SPECIALLY-DESIGNED INSTRUCTION
in
CO-TAUGHT CLASSROOMS

Coastal GLRS
June 2015

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Learning Targets

• Participants will utilize tools to provide specially-designed instruction in all parts of a standards-based lesson in the Co-Taught classroom.

• Participants will utilize tools to conduct effective planning sessions with co-teachers using provided tools.

• Participants will utilize tools to create and collect data from accurate formative assessments.
BIG IDEAS

• Many students with disabilities benefit from grade-level standards-based instruction in the co-taught classroom.

  How do we make this happen?
HOW DO WE MAKE THIS HAPPEN?

• SCHOOL AND/OR DISTRICT
  – COMMON DEFINITIONS/LANGUAGE/TERMS
  – CLEAR EXPECTATIONS
  – COMMON PRACTICES
  – CONSISTENT MONITORING for IMPROVEMENT

THESE ARE REFINED THRU PROFICIENT PRACTICES & PROCEDURES
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Look for...</th>
<th>Observed</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parity and Roles</strong> (Positive Learning Environment, Assessment Uses, Professionalism, Communication)</td>
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<td></td>
<td>Clearly defined, actively engaged INSTRUCTIONAL role for each teacher throughout lesson that gives them valuable information regarding the progress of all students towards the learning target for the lesson</td>
<td></td>
<td>Opening, Lesson, SWP, Closing</td>
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<td></td>
<td>SWD are mixed within the classroom so that both teachers interact with all students equally and it isn’t apparent which students are served in SPED</td>
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<tr>
<td><strong>Co-Planning</strong> (Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies)</td>
<td></td>
<td></td>
<td>Documented, Implemented, Individual Learning Plan</td>
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<td></td>
<td>Both teachers participate in co-planning to implement specially designed instruction to meet the needs of the SWD.</td>
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<td>Opening, Lesson, SWP, Closing</td>
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<td></td>
<td>- Accommodations</td>
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<td>- Assistive Technology</td>
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<td>- Specific to students needs</td>
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<td>- Differentiation</td>
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<td>- Positive behavior supports/BIP</td>
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<tr>
<td><strong>Instruction</strong> (Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies)</td>
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<td></td>
<td>Both teachers use evidence based, high impact instructional strategies that ensures student engagement to the learning.</td>
<td></td>
<td>Opening, Lesson, SWP, Closing</td>
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<td></td>
<td>- Clear Learning Targets/goals</td>
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<td>- Clear Classroom rules and procedures</td>
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<td>- Grouping (cooperative and/or instructional)</td>
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<td>- Activate Prior Knowledge (Advance organizers)</td>
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<td></td>
<td>- Chunking of lessons (small bites)</td>
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<td>- Summarizing Activities</td>
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<td>- Review and practice activities</td>
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<td>- Homework as appropriate not routinely</td>
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<td>- Explicit Vocabulary Instruction</td>
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<td>- Modeling (Gradual Release)</td>
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<td>- Identifying similarities &amp; diff.</td>
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<td>- Graph. Org. or Non-linguistic Representations</td>
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<tr>
<td><strong>Assessing Progress</strong> (Assessment strategies, Assessment Uses)</td>
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<td></td>
<td>Use formative assessment to measure student progress towards the learning target, adjust instruction, and provide feedback</td>
<td></td>
<td>Opening, Lesson, SWP, Closing</td>
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<td></td>
<td>- Track progress</td>
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<td>- Student Self Reflection/ Assessment</td>
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<td>- Student revision of knowledge</td>
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<td>- Measure engagement</td>
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<td></td>
<td>IEP skills are assessed (data notebook)</td>
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</tbody>
</table>
TODAY’S FOCUS

- In this session, we will discuss how each of the 4 components impact Specially-Designed Instruction.
  - Parity
  - Co-Planning
  - Instruction
  - Assessment

- We will also discuss how Specially-Designed instruction is necessary in each of the components of co-teaching.
WHY EMPHASIZE SDI?

