

Co-Teaching Training Series

Module 2

CO-PLANNING FOR STUDENT SUCCESS



Georgia Learning Resources System



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Credits

The Co-Teaching Series was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Historical elements are included from the original modules created in collaboration with Georgia State University and their partners.

The Georgia Department of Education would also like to thank the other state agencies that provided open access to their resources. These states include but are not limited to Maryland, Texas, and Virginia.

Co-teaching is more than a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities.

These modules can be utilized as independent learning units or as Professional Learning modules. Best practice is that they be completed in a facilitated session with co-teaching teams working and learning together.

IDEA Federal Fund Disclaimer

“The contents of this training were developed under an IDEA grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. No materials developed with IDEA federal funds may be sold for profit.”

Co-Planning Protocol

Adapted from Marilyn Friend's 60-Minute Co-Planning Protocol

Prior to Planning Meeting: The general education teacher reviews the upcoming curriculum so that she can discuss it with the special education teacher during the planning meeting.

During the Meeting:

- 1) **The general education teacher outlines upcoming curriculum and content/material that will be addressed in class. (12 minutes)**

- 2) **Together, general education and special education teachers will review student data. Determine learning gaps, need for enrichment or acceleration, and specific student needs identified in the data. (10 minutes)**

- 3) **Together, general education and special education teachers should discuss challenges in the upcoming instruction in order to identify specialized instruction, scaffolding, support, etc. that may be needed to assist with student success. (15 minutes)**

- 4) **Together, general education and special education teachers should consider the model (from the 6 models) of co-teaching that will be utilized during lessons as well as which teacher will be responsible for which part of the lesson (if appropriate). (15 minutes)**

- 5) **Partnership discussions to discuss what has gone well, what adjustments are needed, housekeeping issues, etc. (8 minutes)**

After the meeting: The special education teacher prepares any specially designed instruction, accommodations or modification that are student specific and assists with general strategies for differentiation in order to make the lessons more successful.

Step	Activity	Tasks
1	Review the standard, performance task, and curricular demands.	<input type="checkbox"/> Use standards as the focal point of the lesson <input type="checkbox"/> Include opportunities to connect to IEP goals <input type="checkbox"/> Begin with the end in mind
2	Discuss the learning needs of the student and the availability of resources.	<input type="checkbox"/> Address appropriate content-related IEP goals <input type="checkbox"/> Consider needs of individual students for assignments and classwork <input type="checkbox"/> Availability of Resources /Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Self Monitoring <input type="checkbox"/> Replacement Behaviors <input type="checkbox"/> Teach Self-Determination Skills <input type="checkbox"/> Mnemonic Devices <input type="checkbox"/> (see strategies flip chart for more ideas)
3	Decide on accommodations for the student and determine responsibility for implementing them.	<input type="checkbox"/> Discuss how to provide accommodations/modifications without alienating students with disabilities (self determination skills) <input type="checkbox"/> Consider needs of individual students for assignments and classwork <input type="checkbox"/> Review IEP for Accommodation Strategies <input type="checkbox"/> (See Strategies Flip Charts for more Ideas)
4	Monitor, adjust, and provide formative feedback.	<input type="checkbox"/> How will you progress monitor <input type="checkbox"/> Include Formative Assessments <input type="checkbox"/> Agree on grading procedures <input type="checkbox"/> Talk about homework <ul style="list-style-type: none"> <input type="checkbox"/> How much to assign <input type="checkbox"/> How often to assign <input type="checkbox"/> How to grade <input type="checkbox"/> Accepting late work <input type="checkbox"/> Procedures for turning in homework
5	Evaluate students using established criteria.	<input type="checkbox"/> Include Summative assessments <input type="checkbox"/> Assess in a variety of formats <ul style="list-style-type: none"> <input type="checkbox"/> Paper pencil <input type="checkbox"/> Project based <input type="checkbox"/> Oral Presentation

