

9-2002

C&I 494.19: CO-TEACH Preschool Program

Richard Vandepol

University of Montana - Missoula, richard.vandepol@umontana.edu

Stacia Jepson

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Vandepol, Richard and Jepson, Stacia, "C&I 494.19: CO-TEACH Preschool Program" (2002). *Syllabi*. 3159.
<https://scholarworks.umt.edu/syllabi/3159>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

CO-TEACH Preschool Program
Division of Educational Research and Service
School of Education
The University of Montana
Missoula, MT 59812-6336

406-243-6303 (classroom)

Rick van den Pol, Ph.D. - Director

Stacia Jepson – Assistant Director & Special Educator

Shannon Guilfoyle Neilsen – Coordinator & AM Supervising Special Education Teacher

Amy Foster Wolferman – PM Supervising Special Education Teacher

Clark Schlegel – Research Assistant

Mary Bunce & Marcy Otten – Assistant Teachers

“I’ve come to the conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In every situation, it is my response that determines whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Hiam Ginott

CO-TEACH Practicum Syllabus –Fall 2002

Welcome to CO-TEACH! Originally funded by a federal grant in 1980, CO-TEACH is an inclusive preschool for young children with and without disabilities. Over the past 21 years, more than 600 children have “graduated” from CO-TEACH. **The mission** of the CO-TEACH Preschool Program is to offer all children the best possible first school experience and to provide them with opportunities and readiness skills that will enable them to succeed now, when they transition to kindergarten, and during the years that follow.

In addition to serving young children and their families, the CO-TEACH Program staff provide pre-service and in-service training throughout the state and country, as well as internationally. Families, teachers, childcare providers, and related service providers visit CO-TEACH to observe and receive training in early childhood special education.

University graduate and undergraduate students interested in working with young children with diverse abilities and their families can earn practicum credit while participating as team members of the CO-TEACH Program. **Please note that internship and practicum opportunities at CO-TEACH are selective and based on preschool student needs.** Not every University student who applies is chosen to participate. University students requiring accommodations due to a disability should inform the supervising teachers as soon as possible. CO-TEACH at The University of Montana does not discriminate on the basis of ethnicity, race, religion, age, sex, marital status, national origin, sexual orientation, or disability.

The basic components of the CO-TEACH model are: school safety; inclusion; family and school partnerships; individualized child referral, assessment, program planning and implementation (individualized education programs or IEPs); data collection and accountability; individual child strengths and needs; trans-disciplinary teaming; program evaluation; disability awareness; early literacy and language skills; kindergarten transition; integrated staff and family training; social skill development; instructional techniques; and strategies to reduce and prevent challenging behavior. These components work together to form an effective model for teaching children and preparing them to successfully make the transition to the least restrictive educational kindergarten setting.

The goal for UM students is to gain practical knowledge and skills in early childhood special education and components of the CO-TEACH Program. To ensure that UM students reach this goal, specific objectives to be accomplished by practicum students are listed below. In addition, it is recognized that students may have individualized learning objectives that can be met by working with the director, the assistant director, coordinator, and special education preschool teachers.

Students requiring accommodations due to a disability or other must inform the instructor(s) on the first day of class. The University of Montana does not discriminate on the basis of ethnicity, race, religion, age, sex, marital status, sexual orientation, or disability and will not tolerate such discrimination on campus or within its programs.

Course Outline

• **September 3 – December 10, 2002**

Attend seminar each Tuesday from 4:10 - 5:00 pm in the CO-TEACH classroom or the DERS library. University students are encouraged to ask questions about individual children's strengths and challenges during seminar or at a scheduled time with the supervising teachers. Please do not talk about the children in front of the children.

The CO-TEACH teaching team relies on practicum students and student employees to ensure the classroom is running smoothly and safely. Therefore, please contact Shannon and Amy (243-6303) at least one hour in advance if you are unable to attend your scheduled shift or Tuesday seminars.

• **September 3, 2002 (UM student orientation)**

- UM students must attend orientation from 4:00 to 6:00 PM in McGill Hall, room 015 (CO-TEACH Preschool classroom).
- Welcome and Introductions
- CO-TEACH philosophy (video)
- Read and discuss the syllabus (Stacia) and UM student course requirements, including paperwork (Shannon)

In order to participate in a practicum at CO-TEACH, students must complete and return all required paperwork to Shannon by **September 17, 2002**. Students who fail to turn in the necessary paperwork by **September 17, 2002**, will not be allowed to continue the practicum, and their grade will be affected. Upon turning in all required paperwork to Shannon, the UM student may resume practicum work. Required paperwork includes the following:

- Interview Form/Application
 - Health Record (student signature and date required)
 - Behavioral Contract (student signature and date required)
 - Challenging Behavior consent form (student signature and date required)
 - 3 Character References
 - Student Information Form
 - Tuberculosis Test results and proof of Tetanus Shot (Student Health Service - \$11.00)
 - Proof of MMR immunization
 - Criminal Background Check Record (must be signed in the presence of a public notary).
- DERS/CO-TEACH classroom Tour (Amy, Shannon).
 - Individual medical precautions (Shannon).