• More than 90% of our students with disabilities have AVERAGE cognitive abilities
• Years of collaboration with K-12 schools indicate that specially-designed instruction is not consistently implemented in general ed classrooms with fidelity
• Effective co-teaching practices MUST be in place to ensure Specially-Designed Instruction
• Effective Specially-Designed Instruction MUST be in place to ensure effective co-teaching practices
How do we design SDI?

• *Teach* and *Accelerate* using their strengths
• *Scaffold* for *weaknesses*
• *Differentiate*
  – *Content* (Standards/Curriculum)
  – *Process* (Making Sense of Instruction)
  – *Product* (Assessment)
Psychological Processes Checklist Tool

<table>
<thead>
<tr>
<th>Psychological Processing Checklist</th>
<th>Strength</th>
<th>Typical</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquisition of Information</strong></td>
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<td>Comprehend directions presented orally</td>
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<td>Understand information when presented the first time</td>
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<td>Work despite distractions</td>
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<td>Link new information to previously learned information</td>
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<tr>
<td>Find key facts or ideas when studying</td>
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<tr>
<td><strong>Organization</strong></td>
<td>STRENGTH</td>
<td>TYPICAL</td>
<td>WEAKNESS</td>
</tr>
<tr>
<td>Keep classwork organized</td>
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</tbody>
</table>

- Strengths
- Weaknesses
- Instruction
Planning SDI (IEP Process)

- Deficit identified
- Where do we want to go?
- Goal/Objectives
- How do we get there?
- SDI strategies & accommodations
- How do we measure success?
- Targets Identified & Measured
- How did we do?
- Results
- How can we improve?
Types of SDI

- Deficit
  - Instructional:
    - Teach a strategy to overcome
    - Enhance instruction using a strength
  - Accommodations:
    - Allows students to independently complete tasks
SCAFFOLD VS. ACCOMMODATION

• Scaffold assumes a “TEMPORARY” bridge to support acquisition of learning new skills
• When scaffold is no longer needed, it is removed.
• “ACCOMMODATION” implies PERMANENT bridge to learning new skills.
• It is important to consider when a SCAFFOLD needs to be TEMPORARY vs. PERMANENT
Implementing **Instructional SDI**

**Visual discrimination:** interpreting what is seen

- Student will increase WCPM from 33 to 50 on 1st grade level text.

**Phonics instruction:** 15 minutes a day during flex groups in the gen. ed. Class.

**Weekly Fluency/accuracy check graphing results**

**4.5 week Progress report - student gained 8 wcpm.**

**Data Notebook Progress Report**

**Consider any materials or training needed**

**Goals/Obj.**

**How can we improve?**

**Where do we want to go?**

**How did we do?**

**How do we get there?**

**How do we measure success?**

**Psych/PLOP**

**Goals/Obj.**

**Student supports: Instruction accom.**

**Instruction to improve the deficit**
Implementing **Accommodations (SDI)**

**Visual discrimination:** interpreting what is seen

*Student will independently use Digital Text reader to read independent text in class and at home.*

**Weekly checks on use of tool (accuracy, availability & satisfaction)**

**Digital text reader on laptop with accessible text**

**Considerations (AT)**: Student supports: Instruction accom.

**How do we measure success?**

**Data Notebook, Progress Report**

**How did we do?**

**Goals/Obj.**

**How did we do?**

**Goals/Obj.**

**Consider any materials or training needed**

**4.5 week Progress report - student independent but materials not available digitally in...**

**Where do we want to go?**

**Psych/PLOP**

**How can we improve?**

**Goals/Obj.**

**How do we get there?**
# Example of SDI in Planning

<table>
<thead>
<tr>
<th>Psychological Processing Deficits</th>
<th>Observable Behaviors Associated with Deficits</th>
<th>Specialized Instructional Strategies to Consider (SDI)</th>
<th>Accommodations to Consider (SDI)</th>
</tr>
</thead>
</table>
| Visual Processing: Visual Integration | • Difficulty tracking when reading or following math equations  
• Illegible handwriting  
• Inaccurate copying  
• Difficulty keeping up with materials | Teach, model, practice color coding or highlighting text for organization  
Keyboarding instruction  
Teach, model, practice method of taking information off GO into organized text | Pre-highlighted paper  
Word processor  
Color coded graphic organizers  
Desk copy for copying notes  
Specific routines/areas for material organization with verbal reminders |