Checklist for Instructional Planning Components			
Planning Area	Guiding Questions	Yes	No
Standards	Did we use standards as the focus of the lesson?		
	Did we relate to IEP goals?		
Assessment	Did we start with the end in mind?		
	Did we include formative assessment?		
	Did we include summative assessment?		
	Will we assess in a variety of formats? <input type="checkbox"/> Paper and pencil <input type="checkbox"/> Project-based <input type="checkbox"/> Oral <input type="checkbox"/> Presentations		
	Did we agree on grading procedures? <input type="checkbox"/> Person responsible <input type="checkbox"/> Differentiating grading based on student needs <input type="checkbox"/> Use of rubrics		
	Did we talk about homework? <input type="checkbox"/> How much to assign <input type="checkbox"/> How often to assign <input type="checkbox"/> Procedures for submitting <input type="checkbox"/> How to grade <input type="checkbox"/> Accepting late work		
Accommodations/Modifications	Did we address any appropriate content-related IEP goals?		
	Did we address any non-content-related IEP goals?		
	Did we consider needs of individual students for assignments?		
	Did we discuss how to provide accommodations/modifications inclusively?		
Instructional Strategies	Did we consider mnemonics?		
	Did we consider graphic organizers?		
	Did we consider cooperative learning strategies?		
	Did we consider progress monitoring?		
	Did we consider peer-assisted learning strategies?		
Logistics	Did we decide who will prepare tests?		
	Did we decide who will prepare materials?		
	Did we plan for roles and arrangements? <input type="checkbox"/> Seating <input type="checkbox"/> Classroom movement patterns <input type="checkbox"/> Student grouping <input type="checkbox"/> Roles in instruction <input type="checkbox"/> Roles in discipline		

IEP Observation Checklist

Date: _____

Class: _____

IEP Goal	Sally	Raymond	Terry	Leon	Abby	John	Stacy
Speak at least twice on a topic each class.	*	*	*				
Answer a teacher question.	*	*	*				*
Raise hand to participate.				*	*		
Complete at least 50% of the classroom assignment.				*	*		*
Complete at least 80% of the classroom assignment.	*	*	*			*	
Write assignment in planner.				*	*		
Complete 2 step directions the first time given.			*	*			*
Compare 2 concepts verbally or in writing.					*	*	
Participates in the group by taking role assigned in cooperative learning.					*	*	
Contributes to cooperative group.	*						
NOTES about overall performance this day							Stacy has shut-down 3 times this week & refused to work at all.

From: "Five Tools for Every Co-Taught Classroom." *The Co-Planner: Two Professionals + One Plan for Co-Teaching*, by Lisa A. Dieker, Whitefish Bay, WI, 2015, pp. 3-4.

Class Learning Plan

General Ed. Teacher _____ Special Ed. Teacher _____ Date _____
Time/Period _____ Class _____

Student	Learning STRENGTHS from Psychological and PLOP	Learning WEAKNESSES from Psychological and PLOP	Weaknesses identified thru State/System assessments	IEP Goal/ Objective & frequency of monitoring	Recommended Accommodations/ Assistive Technology	Recommended Instructional strategies

Class Learning Plan

General Ed. Teacher Mrs. Smith Special Ed. Teacher Mrs. Peel Date 2014-15 School Year
 Time/Period 8:00 - 3:00 Class 5th grade all subjects

