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# Co-Teaching Training Series Module 2

## CO-PLANNING FOR STUDENT SUCCESS

Georgia Learning Resources System

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Module 2 was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education.

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 training modules.

# Co-Teaching Series



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- The following module is the second module in the Co-Teaching series created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The second module, **Co-Planning for Student Success**, will explore practical tips for co-planning such as the use of co-planning agendas, checklists and technology to help co-teachers plan effectively. Several sample co-teaching lesson plan templates will be presented.
- Co-teaching is more than using 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.

# Learning Targets



- I can define co-planning and explain why it is important.
- I can utilize 2 resources to help me co-plan with my team efficiently and effectively to meet the needs of all students in the classroom.

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Remind participants that the TKES standard that focuses on Instructional Planning says that teachers will plan for instruction to meet the needs of all students.

Teachers in Co-Taught classrooms must have time to effectively look at the needs of all students to plan instruction that will meet individual student needs.

# Co-Planning



Without co-planning, there is no true co-teaching. Both educators need to contribute to the proactive planning of what will occur in the classroom, as well as, how students will be assessed and have their social, academic and behavioral needs met. There is no one particular formula for planning but both educators should contribute their own areas of expertise.

Murawski & Spencer, 2011

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Murawski & Spencer, 2011

## Barriers to Effective Co-Planning



- Establishing co-planning routines
- Lack of sufficient common planning times
- Different planning styles of teachers
- Distractions to the planning process
- Teaching philosophies that differ
- Instructional approaches that do not align
- Differing priorities held for co-teaching roles and responsibilities

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Research supports the importance of co-planning however, findings also indicate a number of issues which hinder its success. The first 4 challenges are practical and logistical challenges while the last 3 are more foundational. The last 3 challenges often originate from the very beginning of a teacher's teaching preparation journey. Van Garderen and Whittaker (2007) stated that learning theories from each instructional field differ in what is emphasized in instructional practice, which may prohibit collaboration between general education and special education teachers. This difference in preparation can result in co-teachers bringing with them different philosophies about learning and teaching. However, Pratt (2014) emphasizes that it is possible to use these differing beliefs about learning and teaching to prepare for effective instruction in the classroom where both teachers share their expertise and experience.

In order for co-planning to be effective, deliberate thought must be given to the instructors tasked with teaching the course. Successful co-teaching partnerships require professionals whose education philosophies, styles, and strengths complement one another (Howard & Potts, Using co-planning time: Strategies for a successful co-teaching marriage, 2009) When co-teachers begin a partnership, the initial period of working together should involve explicit and purposeful conversations around teaching philosophies related to areas such as differentiation, accommodations, and modifications as well as discipline practices, grading practices, etc. These conversations are the essence of building "parity, " a topic that was

covered in module 1 of the co-teaching modules. The more “parity” that exists, the more unity and cohesion the team will have when it comes to instruction and assessment.

# Why Co-Plan?



"The planning and implementation of [co-teaching] must be deliberate, structured, systematic and ongoing in order for it to be successful."

AIR.org, 2010

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Access Center, 2010

<http://www.air.org/project/access-center-improving-outcomes-all-students-k-8>

## Why Should We Plan Together?



- Ensures needs of all students are met
- Allows team decision making
- Provides a way to problem solve to meet student challenges
- Allows a more productive learning environment
- Provides a goal-oriented learning environment
- Allows for greater opportunities for student feedback

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Gately and Gately (2001) identify common planning as a critical component in effective collaboration between co-teachers. Allocated time to collaborate and plan instruction ensures needs of all children are met. It allows for shared decision making.

According to Murwaski, in Collaborative Teaching Co-planning is the essential key to successful co-teaching. Without co-planning your co-teaching will not yield high effect size results for improved student outcomes. Co-planning is invaluable in gathering information to create a more active and productive learning environment for students with and without disabilities.. When the expert in content and the expert in adaptations plan together, the result is success.