Modified from Fayette County
Implementing SDI

• How are you currently planning lessons using SDI from IEPs?
## Blank Class Learning Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning STRENGTHS from Psychological and PLOP</th>
<th>Learning WEAKNESSES from Psychological and PLOP</th>
<th>Weaknesses identified thru State/System assessments</th>
<th>IEP Goal/ Objective &amp; frequency of monitoring</th>
<th>Recommended Accommodations</th>
<th>Recommended Instructional strategies</th>
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</table>
## Class Learning Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>Learning STRengths from Psychological and PLOp</th>
<th>Learning WEAKNESSES from Psychological and PLOp</th>
<th>Weaknesses identified thru State/System assessments</th>
<th>IEP Goal/ Objective &amp; frequency of monitoring</th>
<th>Recommended Accommodations</th>
<th>Recommended Instructional strategies</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Reading sight words, fluency, understanding sequence, and recognizing cause and effect.</td>
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<td></td>
<td></td>
<td>• Math X &amp; Div. facts, multi-digit X, recognizing operations in word problems.</td>
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<td></td>
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<td>• Poor spelling and poor use of adj. and adv In sentences.</td>
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<td></td>
<td></td>
<td>Increase - sight words from 586 to 650/1000.</td>
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<td>Grade level fluency from 40 to 60 wcpm.</td>
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<td>Grade level comprehension to 50% accuracy</td>
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<td>Instructional level comprehension level to 67% accuracy.</td>
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<td>Write - with correct capitalization in 10 sent. simple and complex sentences.</td>
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<td>Know - Multiplication facts 100% Division Facts 84% Answer math problems 38%</td>
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<td>Some shortened assignments. Assignments chunked into smaller pieces. Extra time to complete assignments. Frequent breaks. Directions, questions and answer choices read to him for testing. Small group testing.</td>
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<td>Auditory presentation improves comprehension. Small group reading instruction on his instructional level. Repeated directions with clarification.</td>
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<tr>
<td>Johanna</td>
<td>Visual Spatial Skills</td>
<td>Knowledge, quantitative reasoning, working memory, and thinking.</td>
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<td></td>
<td></td>
<td>• Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing</td>
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<td></td>
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<td>• Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers.</td>
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<td></td>
<td></td>
<td>• Writing complex sentences, main idea and logical flow and capitalization/punctuation</td>
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<td>Reading – 804 ELA – 789 Math – 825 Science – 792 SS – 786</td>
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<td></td>
<td></td>
<td>Division facts 100% Answer Math problems 63% Write with correct cap &amp; punct. Write using complex sentences. Increase reading fluency 103 to 120 wcpm. Answer grade level comprehension questions with 50% acc. Answer instructional level passages with 83% acc.</td>
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<td>Study buddy Seated by student role model Extra time to complete work. Shorten assignments to accommodate attn. Chunk assignments into smaller parts. Frequent breaks during assignments longer than 20 questions in length. Small group testing.</td>
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<td>Use a timer for work time. Use clear, concise instructions. Frequent reassurance/encouragement. Review instructions on new assignments for understanding. Increase reinforcement with signs of frustration. Questions read on assignments and testing to clarify understanding.</td>
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</tbody>
</table>
Planning for SDI Implementation

1. Discuss which objectives/ accommodations/strategies that will be monitored in your co-taught class. Highlight them in yellow.