- Introduce topics: program information, confidentiality issues, classroom policies and guidelines, safety issues, name badges, Tell-Show-Help-Praise, Choice Book, and Choice Chair (Stacia).
- UM students complete paperwork and schedule practicum times with Shannon and Amy.

- **September 10, 2002**

- **Reminder: UM student paperwork due 9/17**
- Review and discuss school safety, health, and medical issues in the classroom: emergency procedure manual, children's emergency forms, aseptic hand washing, bathroom routine, first aid basics, fire extinguisher and escape route, classroom and recess rules, and routine of the day.
- Review Safety and Visitor Logs, name badges.
- UM students write brief description of selves to be displayed below photograph on UM student board (Clark).
- Teachers Clark, Mary, and Marcy, take photographs of UM students with the digital camera.

- **September 17, 2002**

- **PAPERWORK DUE! If not completed, UM student must discontinue practicum. UM student may continue participating in practicum once the paperwork is turned in, however your grade will be reduced.**
- Review and discuss UM student lesson plan development and implementation, as well as the requirements of teaching circle; share examples of lesson plans. Lesson plans must be turned in and approved by Shannon and Stacia by October 1, 2002.
- Discuss individual children's special needs, instructional programs, and learning objectives:
 - individual instruction (based on IEP goals)
 - small group instruction (learning centers, small groups)
 - whole group (circle, gym, snack, recess).
- Discuss people first language.

- **September 24, 2002**

- **Reminder: lesson plans due October 1 (next seminar); first circle sign up**
- Discuss instructional strategies, classroom management techniques, positive behavioral supports, and preventing and reducing challenging behavior:

TELL-SHOW-HELP-PRAISE, contingent praise and reinforcement, vicarious praise, prompt and praise, catch 'em being good, *Good Talking Words*, getting down at child's level, giving warnings before transition, and environmental arrangement.

- Discuss tantrums, aggression, and time-out procedures: planned ignoring, Choice Book, Choice Chair, physical assistance, temporary time-out, removal time-out, restitution.
- Simulate classroom problems and management techniques.
- Review ABC Log.

• **October 1, 2002**

- **LESSON PLANS DUE!**
- **Reminder: Journals due next week 10/08**
- Discuss journal writing with children.
- Discuss how to read books to children.
- Discuss portfolio development and assign each UM student to a preschool child (look at sample portfolios).
- Discuss technology use, classroom computer as a center, digital camera for portfolio development, etc.

Each UM student is required to develop and present one child portfolio that demonstrates child progress. The portfolio must include: examples of the child's writing, artwork, favorite activities, language samples (if applicable), sunshine reports, photographs taken in the classroom, etc. The child portfolios must be presented at seminar on 10/3.

• **October 8, 2002**

- **Reminder: first circle must be taught by 10/24**
- **JOURNALS DUE!**
- Discuss children's special needs and Individualized Education Programs (IEPs).
- What is an IEP? Who makes up an IEP team?
- How do preschool children qualify for special education services?
- What is the special education process?
- Discuss the Changing View of Developmental Disabilities.

- Demonstrate the Mapping Process.
- Discuss family involvement.
- **October 15, 2002**
 - **Reminder: first circle must be taught by 10/24**
 - Discuss the five developmental domains
 - Learn about the *On Track Curriculum and Assessment*:
Family interview form, assessment, planning sheets, language samples, individual teaching records, and progress reports, and individual data binders.
 - Practice implementing *On Track* and collecting data.
 - UM students receive *On Track* assessments and child assignments.
- **October 22, 2002**
 - **Second circle sign up**
 - Discuss The Montana Early Literacy Project
 - Early literacy and language: phonological awareness – what is it?
 - Examples of language use, print awareness, and phonological awareness activities.
 - *On Track* Communication domain and Language Samples – due next week.
 - UM students begin completing one *On Track* Assessment on an assigned child as well as two language samples on assigned children.
- **October 29, 2002**
 - **Reminder: lesson plans must be implemented by Thurs., November 7th.**
 - *On Track* Social Emotional and Cognitive domains
 - The Choice Book and Choice Chair
 - *On Track* Adaptive and Physical domains
- **November 5, 2002 No Seminar Election Day**

• **November 12, 2002**

- **Reminder: second circle is due December 5th**
- CO-TEACH parent(s) as guest presenter(s): parenting a child with special needs.
- Building effective family/school partnerships.