Student	Learning issues from Psych./Eligibility Report, PLOP	Weaknesses identified thru CRCT/GHS GT	IEP Goal Area / Summary of Objectives	Accommodations	Recommended strategies
Alexa	<p>Testing Weaknesses: Comprehension- knowledge, Long-term retrieval, short-term memory.</p> <p>Academics affected: Reading sight words, fluency, understanding sequence, and recognizing cause and effect. Math X & Div. facts, multi-digit X, recognizing operations in word problems. Writing affected by poor spelling and use of adj. and adv. In sentences.</p>	<p>Lang. Arts – 786</p> <p>Math – 835</p> <p>Reading – 818</p> <p>Science - 826</p> <p>SS - 774</p>	<p>Increase sight words from 586 to 650/1000.</p> <p>Increase grade level fluency from 40 to 60 wcpm.</p> <p>Increase grade level comprehension to 50% accuracy and instructional level to 67% accuracy.</p> <p>Write with correct capitalization in 10 sent.</p> <p>Write simple and complex sentences.</p> <p>Multiplication facts 100%</p> <p>Division Facts 84%</p> <p>Answer math problems 38%</p>	<p>Some shortened assignments.</p> <p>Assignments chunked into smaller pieces.</p> <p>Extra time to complete assignments.</p> <p>Frequent breaks.</p> <p>Directions, questions and answer choices read to him for testing.</p> <p>Small group testing.</p>	<p>Auditory processing is strength so auditory presentation improves comprehension.</p> <p>Small group reading instruction on his instructional level.</p> <p>Repeated directions with clarification.</p>
Johanna	<p>Testing: knowledge, quantitative reasoning, and working memory, thinking.</p> <p>Academic – Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing</p> <p>Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers.</p> <p>Writing: Using complex sentences, main idea and logical flow and capitalization/punctuation</p>	<p>Reading – 804</p> <p>ELA – 789</p> <p>Math – 825</p> <p>Science – 792</p> <p>SS – 786</p>	<p>Division facts 100%</p> <p>Answer Math problems 63%</p> <p>Write with correct cap & punct.</p> <p>Write using complex sentences.</p> <p>Increase reading fluency 103 to 120 wcpm.</p> <p>Answer grade level comprehension questions with 50% acc.</p> <p>Answer instructional level passages with 83% acc.</p>	<p>Study buddy</p> <p>Seated by student role model</p> <p>Extra time to complete work.</p> <p>Shorten assignments to accommodate attn.</p> <p>Chunk assignments into smaller parts.</p> <p>Frequent breaks during assignments longer than 20 questions in length.</p> <p>Small group testing.</p>	<p>Visual spatial is a strength.</p> <p>Use a timer for work time.</p> <p>Use clear, concise instructions.</p> <p>Frequent reassurance/encouragement.</p> <p>Review instructions on new assignments for understanding.</p> <p>Increase reinforcement with signs of frustration.</p> <p>Questions read on assignments and testing to clarify understanding.</p>

Cindy	Long term retrieval, understanding concepts and relationships between concepts. Reading Fluency and Comprehension, Math Reasoning and math mult./div. facts Written Expression: use of complex sentences, main idea with details and logical flow. Quiet/Difficulty talking in front of a group of peers and teachers. Difficulty focusing and staying on task	ELA – 789 Reading 781 Science – 794 SS – 769 Math – 330 (passed)	Increase grade level fluency to 85 WCPM Increase grade level rdg comp to 50% acc. Increase Instructional level rdg comp to 67% acc. Mult/ div facts to 100% 50% accuracy on answering math problems. Write 2 paragraphs with main idea and 4 or more details on topic. Will answer question in whole group setting.	Study guides sent home 1 week prior to testing. Shortened assignments. Allow additional time. Assessments over 25 questions read aloud. Small group setting for long testing. Read all except reading comprehension tests. Read directions, questions and answer choices on tests.	Strength in nonverbal and memory. Encouragement to engage. Model appropriate responses in social situations. Teach explicit social skills. Chunk instructions and assignments. Provide visual modeling. Use repetition. Small group reading instruction.
Ben	Written expression. Difficulty with r sound in conversational speech only. Reading fluency and reading comprehension specifically explicit and inferential questions. Math facts for division and multiplication. Answering math problems. Writing with complex sentences and logical flow. Slow at writing. Making friends, turn taking in peer activities. Complains about writing assignments Difficulty transitioning from preferred to non-preferred activity. Easily distracted	ELA – 816 Math 851 Reading 850 Science 853 SS 809	Take turns in activity 80% without arguing. Complete writing without complaint 80% Transition without complaint 80% Complete independent activity without redirection 80% Increase grade level fluency to 117 WCPM Answer comprehension questions with 60% accuracy on grade level text. Mult/ Division facts with 50% acc. 60% accuracy on math problems	Allow breaks from noisy environments and assemblies. Seat at bottom of bleacher due to fear of heights. Reminders to use the restroom. Seated near teacher Posted schedule Dictate lengthy answers on tests. Test in small group to minimize distractions. Word processor for writing over a paragraph. Word banks with numbers for him to write number instead of word/phrase.	Strengths in nonverbal/ spatial abilities, Good memory, likes creating projects. Small group reading instruction in separate class. Highly structured classroom with established routines. Notify him of changes in routine ahead of time. Redirect to keep him on task. Direct instruction of content with reinforcement. Appropriate Speech model when needed in classroom. Tangible reinforcers for appropriate behavior. Established reward system.
Nan	ADHD Comprehension knowledge, processing speed, Long-term retrieval. Basic reading: Decoding and sight words, 2 nd -3 rd grade level, 28 WCPM grade level fluency. Reading comprehension: 15% on grade level, 33% on instructional level. Math reasoning: mult/div. facts and answering math problems. Writing paragraphs with correct punctuation/capitalization and indentation.	ELA 811 Math 839 Reading 821 Science 800 SS 801	Increase grade level fluency to 60 wcpm Increase grade level comp to 50% Increase instructional level comp to 67% Learn all 1000 sight words Write with correct punct/capit/indenting. Mult/divis/facts Answer math problems 60%	Extra time to complete assignments. Tests read aloud Frequent breaks for longer assignments and tests. Tested in small group.	Strengths in auditory processing, listening comprehension and short term memory. Read directions to her and repeat and clarify as needed. Small group instruction. Chunk assignments into smaller parts. Specialized reading instruction in small group in a separate setting.