2. Place CLP inside page protectors

3. Use Vis a Vis pens to check off those SDI that were implemented each week.
# Implementing SDI

<table>
<thead>
<tr>
<th>Student</th>
<th>Deficits</th>
<th>Instructional strategy/accommodation</th>
<th>Implementation plan</th>
<th>Data probe: Type and frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Smith</td>
<td>Reading comp.</td>
<td>Pre-teach and Review Vocabulary</td>
<td>5 minutes daily in small group in each academic inclusion class</td>
<td>In context Vocabulary summary once a week graded with rubric.</td>
</tr>
</tbody>
</table>

- **Deficit identified**
- **Results**
- **Targets Identified & Measured**
- **Goal/Objectives**
- **SDI strategies & accommodations**

Thinking Maps for organizing information

- Cheat sheet provided in each class, verbal cues
- Notebook check weekly. Written Summary once a week of information from Tmaps graded with writing rubric.
## Assessing SDI

<table>
<thead>
<tr>
<th>Mary Smith</th>
<th><strong>1: Beginning</strong></th>
<th><strong>2: Emerging</strong></th>
<th><strong>3: Progressing</strong></th>
<th><strong>4: At Mastery</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student is at the beginning stage with this concept/strategy.</td>
<td>The student below mastery level but making progress.</td>
<td>The student is at mastery but can still improve.</td>
<td>The student is exceeding expectations and can teach others this concept/strategy.</td>
</tr>
</tbody>
</table>

**In context Vocabulary summary - Mastery = 4/5 vocab words a week.**

1/12/15: 1/5 words (misses small group every day)

**Put date and describe summary of student progress under the appropriate rating. Can include assignment grade or reference specific work.**

1/12/15: 3/5 concepts (Needs to verbally review map before writing)

Can summarize understanding of 80% of material from T map without assistance

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FOUR PARTS of STANDARDS-BASED LESSON

**Closing**
- Teacher Summarization
- Clarification of Learning Target
- Formative Assess

**Opener**
- Learning Target
  - Vocabulary
  - Review
  - Formative Assess
  - Questioning

**Student Work Period**
- Formation of Groups
- Task Practice (Group & Independent)
- Specialized Instruction
  - Formative Assess
  - Questioning
  - Feedback specific to learning target & standard
  - Use of Accommodations

**Mini-Lesson**
- Graphic Organizers
  - Scaffold Tool
  - Develop or Review
  - Student Summarization
  - Formative Assess
  - Questioning

ASSIGN ROLES
- www.coastalglrs.org
# Co-Teaching Lesson Plan

## Co-Teaching UDL Lesson Plan Template

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>LESSON TOPIC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTOR(S):</td>
<td>PERIOD:</td>
</tr>
<tr>
<td>DATE(S) OF PLANNING SESSION:</td>
<td>DATES OF IMPLEMENTATION:</td>
</tr>
<tr>
<td>CONTENT STANDARD(S):</td>
<td>LITERACY STANDARD(S):</td>
</tr>
</tbody>
</table>

## Day ___ Date:

<table>
<thead>
<tr>
<th>GENERAL ED TEACHER TASKS</th>
<th>SPECIAL ED TEACHER TASKS</th>
<th>UDL TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING:</td>
<td></td>
<td>Clarify vocabulary &amp; symbols (2.1) Clarify syntax &amp; structure (2.2) Guide appropriate goal-setting (6.1)</td>
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<tr>
<td>LEARNING TARGET:</td>
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<tr>
<td>- Standards Wall Posted/Reviewed</td>
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<tr>
<td>- Vocabulary Clarified</td>
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<tr>
<td>- Student Accommodations</td>
<td></td>
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<tr>
<td>ACTIVATOR/ANTICIPATORY SET:</td>
<td></td>
<td>Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, &amp; relationships (3.2)</td>
</tr>
<tr>
<td>- Links to Prior Knowledge</td>
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<tr>
<td>- Advanced Organizer</td>
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<tr>
<td>- Pre-Assessment/ Self-Assessment</td>
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<tr>
<td>MINI-LESSON:</td>
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<td>Customize display of information Offer alternatives for auditory presentation of information</td>
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<tr>
<td>- Model of Strategies/Skills - Gradual Release: I do, We do, You do</td>
<td></td>
<td>Support text decoding, mathematical notations, &amp; symbols (2.3) Illustrate thru multi-media (2.5)</td>
</tr>
<tr>
<td>- Nonlinguistic Representation of Content/Graphic Organizer</td>
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<tr>
<td>- Scaffolded Instruction</td>
<td></td>
<td>Optimize access to tools &amp; assistive technology (4.2)</td>
</tr>
<tr>
<td>- Student Accommodations</td>
<td></td>
<td></td>
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<tr>
<td>- Chunking of Lesson (small bites)</td>
<td></td>
<td></td>
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<tr>
<td>- Student Summarization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Directions Clearly Articulated for SWP</td>
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<tr>
<td>- Identify Similarities/Difference</td>
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</table>
# Co-Teaching Lesson Plan