The co-taught classroom typically includes learners who require multiple explanations to understand the topic or concepts. Sometimes, one teacher's style can reach many of the students, but the second teacher's style can support those students who need additional clarification. Therefore, the differences in teaching styles become complementary and beneficial rather than a barrier or hinderance.



# Why Should We Co-Plan?



- Failure to plan sets up a negative atmosphere
- Failure to plan is failure to succeed.
- Effective co-teaching requires significant communication.
- Helps teams adapt to each other.
- Essential service delivery component in the process of co-teaching.
- Ensures differentiation, individualization, flexible grouping, and access to the general curriculum.

Friend & Cook, 2007;Dieker, 2004;Muraskwski, 2006

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( Friend&Cook, 2007;Dieker, 2004;Muraskwski, 2006)

# What is Co-Planning?



## Co-planning allows the general and special teacher to:

- Communicate the needs of all students in the classroom in relation to the curriculum and the teaching of daily lessons and tasks
- Find ways to remove the barriers to effective teaching practices while keeping the rigor of the coursework intact
- Take the time to decide the big ideas that need to be understood and together make sure that those ideas are developed into effective lessons

Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016.

## Without Co-Planning...



- Lessons often remain unchanged.
- The needs of diverse learners may not be specifically addressed.
- Parity between the co-teachers can be illusive and may result in one co-teacher doing the bulk of the planning and teaching.
- Students with special needs are likely to be underserved and their needs only marginally met.

Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016.

# Co-Teaching Expertise



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## General Educator

- Content area
- Scope and sequence of curriculum
- Pacing of curriculum
- Georgia Standards of Excellence
- Knowledge of state testing
- Knowledge of additional resources for the content area

## Special Educator

- Specially designed instruction strategies
- Behavior modification techniques
- Identifying specific needs
- Knowledge of the IEP
- Knowledge of special education law
- Monitoring and documenting of student progress

## Administrator

- Creating a culture of collaboration
- Scheduling common planning time
- Arranging for professional development
- Limiting the number of special education students in one class
- Observes co-teaching
- Meeting with co-teaching support groups regularly

As we begin to think about co-planning, it's important to recognize that everyone has a part to play. Take a look at this list. Are there areas that you feel need to be added to these lists? Are there any areas that are identified under one professional that needs to be listed under more than one professional? Are there any areas you need more information about?

# Learning Target 1 Reflection



***I can define co-planning and explain why it is important.***

In your own words, tell what co-planning is.

Why is co-planning vital to successful co-teaching?

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You are assigned to a teacher new to co-teaching. In your own words, describe what co-planning is.

In your small groups, discuss why co-planning is essential.

Chart responses and discuss

# How Do We Co-Plan Effectively?



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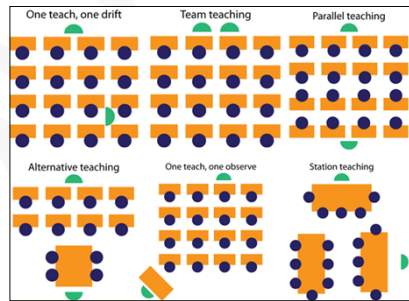
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# Review the Models of Co-Teaching



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- Match the model of co-teaching to the example classroom lessons.
- Once you have them matched, we will briefly discuss the level of co-planning that is required for each.
- Ask of each model, will it take a high, medium or low level of co-planning in order for this model to be successful?



Adapted from Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. Boston, MA: Pearson Education.

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Make copies of the “Co-Teaching Models Matching Activity” (**handout 1**) and cut the chart apart. Place parts into envelopes for small groups or individual participants.

Have each small group/individual to match the model of co-teaching to the group setup, description and example. Once groups/individuals have completed their matches, discuss as a whole group.

For each model ask, will it take a high, medium or low level of co-planning in order for this model to be successful? Discuss why they think this is.