General Educator: _____

Special Educator: _____

Week of: _____

Subject: _____

<p>Targeted Students:</p>
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* Ask: How is what we are doing together substantively different and better for students than what one teacher would do alone?

**completed by General Education Teacher or together*

Day/Date	Lesson Big Idea/Goals	Activities	Assessment	
			Standard	Modifications
<p>Monday</p> <p>Click or tap to enter a date.</p>	All/Some			
<p>Tuesday</p> <p>Click or tap to enter a date.</p>	All/Some			
<p>Wednesday</p> <p>Click or tap to enter a date.</p>	All/Some			
<p>Thursday</p> <p>Click or tap to enter a date.</p>	All/Some			
<p>Friday</p> <p>Click or tap to enter a date.</p>	All/Some			

Co-Teaching Models:
 (TO) one teach, one observe
 (TA) one teach, one assist
 (S) station teaching
 (P) parallel teaching
 (TT) team teaching
 (A) Alternative teaching

Students with Disabilities:

Consideration for UDL:
 Does your lesson meet the needs of students who cannot?
 Walk Talk See Hear Behave
 Learn the way you traditionally teach?

** completed by Special Education Teacher or together*

Co-Teaching Model	Academic Adjustments (as needed for gifted & SWDs) – could include accommodations & SDI	Behavioral Considerations	Materials/Support Needed	Data & Notes

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching*. Whitefish Bay, WI, 2015

General Educator: Sally Lott

Special Educator: Jessie Burns

Week of: January 28, 2019

Subject: Language Arts

Targeted Students:

Jeffrey H. (3), Greg G. (2), Jamie J. (2), Laura P. (2)

* Ask: How is what we are doing together substantively different and better for students than what one teacher would do alone?