## Formative Assessment Strategy/Use:
- Evidence of Learning (% at Mastery)
- Self Assessment
- 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)
- Small Group Processing
- Small Group Instruction
- Scaffolds
- Accommodations
- Differentiated By:
  - Readiness
  - Interest
  - Content
  - Process
  - Product
- Summarization of Learning
- Formative Assessment
- Feedback on Learning
- Student Revision of Work
- Independent Practice
- Review and Practice Activities

## Closing
- Formative Assessment/ Self Assessment
- Feedback
- Summarization/Clarification of the Learning Target
- Accommodations

## 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)
- Develop self-assessment & reflection (9.3)

## Maximize transfer & generalization (3.4)
Parity Tool Wrap Up
2 minutes

• Parity Planning Tool
  – During pre-planning
  – Sets you up for success

• Perception surveys
  – Periodically given
  – Tells how you are doing in being equal partners

Why is effective implementation of PARITY important for Specially Designed Instruction?
Parity To Do List Reflection
2 minutes

Consider...

- What school-wide procedures do you need to put in place to ensure parity in co-taught classrooms?
- What tools will you use?
- What tools will you share?
  - How?
  - When?
Co-Planning Tool Wrap Up
2 Minutes

• Class Learning Plan
  – Completed by SPED teacher
• Co-Teaching Lesson Plan Template
  – Completed together with teacher roles and SDI indicated
• Psychological Processes Checklist
  – Strengths and weakness inform SDI

Why is effective implementation of Co-Planning important for Specially Designed Instruction?
Co-Planning To Do List Reflection

2 minutes

Consider...

• What school-wide procedures do you need to put in place to ensure effective co-planning for co-taught classrooms?

• What tools will you use?

• What tools will you share?
  – How?
  – When?
Instruction Tool Wrap Up
2 minutes

- Co-Teaching Strategy Plan
  - Increases active engagement in all parts of the lesson
- Independent Co-Teaching Lesson Reflections — Instruction page
  - Ensures student engagement in all parts of the lesson

Why are EFFECTIVE instructional practices important to deliver specially-designed instruction?
Instruction To Do List Reflection

2 minutes

Consider...

- What school-wide procedures do you need to put in place to ensure effective instruction in co-taught classrooms?
- What tools will you use?
- What tools will you share?
  - How?
  - When?
Assessment Tool Wrap Up

2 minutes

• Student Data Tool
  – Monitor progress toward learning targets
• Student Self Assessment Log
  – Self-monitor progress towards learning targets
• Tier 4 Progress Monitoring
  – Monitor progress of SDI

Why is effective implementation of ASSESSMENT important for Specially Designed Instruction?
Assessment To Do List Reflection
2 Minutes

Consider...

• What school-wide procedures do you need to put in place to ensure effective assessment practices in co-taught classrooms?

• What tools will you use?

• What tools will you share?
  – How?
  – When?
Sticky Note Reflection

• What is the most challenging part of implementing specially designed instruction? Why?
  – Designing it to meet student needs
  – Planning for it’s implementation
  – Implementing it in the classroom
  – Assessing it’s effectiveness
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