Correct answers: (for level of co-planning required)

One teach, one observe – low

One teach, one assist – low

Station Teaching – medium

Parallel Teaching – medium

Team Teaching – high

Alternative Teaching – high

## Reflect on Current Practices



- Take a moment to analyze and reflect upon the co-teaching models that you most frequently employ in your lessons?
- Why do you typically use those models?
- Why don't you use the others?
- What would it take for you to begin to implement the other models of co-teaching in your classroom?
- Take some time to discuss these questions as a co-teaching team and create a plan for beginning to implement the other models.

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In her book, "Co-Planning for Co-Teaching: Time Saving Routines that Work in Inclusive Classrooms", Gloria Lodato Wilson writes that "Co-teachers who analyze and reflect on the models they commonly employ, and who make adjustments to intensify instruction and deepen learning, understand their paired teaching potential. After reflection, co-teachers who are willing to alter their typical practices, which may be more comfortable though not maximally effective, often realize that they can teach more in less time – that that students learn more."

Take about 10 minutes to reflect upon each of the questions on this slide in your co-teaching team.





## Based on Log Results...



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**For each model, co-teachers can answer the following questions:**

- For what percentage of time do we use the \_\_\_\_\_ model?
- For which lessons or tasks do we routinely use this model?
- What are the advantages of using this model with this routine?
- What are the disadvantages of using this model routinely?
- How well do students learn when we use this model?
- Is there another model we should try for this routine that is more beneficial for student learning?
- What co-planning do we need to do if we decide to use a different model for this particular routine?
- What roles will each of us play in this adjusted routine?

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Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016

Discuss that these questions can be utilized to analyze the co-teaching model log that was just discussed.

# Maximizing Co-Planning



- What time do each of us typically arrive in the morning?  
Leave the school at day's end?
- When do we each have administrative duty periods?  
Planning periods?
- What time during the school day do we have mutual free time to co-plan?
- When during the evening is a good time to occasionally call to discuss plans?
- How often do each of us check texts and e-mails?
- Are there any times or days when keeping in contact is off limits?

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In the book, "Co-Planning for Co-Teaching: Time Saving Routines that Work in Inclusive Classrooms", Gloria Lodato Wilson says that "For effective co-planning, it is essential that co-teachers meet other than during actual class time. Co-teachers need to set aside time for co-planning – whether or not the time is administratively woven into their day. While co-teacher must spend time co-planning outside of the school day, the amount of time needed can be minimized and the time spend optimized if the co-teachers first focus on logistics such as the coordinator of schedules. Co-teachers can devise optimal co-planning times by answering the questions found here."

Take about 10 minutes to discuss these questions with your co-teacher

## Reduce Time Required to Co-Plan...

Identifying routines and working to make the co-teaching of these elements routine.



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Ask participants to brainstorm routines that occur in classrooms (those activities that occur every day)

Below are some question that you might use to prompt their thinking

- How do we begin the co-teaching period? Are there particular morning routines?
- Does the period start with a warm-up?
- Does the period end with an exit question or other type of assessment?
- How often is the interactive whiteboard used, and for how long?
- How is a unit introduced?
- How are tasks and skills modeled? Is guided practice regularly employed? How do students use class time for independent practice?
- Is homework assigned daily or are homework packets used? When and how is homework checked?
- Are quizzes given regularly? Is there typically a test at the end of a unit? What do quiz and test reviews look like? Do test reviews take place within the class? Are test review packets given to students? When?
- How are special projects organized?

# Reduce Time Required to Co-Plan...

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Adapted from: Wilson, Gloria Lodato. *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms*. ASCD, 2016.

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**Discuss this slide in detail using the following notes:**

In analyzing a routine, co-teachers consider the following:

- What model of co-teaching do we currently employ during this routine?
- Is one co-teacher primarily responsible for the content of this routine?
- How much opportunity is there during this routine to assess student performance? To adapt materials or instruction?
- How much opportunity is there during this routine for students to respond? To get individualized attention?
- How are students performing during this routine? Do some students benefit more than others?