• **November 19, 2002**

- **Seminar attendance required. Class time given to work on *On Track* assessments and portfolios to be presented at seminar 12/3 and 12/10.**

• **November 26, 2002 No Seminar, Thanksgiving Travel Day**

• **December 3, 2001**

- **JOURNALS DUE!**
- **PORTFOLIO PRESENTATIONS DUE! UM students present student portfolios.** Portfolios given to families at parent/teacher conferences.

• **December 10, 2002**

- **PORTFOLIO PRESENTATIONS DUE! UM students present student portfolios.** Portfolios given to families at parent/teacher conferences.
- Return journals
- Final Exam and Evaluations
- End of semester celebration

Additional Learning Opportunities

Confidentiality of all CO-TEACH children and families is mandatory. However, as members of the CO-TEACH teaching team, university students are invited to review children's confidential files which include: Individual Education Plans (IEPs), Child Study Team (CST) notes and minutes, disability eligibility criteria, medical background, progress reports, evaluations, etc. Students can access the files in the CO-TEACH office during non-scheduled practicum hours. In other words, students may review files when they are not scheduled to work with children. Please make an appointment with Shannon to view files.

- Develop instructional programs for an IEP.
- Develop a behavior change project
- Attend a CST and/or IEP meeting.
- Attend an end-of-semester parent teacher conference.
- Attend a CO-TEACH open house or family involvement activity.

Evaluation

University student performance is assessed in order to ensure that we are satisfying departmental requirements, meeting course objectives, and grading equitably.

• Departmental requirements

The classroom teachers will work with each student to ensure that minimal departmental performance standards are satisfied and that documentation (e.g., time and effort logs, records of supervised activities, copies of evaluations, etc.) is completed. It is the responsibility of students to provide the CO-TEACH supervising teachers with information regarding these requirements, including all necessary paperwork, at the beginning of the semester.

• Staff Sign-In

All students will record the time of their actual arrival in the classroom and the time of their actual departure. This information is critical for time and effort reporting, as well as general safety and security. Each student will have an individual sign-in sheet for recording daily and cumulative hours worked. (Note that scheduled time of arrival/departure may, in some cases, differ from actual time of arrival/departure.)

For one academic credit, 3 hours per week (for a total of 45 hours per semester for each credit) of contact time with children is required in addition to the Tuesday seminar meetings. (Two academic credits = 6 hours per week for a total of 90 semester hours; three academic credits = 9 hours per week for a total of 135 semester hours.)

The CO-TEACH teaching team relies on practicum students and student employees to ensure the classroom is running smoothly and safely. Therefore, please contact Shannon and Amy (243-6303) AT LEAST ONE HOUR IN ADVANCE if you are unable to attend your scheduled shift.

• Weekly Seminars

Students are responsible for attending all seminars and keeping notes in their journal. Journal entries need to be written on days that university students have contact time with children in the CO-TEACH Preschool. The seminars provide a valuable opportunity to reflect the needs of children, the learning objectives of university students, and the goals of the program.

Seminars are one of the occasions when adults can speak about a child's needs without being overheard by children. Attendance is required; attendance records are kept for all seminars. Seminar attendance and participation is a large portion of your grade. Occasionally, there will be quizzes during seminar covering material discussed or readings assigned. If you are unable to attend seminar due to illness or an emergency, please contact Shannon at 243-6303.

• Readings

Students are responsible for completing weekly assigned readings. The weekly assignments will be handouts or materials located in McGill 031 (DERS library). The readings should be completed before class. There may be a quiz over the assigned readings and previous week's discussion at the beginning of class on Tuesdays, so please keep up on readings and take notes during seminar if necessary.

- **Daily Journal**

All students will keep a record of their daily activities, observations, experiences, and reactions. You must write one journal entry per day that you spend in the CO-TEACH classroom. This record will remain in your possession, so be sure to protect child's confidentiality by using initials or first few letters of first name (e.g. Sarah = Sar), rather than whole names. Record CO-TEACH classroom experiences in a daily journal. **Journals will be turned in mid-semester and end of semester for review.** The information shared in the journals will be used primarily for self-assessment, but failure to complete the journal will result in an incomplete or reduced grade for the course.

- **Circle**

All students are required to teach two circles. A circle lesson plan does NOT need to be turned in before teaching circle. Failure to teach circle by due dates will result in an incomplete or a grade reduction. A circle evaluation will be completed for each student when he/she teaches circle.

