and Learning
- Standard VIII: Implementing Instruction for Development and Learning
- Standard IX: Reflect on Teaching Young Children
- Standard X: Exemplifying Professionalism and Contributing to the Profession

## How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3.) Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

**Submit completed work to the corresponding Module dropboxes in Moodle**

## Course Modules

Module #1: Co-Teaching in the Inclusive Early Childhood Classroom	
<b>Objective</b>	<p>Explore and evaluate co-teaching in the early childhood classroom.</p> <p>Reflect on your thoughts and feelings about co-teaching.</p>
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Read: <a href="#">What is Co-Teaching? An Introduction to Co-Teaching and Inclusion</a></li> <li>● Read: <a href="#">Effective Co-Teaching Within the Inclusive Classroom</a></li> <li>● Read: <a href="#">The Benefits of Co-Teaching</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Write a two page essay reflecting on co-teaching with a special education teacher, answering the following questions:               <ul style="list-style-type: none"> <li>○ How prepared are you for co-teaching?</li> <li>○ <b>If you have co-taught with another teacher or assistant:</b> <ul style="list-style-type: none"> <li>■ Have you co-taught before? What were some of the advantages and disadvantages of this experience?</li> <li>■ What would you change or do differently to effectively co-teach in your early childhood classroom?</li> </ul> </li> <li>○ <b>If you have not co-taught with another teacher or assistant:</b> <ul style="list-style-type: none"> <li>■ How do you envision collaborating with another teacher?</li> <li>■ What do you think the advantages and disadvantages would be in a co-teaching scenario?</li> <li>■ What are your reservations about co-teaching and how will you address these concerns?</li> </ul> </li> </ul> </li> </ul> <p><b>Submit the essay to the corresponding Module 1 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

<b>Module #2: Co-Teaching Models: One Teach, One Assist &amp; One Teach, One Observe</b>	
<b>Objective</b>	Analyze the “One, Teach, One Assist” and “One Teach, One Observe” co-teaching models in the early childhood classroom.  Evaluate these strategies for increasing students’ motivation and engagement and your teaching style.
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Explore: <a href="#">One Teach, One Assist</a></li> <li>● Watch: <a href="#">One Teach, One Assist Teaching Model</a></li> <li>● Explore: <a href="#">One Teach, One Observe</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Complete <a href="#">this chart</a> to document advantages and disadvantages of the co-teaching model: One Teach, One Assist and One Teach, One Observe.</li> <li>● Write a paragraph describing which co-teaching model from this module, you could see being effective in your classroom and explain a time during your class day that this model would be effective for you and your students.</li> </ul> <p><b>Submit the chart and the paragraph to the corresponding Module 2 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

<b>Module 3: Co-Teaching Models: Station Teaching &amp; Parallel Teaching</b>	
<b>Objective</b>	Analyze the “Station Teaching” and “Parallel Teaching” co-teaching models in the early childhood classroom.  Evaluate these strategies for increasing students’ motivation and engagement and your teaching style.
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Explore: <a href="#">Station Teaching</a></li> <li>● Read: <a href="#">Using Station Teaching for Students with Disabilities</a></li> <li>● Read: <a href="#">Parallel Teaching in the Co-Teaching Classroom</a></li> <li>● Watch: <a href="#">Parallel Teaching Model</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Add to <a href="#">this chart</a> to document advantages and disadvantages of the co-teaching models: Station Teaching &amp; Parallel Thinking.</li> <li>● Write a paragraph describing which co-teaching model from this module, you could see being effective in your classroom and explain a time during your class day that this model would be effective for you and your students.</li> </ul> <p><b>Submit the chart and the paragraph to the corresponding Module 3 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Module 4: Co-Teaching Models: Alternative/Differentiated Teaching & Team Teaching	
<b>Objective</b>	<p>Explore the “Alternative/Differentiated Teaching” and “Team Teaching” co-teaching models in the early childhood classroom.</p> <p>Evaluate these strategies for increasing students’ motivation and engagement and your teaching style.</p>
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Explore: <a href="#">Alternative Teaching</a></li> <li>● Read: <a href="#">Alternative Teaching Model</a></li> <li>● Read: <a href="#">4 Productive Team Teaching Models</a></li> <li>● Explore: <a href="#">What is Team Teaching?</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Add to <a href="#">this chart</a> to document advantages and disadvantages of the co-teaching model: Alternative Teaching and Team Teaching.</li> <li>● Write a paragraph describing which co-teaching model from this module, you could see being effective in your classroom and explain a time during your class day that this model would be effective for you and your students.</li> </ul> <p><b>Submit the chart and the paragraph to the corresponding Module 4 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Module 5: Setting Goals and Planning for Instruction	
<b>Objective</b>	<p>Establish the purpose and goals for co-teaching in your early childhood classroom and plan for differentiated instruction.</p>
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Read: <a href="#">How to Choose a Co-Teaching Model</a></li> <li>● Read: <a href="#">Your Co-Teaching Approach</a></li> <li>● Reflect on the classroom goals you have for co-teaching, as well as the goals you have for your students with IEPs</li> <li>● Reflect on your advantages/disadvantages chart to design a lesson</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Set 2-3 goals for co-teaching in your early childhood classroom and write about why you chose those goals for your specific students or class.</li> <li>● Reflect on what you have learned about the co-teaching models and determine which you would implement in your classroom based on your goals.</li> <li>● Choose one of the models (or incorporate a couple if you would like) and write a lesson plan showcasing how you would incorporate this co-teaching model in your early childhood class to incorporate differentiation. You can use a lesson plan template that your school or district uses or this <a href="#">template</a>. <ul style="list-style-type: none"> <li>○ Be sure to incorporate opportunities for students to learn through hands-on exploration, as primary students learn best through this type of learning.</li> </ul> </li> </ul> <p><b>Submit your goals and lesson plan on separate documents to the corresponding Module 5 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

<b>Module 6: Putting It Altogether: A Plan for Co-Teaching</b>	
<b>Objective</b>	Design a plan to effectively collaborate with special educators in the co-taught early childhood classroom.
<b>Assignment(s)Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Watch: <a href="#">The Best Co-Teaching Tips for New Preschool Teachers</a></li> <li>● Read: <a href="#">Six Tips for How to be a More Effective Co-Teacher</a></li> <li>● Watch: <a href="#">Co-Teaching Top Ten Tips</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Create and submit a 2 page plan to work effectively and cooperatively with a special education teacher or para educator/assistant. Your plan should include information about: <ul style="list-style-type: none"> <li>○ The co-teaching model you will implement in your classroom and what you envision this looking like in your classroom.</li> <li>○ What is an example in your early childhood classroom that you believe this co-teaching model would best support the learning of your students with IEPs? Why would this co-teaching model best support your students in this scenario?</li> <li>○ How and when you will communicate and plan with your co-teacher.</li> <li>○ What you will do in the event of a conflict or disagreement with your co-teacher.</li> </ul> </li> </ul> <p><b>Submit your plan to the corresponding Module 6 dropbox in Moodle</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

### Course Assessment Rubric:

<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of work meets course objectives: <b>B+ to B-</b>	Needs Considerable Improvement:Resubmit Work Suggested: <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.

assignment clarification or request revisions.	provide continual assignment clarification or ask for revisions.	
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.