**completed by General Education Teacher or together*

Day/Date	Lesson Big Idea/Goals	Activities	Assessment	
			Standard	Modifications
Monday 1/28/2019	All/Some ALL student will prepare an oral presentation on a book of their choice SOME students will evaluate peers' presentations, provide one constructive comment and one positive comment.	Review book report requirements. (P) Provide students in-class time to prepare report.	5 min. oral present. w/ a clear sequence of ideas. Complete evaluations with a minimum of 1 pos. & 1 constructive comment.	Provide pictures & 1 sentence statement of each picture. Give verbal positive comment to at least one peer following the presentation.
Tuesday 1/29/2019	All/Some Continue from Monday	Finish preparing report. Begin oral presentations.	Same as Monday	Same as Monday
Wednesday 1/30/2019	All/Some ALL students will play "Parts of Speech BINGO" as a review. ALL students will continue giving oral book reports. SOME students will provide feedback (based on Mon.)	Play "Parts of Speech BINGO" (as a review to Unit last month) (TO) Listen to/give oral book reports	Recognize & identify basic parts of speech: preposition, noun, verb, adjective	Provide students with list of words in game in a graphic organizer categorized by part of speech for them to use as a reference.
Thursday 1/31/2019	All/Some ALL students will write a narrative to develop an imagined experience or event using a picture. SOME students will use a structured scaffold (graphic organizer) to write their narrative while others will choose a picture of their own to write about to develop a more complex narrative based on a teacher provided rubric.	*Using an example pic of something everyone is fam. w/ write a class narrative as an example. (TT) *Use a picture to outline the narrative. (S) *Write the narrative.(S) *Share their stories with the class.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.	Write at least 5 sentences about the picture based on graphic organizer (beginning, middle, end).
Friday 2/1/2019	All/Some ALL students will use a group of checks to make inferences about a family's activities & to create a story about the family. SOME students will write their own implicit & explicit events while others will sort provided cards with events already written on them,	*Given a teacher provided cartoon picture, students will write down all explicit & inferred information in the graphic organizer provided (I See/I Infer) (TA) *given a set of checks, students will determine explicit & implicit events that the family is involved in & use to write story(P)	Demonstrate the ability to comprehend fiction and to use information in the text to make inferences using explicit & implied information	Teacher or peer will read provided (fewer than other) explicit & implicit events to the student & have them verbally tell which pile they go into & then will work to verbally put them in order as they are read to them

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching*. Whitefish Bay, WI, 2015

Co-Teaching Models:
 (TO) one teach, one observe
 (TA) one teach, one assist
 (S) station teaching
 (P) parallel teaching
 (TT) team teaching
 (A) Alternative teaching

Students with Disabilities:
Raymond R., Juan G., Hannah H., Jerome K., Lysa L.,
Jessica M., Solomon S.,

Consideration for UDL:
 Does your lesson meet the needs of students who cannot?
Walk Talk See Hear Behave
Learn the way you traditionally teach?

** completed by Special Education Teacher or together*

Co-Teaching Model	Academic Adjustments (as needed for gifted & SWDs) – could include accommodations & SDI	Behavioral Considerations	Materials/Support Needed	Data & Notes
Alternative teaching	*Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.) *Allow students with language issues to present with a peer. *Allow 3-minute presentations for Solomon & Lysa.	Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior	Provide small group break out sessions to edit, practice, refine, etc.	<i>We need to talk about Jamie's performance this past week.</i>
Same as Monday	Same as Monday	Same as Monday	Same as Monday	
One Teach, One Assist/Observe	*have a peer complete BINGO cards for students who need it *limit the parts of speech to 2 or 3 for students who need it *allow a peers to play together as needed	Review the rules of BINGO and behavioral expectations for being a part of the group, playing as a team (if applicable), using dry erase markers,	Blank Bingo Cards, page protectors, dry erase markers,	<i>Based on observation, we need to re-teach prepositions and adverbs with Greg & Jeffrey</i>
Station Teaching	*Allow students to use talk-to-text to capture their narrative if needed. *Allow a small group of students to work together to develop their narrative using a graphic organizer. *Introduce rubric to students ensuring they understand & have pre-requisite knowledge related to each area of the rubric *Provide a variety of pictures that students can choose from (with a variety of diff. themes)	Explain expectation for working in small group to complete. Review expectations of being audience when stories are being shared.	Stations: review of parts of story & provision of graphic organizer if needed, independent choice of picture & begin outline, & mini-lesson related to increased sentence complexity & interest OR writing complete sentences	
Parallel	*Allow students to use talk-to-text to capture their story if needed. *do a reteach of implicit vs. explicit for students who need it *reduce the number of events for students who need it *encourage students needing enrichment to make a minimum of 12 implicit conclusions & to justify them in their story. 2 groups one determines events based on checks while others are provided with events.	Remind students how to ask for help if needed; provide student with specific checklist to self-monitor	Make event cards for students needing them; quick check (formative assessment) to determine groups for activity	