- **Lesson Plan for one Learning Center**

Students will develop and implement one lesson plan targeting one or more developmental domain (Cognitive, Motor, Self-Help, Communication, and Social/Emotional and Behavioral) for one learning center. UM students **DO NOT** plan an entire day's worth of activities. A lesson plan form will be provided, however, students may choose to use their own format. University students can schedule a day to implement the lesson plan after Shannon, Amy, and Stacia have approved it. Failure to implement an approved lesson will result in an incomplete or grade reduction.

Lesson planning and preparation are to be done before or after scheduled time in the classroom. Materials are provided by CO-TEACH. Please let Shannon know what materials you need and how many of each item at least two weeks prior to implementation. CO-TEACH will purchase the materials and quantities necessary, but the university student is responsible for all activity preparation. UM students are responsible for preparing the materials in advance (materials for 30 children). Lesson plans and materials will remain at CO-TEACH upon completion. Please ask Shannon if you would like to see sample lesson plans, lesson planning books, or a list of bi-weekly themes. Your lesson will be evaluated using the lesson plan evaluation form provided to you.

- **Child Portfolio**

Each university student will be assigned one child to develop an individual portfolio for over the semester to demonstrate child progress. All portfolios must include: examples of the child's writing, artwork, favorite activities along with written descriptions, sunshine reports, pictures taken in the classroom, playground, etc. Portfolios are given to families at parent/teacher conference time. Therefore, portfolios must be of very high quality, and grades will reflect this. Examples of exceptional portfolios are available. Please ask Shannon or Amy if you would like to see them. University students will present the portfolios (5 to 7 minute presentation) during seminar. **Please note that the assessment and language samples are not to be included in your child's portfolio. UM students will turn them in separately.**

- **One *On Track* Assessment and Two *On Track* Language Samples**

Each university student must complete one *On Track* Assessment and two *On Track* Language Samples. The *On Track Curriculum* is located in the DERS library. Stacia and Shannon will provide you with the Assessment and Language Sample forms. Unless otherwise instructed, please complete the Assessment and Language Samples on the same child that you are assigned to develop a portfolio. **However, please note that the assessment and language samples are not to be included in the child's portfolio. UM students will turn them in separately.**

- **Grades**

Passing grades are based on the participation and completion of the following minimum requirements and essential functions of the position/practicum that are non-negotiable. University students must:

- Attend and participate in weekly seminars 9/3 – 12/10 (includes attending politely to guest speakers).
- Attend and participate during scheduled classroom work time (see signed behavioral contract in paperwork).
- Demonstrate professionalism and show respect to all CO-TEACH children, families, team members, employees, university students, supervising teachers, coordinator, and director.
- Complete and turn in paperwork on by 9/17.
- Complete and turn in journal containing seminar class notes and daily entries (one entry per day spent at CO-TEACH) by due dates (1st due date is 10/8, 2nd due date is 12/3).
- Teach two circles by due dates (1st circle due by 10/24, 2nd circle due by 12/5).
- Develop and implement one learning center lesson plan by due date (lesson plan must be turned in for approval by 10/1 and implemented by 11/7).
- Develop one child portfolio along with a 5-10 minute class presentation due 12/3 and 12/10 (grade assigned depends on effort put into development of portfolio as well as presentation. Portfolios must include typed descriptions of child activities).
- Complete one *On Track* Assessment and two *On Track* Language Samples.
- Take quizzes successfully over weekly readings and seminar content.
- Demonstrate ability to perform successfully in every aspect of the CO-TEACH Preschool Program including attitude, energy, and effort given to all assignments and classroom tasks as well as the ability to follow supervising teacher and assistant teacher instructions.

Exceptional performance (grade of A) at CO-TEACH includes, but is not limited to, the passing grade criteria as well as university students who:

- Recognize unsafe classroom situations and child interactions and intervene appropriately as discussed in seminar.
- Communicate professionally, politely, and sensitively with families, co-workers, and supervisors (includes both verbal and written communication).
- Demonstrate the ability to be flexible when the opportunity or need arises in the classroom, or when asked to do something unexpected.
- Demonstrate a willingness to collaborate with other CO-TEACH team members.
- Initiate and facilitate social interactions between children and then fade the adult support.
- Notice when a child is escalating and re-direct other children by singing a song, starting a game or activity, and physically blocking their view of the escalating child.

Thank you for your participation in the CO-TEACH Preschool Program. We hope you find it a rewarding and fun learning experience. If you have any questions throughout the semester, please feel free to contact us at McGill Hall 015, 243-6303.

Have a great semester!
Rick, Stacia, Shannon, Amy & Clark