Then, in deciding how to revise the routine to make the most of the time devoted to it, co-teachers must consider the following:

- Which co-teaching model will lead to more intensive instruction during this routine?
- Which model will increase student learning?
- Which model will allow for more assessment of learning?
- Which model will allow for more opportunities for student responses?
- Which model will provide occasions to adjust instruction and adapt materials?

# Adapted Routine Examples



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## 5<sup>th</sup> Grade weekly morning work packets

- Include various activities including spelling, vocabulary, free-writing prompts, math and reading comprehension.
- Students have the first 20 minutes of the day to complete the packets independently while co-teachers take care of routine tasks such as attendance, review parent notes, collect homework, etc.
  - Teachers like the routine because it give students time to settle and teachers to get some things done.
  - Problem is that some students complete the work quickly while others accomplish very little and there is no real time to assist students who need it.

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The following examples are from the book *Co-Planning for Co-Teaching: Time-Saving Routines That Work in Inclusive Classrooms* by Gloria Lodato Wilson:

Both examples, one from an elementary setting and one from a high school setting describe a routine that has been established in each of the classrooms. You will see what the routine looks like, get a look at how they analyzed the routine and then how they made adjustments to the routine ensuring that they used both teachers most effectively.

Discuss each slide and what is described on them.

# Adapted Routine Examples



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## 5<sup>th</sup> Grade weekly morning work packets – **ADAPTATION**

- Create differentiated work packets based on students' independent skill levels
- Use an alternative co-teaching model
  - One teacher continue working on routine procedures (attendance, check homework, etc.)
  - One teacher work closely with a different group of 3-4 students each day in order to monitor progress, provide feedback and continue to customize work packets
  - Co-teachers will switch roles weekly so that each will work closely with small groups

# Adapted Routine Examples



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## 9<sup>th</sup> Grade ELA Review for Unit Tests

- Students receive study guide two days prior to unit test
- Asked to complete guide for homework
- Day before test, Jeopardy review game is played (students in heterogeneous teams) with student teams taking turns answering
- Co-teachers take turns revealing questions and reviewing the answers
  - Some students complete study guide better than others
  - Discussions with students revealed some spent a lot of time completing, some complete quickly and inaccurately and that few use them to study
  - During Jeopardy, students who know the answers respond for the groups with only a few actually responding
  - Some students continue to score poorly on unit tests



# Adapted Routine Examples



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## 9<sup>th</sup> Grade ELA Review for Unit Tests– **ADAPTATION**

- Provide study guides at beginning of the unit
- Students complete study guides throughout unit as “Bell Ringer,” homework, or “ticket out the door”
- During review session on the day before the test, class is split into 4 heterogeneous groups
  - 2 teacher-directed stations
  - 2 independent stations
  - Students switch stations every 10 minutes

# Apply What You've Learned...



- With your co-teacher, identify a classroom routine that already exists in your classroom.
- Talk through the routine, identifying:
  - What co-teaching model is currently utilized during the routine?
  - What is working very well with the routine? What do you like about it?
  - What are some areas that could be improved with the routine? Are there any problems with it?
- Work together to adapt the routine to make it more efficient and effective in the classroom. Record the adaptation in writing.
- Be prepared to share with the group.

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Take about 10-15 minutes for this activity

## Co-Planning for Instruction: A Three-Part Planning Model



- 1. Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction
- 2. Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform
- 3. On-the-spot planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

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According to Friend, Hamby & McAdams in their handouts from the 2014 CEC Convention, we need to begin to look at the challenges of co-teaching and especially the issue of time to co-plan in comparison to how other fields are addressing and problem-solving around the issue of time. With that in mind, they propose a three-part model for co-planning that is drawn from other professions.

1. Periodic Face-to-face planning
2. Electronic planning –
3. On-the-spot planning-

It is imperative that teachers have support from administration and district-level staff as it relates to co-planning time for co-teachers as it will ensure both the success of the teaching team and the learners within the classroom.