Adapted from: Dieker, Lisa A. *The Co-Planner: Two Professionals + One Plan for Co-Teaching*. Whitefish Bay, WI, 2015

CO-TEACHING UDL LESSON PLAN TEMPLATE

SUBJECT:	LESSON TOPIC:
INSTRUCTOR(S):	PERIOD:
DATE(S) OF PLANNING SESSION:	DATES OF IMPLEMENTATION:
CONTENT STANDARD(S):	LITERACY STANDARD(S):

DAY ____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON: <input type="checkbox"/> MODEL OF STRATEGIES/SKILLS <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)

<p>FORMATIVE ASSESSMENT STRATEGY/USE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT <input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> MASTERY <input type="checkbox"/> FORMATION OF GROUPS 			<p>Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4) Optimize visual choice & autonomy (7.1)</p>
<p>STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)</p>			
<ul style="list-style-type: none"> <input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE 			<p>Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2)</p> <p>Develop self-assessment & reflection (9.3)</p>
<p>CLOSING</p>			
<ul style="list-style-type: none"> <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS 			<p>Maximize transfer & generalization (3.4)</p>

DAY _____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <ul style="list-style-type: none"> <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED 			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <ul style="list-style-type: none"> <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE 			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON: <ul style="list-style-type: none"> <input type="checkbox"/> MODEL OF STRATEGIES/SKILLS <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION 			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)
FORMATIVE ASSESSMENT STRATEGY/USE: <ul style="list-style-type: none"> <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT <input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> MASTERY 			Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4) Optimize visual choice & autonomy (7.1)

<input type="checkbox"/> FORMATION OF GROUPS			
STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)			
<input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE			<p>Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2)</p> <p>Develop self-assessment & reflection (9.3)</p>
CLOSING			
<input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS			<p>Maximize transfer & generalization (3.4)</p>

DAY _____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON: <input type="checkbox"/> MODEL OF STRATEGIES/SKILLS <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)
FORMATIVE ASSESSMENT STRATEGY/USE: <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT <input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> MASTERY <input type="checkbox"/> FORMATION OF GROUPS			Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4) Optimize visual choice & autonomy (7.1)

STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)			
<ul style="list-style-type: none"> <input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE 			<p>Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2)</p> <p>Develop self-assessment & reflection (9.3)</p>
CLOSING			
<ul style="list-style-type: none"> <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS 			<p>Maximize transfer & generalization (3.4)</p>

DAY ____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <ul style="list-style-type: none"> <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED 			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <ul style="list-style-type: none"> <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE 			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON: <ul style="list-style-type: none"> <input type="checkbox"/> MODEL OF STRATEGIES/SKILLS <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION 			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)
FORMATIVE ASSESSMENT STRATEGY/USE: <ul style="list-style-type: none"> <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT <input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> MASTERY <input type="checkbox"/> FORMATION OF GROUPS 			Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4) Optimize visual choice & autonomy (7.1)

STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)			
<ul style="list-style-type: none"> <input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE 			<p>Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2)</p> <p>Develop self-assessment & reflection (9.3)</p>
CLOSING			
<ul style="list-style-type: none"> <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS 			<p>Maximize transfer & generalization (3.4)</p>

DAY ____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON: <input type="checkbox"/> MODEL OF STRATEGIES/SKILLS <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)
FORMATIVE ASSESSMENT STRATEGY/USE: <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT <input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> MASTERY <input type="checkbox"/> FORMATION OF GROUPS			Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4) Optimize visual choice & autonomy (7.1)

STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)			
<ul style="list-style-type: none"> <input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE 			<p>Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2)</p> <p>Develop self-assessment & reflection (9.3)</p>
CLOSING			
<ul style="list-style-type: none"> <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS 			<p>Maximize transfer & generalization (3.4)</p>

General Educator: _____ Special Service Provider: _____

Co-Teaching/Co-Planning Lesson Plan

Subject Area: _____
 Grade level: _____
 Content Standard: _____
 Lesson Objective: _____
 Essential Questions: _____
 Key Vocabulary: _____
 Pre-Assessment: _____
 Materials: _____

