

# Co-Teaching Training Series

## Module 2

### TRAINER RESOURCES

#### 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-Teaching Series

## Training Guide – Co-Teaching Module 2

Co-Teaching For Student Success			
Training Components	Activity	Time	Materials Needed
<b>Pre-Training (slides 1-3)</b> <ul style="list-style-type: none"> <li>Learning Targets</li> <li>Training Module Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Learning Targets</li> </ul>	5 minutes for intro	<ul style="list-style-type: none"> <li>Copy of PPT Handout for Note taking</li> </ul>
<b>Co-Planning (slides 4-12)</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Barriers to Co-planning</li> <li>Why it's important</li> <li>What is it?</li> <li>Without it...</li> <li>Roles in co-planning</li> <li>Learning Target 1 Review</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of roles (11)</li> <li>Describe co-planning to new teacher</li> </ul>	20 minutes	
<b>Co-planning effectively (slides 13-25)</b> <ul style="list-style-type: none"> <li>Review of co-teaching models</li> <li>Reflecting on current practices</li> <li>Co-teaching model log</li> <li>Maximizing co-planning</li> <li>Reducing time required to co-plan</li> <li>Analyzing classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Co-teaching models matching activity</li> <li>Reflection activity side 15</li> <li>Look at &amp; discuss co-teaching model log</li> <li>Discussion of how to maximize co-planning</li> <li>Analyze a classroom routine &amp; adapt it</li> </ul>	45-60 minutes	<ul style="list-style-type: none"> <li>Handout 1 – Co-teaching models matching activity (cut them apart)</li> <li>Handout 2 – Co-teaching model log</li> <li></li> </ul>
<b>Co-Planning for Instruction (slides 23-38)</b> <ul style="list-style-type: none"> <li>3 part model</li> <li>60 minute co-planning protocol</li> <li>Co-planning checklist</li> <li>Checklist for Instructional Planning</li> <li>IEP Observation Checklist</li> <li>Individual Learning Plan</li> <li>Instructional Strategies that Support All Learners</li> </ul>	<ul style="list-style-type: none"> <li>Share 60 minute co-planning protocol &amp; discuss</li> <li>Share &amp; discuss other tools presented</li> </ul>	7-10 minutes	<ul style="list-style-type: none"> <li>Handout 3 – 60 Minute Protocol</li> <li>Handout 4 – Co-planning checklist</li> <li>Handout 5 – Checklist for Instructional Planning Components</li> <li>Handout 6 – IEP Observation Checklist</li> <li>Handout 7a-7c - ILP</li> </ul>

## Co-Teaching For Student Success

Training Components	Activity	Time	Materials Needed
<p><b>Types of Planning &amp; Lesson Plan Templates (slides 39-47)</b></p> <ul style="list-style-type: none"> <li>• Maco-planning</li> <li>• Micro-Planning</li> <li>• Lesson Plan templates</li> <li>• Reflecting on the Lesson</li> <li>• Example Conversatiaon</li> </ul>	<ul style="list-style-type: none"> <li>• Share out effective co-planning</li> </ul>	<p>30-45 minutes</p>	<ul style="list-style-type: none"> <li>• Lesson Planning Templates (handouts 8, 9, 10, 11, 12, 13)</li> <li>• Handout 14 - Lesson Reflection</li> </ul>
<p><b>Electronic Planning (slides 48-)</b></p> <ul style="list-style-type: none"> <li>• Electronic Planning</li> <li>• Asynchronous Planning</li> <li>• Google Drive</li> <li>• Edmodo</li> <li>• Google Hangouts</li> <li>• Other online options</li> </ul>	<p><b>Electronic Planning (slides 48-)</b></p> <ul style="list-style-type: none"> <li>• Electronic Planning</li> <li>• Asynchrono us Planning</li> <li>• Google Drive</li> <li>• Edmodo</li> <li>• Google Hangouts</li> <li>• Other online options</li> </ul>	<p>30 minutes</p>	
<p><b>On-the-Spot Planning (slides 54-56)</b></p> <ul style="list-style-type: none"> <li>• On-the-spot planning</li> <li>• 3 methods of on-the-spot planning</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to 3 methods of on-the-spot</li> <li>• Discussion of successful implementat ion of on-the-spot planning</li> </ul>	<p>10-15 minutes</p>	
<p><b>Final Thoughts (slides 57-60)</b></p> <ul style="list-style-type: none"> <li>• Video of co-teaching team on co-planning</li> <li>• Pair/Share</li> <li>• Next Steps</li> <li>• Learning Target Review</li> <li>• Federal Disclaimer</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “A Video of Two Teachers Sharing” &amp; discuss take-aways</li> <li>• Pair/Share</li> <li>• Review next steps</li> </ul>	<p>20-30 minutes</p>	<p>“A Video of Two Teachers Sharing”- You Tube Video</p>

3 ½ hours of PL

January-February 2019

<b>Model</b>	<b>Group Setup</b>	<b>Description</b>	<b>Example</b>
One Teaching, One Observing	Whole Group	Teachers alternate roles of teaching lessons and observing students for an understanding of academic and social functioning.	A general educator teaches a whole-group lesson on writing complete sentences. The special educator collects data related to a single student or small groups of students. The data are used to compare targeted student behavior to the behavior of others during the lesson being taught. In future lessons, teachers may reverse roles when specific behaviors need to be observed.
One Teaching, One Assisting	Whole Group	Teachers alternate roles of teaching and supporting the instructional process.	A general educator teaches a whole-group lesson on the causes of the Civil War. The specialist walks around the classroom to assist students by answering individual questions or to redirect students who are not following the instruction. In future lessons, teachers may reverse roles.
Station Teaching	Small Group	Small groups of students rotate to various stations for instruction, review, and/or practice.	A specialist works with a small group of students on prewriting, while the general educator works with other students on research skills. Another group is using the classroom computer to research a topic. Over the course of the week, all students work at each task/station.
Parallel Teaching	Small Group	Students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.	The class is divided in half, and each teacher works with a group on creating a timeline of important events in history. At the end of the session, each group shares its timeline and reviews important concepts.
Teaming or Interactive Teaching	Whole Group	Teachers alternate the roles of presenting, reviewing, and monitoring instruction.	Co-teachers teach a whole group lesson on fractions. The specialist introduces the concept and provides initial instruction. The general educator directs the guided practice and evaluation. In future lessons, the partners may reverse roles.
Alternative Teaching	Big Group/Small Group	One teacher teaches, re-teaches, or enriches a concept for a small group, while the other monitors or teaches the remaining class members.	The specialist works with a small group of students on an enrichment project, while the general educator teaches the remainder of the students.