Lesson	Co-teaching Approach (can select more than one)	Time	General Education Teacher	Special Service Provider	Considerations (may include UDL options, differentiation needs, specially designed instruction, accommodations and data collection strategies)
Beginning: (may include: Opening; Warm Up; Review; Anticipatory Set)	<input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team				

General Educator: _____ Special Service Provider: _____

<p>Middle: (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p><input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team</p>				
<p>End: (may include: Closing, Assessments, Extension of the Lesson)</p>	<p><input type="checkbox"/> One Teach, One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team</p>				

Co-Teaching Lesson Plans

This lesson plan is a tool that can be used to re-design a specific lesson to incorporate co-teaching. Complete each section for a one-teacher lesson and then note options for changing the lesson plan to take advantage of the talents of two teachers.

Subject:	Topic/Lesson:	Date:
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Competencies/Objectives:

CCGPS Student Expectations:

Materials:

	One Teacher Lesson	Co-Taught Lesson—Teaching Approach	
		One Teach, One Observe	Station Teach
		Parallel Teach	Alternative Teach
		Team Teach	One Teach, One Assist
Anticipatory Set			
Procedures			
Independent Practice			
Closure			
Assessment			
Accommodations and Modifications for Specific			

Students		
Notes		

Sample Co-Teaching Lesson Plan Template

Teacher 1: _____ Teacher 2: _____

Class: _____ Date: _____

Lesson Component/Activity	Time Allotment	Teacher 1 Role	Teacher 2 Role
Lesson Goals:	/		
Lesson Objectives:	/		
Materials Needed:	/		
Procedures/Activities:			
Assessment of Lesson Effectiveness:			

Special education teacher General Education Teacher Teaching Assistant	Class: Date:			
Standards to be addressed CCGPS:				
Topic and Context:				
Objective (Learning Target)	Verb:	Context:		
Special Considerations (Accommodations, Modifications, Assistive Technology, Strategies) Student Name: Student Name:				
Necessary Prerequisite Skills Assessment of Prerequisite Skills:				
	Explicit Core Instruction	Specially Designed Instruction	Model of Co-teaching	
Introduction Objective Learning Target Key Vocabulary Connect to Previous Learning	Objective (Learning Target) Activate Prior Knowledge Vocabulary Connection to previous learning:	Accommodations Strategies (Learning and Teaching) Technology/Equipment:	OTOA	O TOO
			Team	Alternative
			Parallel	Station
Activate Teaching/Modeling/ "I DO" Demonstration Think Aloud Provide Model and/or Rubric	Description of I Do Exemplary, Model or Rubric:	Accommodations Strategies Technology/ Equipment	OTOA	O TOO
			Team	Alternative
			Parallel	Station
Guided Practice/ "We Do" Provide time for • Small Group • Discussion • Teacher/student feedback/Observation and Feedback	Practice Activity with Teacher corrective feedback Materials: Check for Understanding	Accommodations Strategies Technology/ Equipment	OTOA	O TOO
			Team	Alternative
			Parallel	Station

<p>Independent Practice/Application "You Do" Multiple practice opportunities to ensure success (90%)</p>	<p>Task/Materials for Independent Practice.</p>	<p>Accommodations</p> <p>Strategies</p> <p>Technology/ Equipment</p>	<p>OTOA</p> <p>Team</p> <p>Parallel</p>	<p>O TOO</p> <p>Alternative</p> <p>Station</p>
<p>Lesson Closure</p>	<p>Summary:</p>	<p>Accommodations</p> <p>Strategies</p> <p>Technology/ Equipment</p>	<p>OTOA</p> <p>Team</p> <p>Parallel</p>	<p>O TOO</p> <p>Alternative</p> <p>Station</p>

Co-Teaching Self Reflection

Reflection	General Education Teacher	Special Education Teacher
Remembering: what did we do?		
Understanding: Why was it important?		
Applying: Where could we use this again?		
Analyzing: Do we see any patterns in what we did?		
Evaluating: How well did we do? What are the student outcomes (look at data)?		
Creating: What should we do next?		