# Three-Part Co-Planning Model



- 1. Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction.
- 2. Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform
- 3. On-the-spot planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

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Let's look at this idea of periodic face-to-face planning more closely:

1. Periodic Face-to-face planning – if creation of master scheduling planning time into the schedule is a challenge or not possible, it is suggested that principals provide coverage for co-teachers at least an hour every 4 weeks for macro planning (which we will talk about in a few minutes) –
2. Provide participants with a copy of the **60-Minute Co-Planning Protocol (handout 3)** & discuss (Friend, Hamby & McAdams – CEC Conference 2014) This planning protocol which has been adapted from Marilyn' Friend is one method that can be utilized during face-to-face planning. **(STOP & SHARE AND DISCUSS THIS TOOL)**

Due to the challenges teachers experience around time and competing priorities, within a co-planning framework, conversations need to be streamlined and focused on the end goal. The use of questions to guide the planning process will be useful:

- What is the target for the course, for the month, or for the class session?

This sounds very simple however it's much more difficult in practice because creative thinking in the context of collaboration can cause teachers to easily veer off course and become unproductive during the time they are together. Having a structured time allotment, setting a goal and setting a time frame supports the flow

of co-planning and helps to ensure they stay on task and accomplish what they need to accomplish.

# 60-Minute Co-Planning Protocol



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## 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.

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The next slide outlines a 6 Step Process to Effective Co-Planning

# 5 Step Process to Effective Co-Planning




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	Activity	Description
Step 1	Review the standard, performance task, and curricular demands.	The collaborative general and special education team communicate about the standard that students will encounter.
Step 2	Discuss the learning needs of the students and the availability of resources.	This step is an opportunity to talk about the specific needs and concerns relevant to the placement of the student. Modifications may be discussed at this stage.
Step 3	Decide on the accommodations for the student and determine responsibility for implementing them.	The general and special education teacher creatively explore the changes that will be implemented to allow the student to more fully participate in instruction.
Step 4	Monitor, adjust, and provide formative feedback.	This step provides an opportunity for the collaborative team to determine who will be responsible for monitoring the effectiveness of the accommodation.
Step 5	Evaluate students using established criteria.	Provides an opportunity for the collaborative team to clearly identify the target and discuss how students will be evaluated in relation to the target.

2/11/2019 Michael N. Sharpe, M. E. (2003, July). *Collaboration Between General and Special Education: Making it Work*. Retrieved October 7, 2014, from NCSET Issue Brief Examining Current Challenges in Secondary Education and Transition 29

Michael N. Sharpe, M. E. (2003, July). *Collaboration Between General and Special Education: Making it Work*. Retrieved October 7, 2014, from NCSET Issue Brief Examining Current Challenges in Secondary Education and Transition : <http://www.ncset.org/publications/viewdesc.asp?id=1097>

Discuss the 5 step process on this slide



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## Co-Planning Checklist

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"> <li><input type="checkbox"/> Assistive Technology</li> <li><input type="checkbox"/> Self-Monitoring</li> <li><input type="checkbox"/> Replacement Behaviors</li> <li><input type="checkbox"/> Teach Self-Determination Skills</li> <li><input type="checkbox"/> Mnemonic Devices</li> <li><input type="checkbox"/> (see strategies flip chart for more ideas)</li> </ul>
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 <u>monitor</u> <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"> <li><input type="checkbox"/> How much to assign</li> <li><input type="checkbox"/> How often to assign</li> <li><input type="checkbox"/> How to grade</li> <li><input type="checkbox"/> Accepting late work</li> <li><input type="checkbox"/> Procedures for turning in homework</li> </ul>
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"> <li><input type="checkbox"/> Paper pencil</li> <li><input type="checkbox"/> Project based</li> <li><input type="checkbox"/> Oral Presentation</li> </ul>

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2/11/2019      Adapted from: Michael N. Sharpe, M. E. (2003, July). *Collaboration Between General and Special Education: Making it Work.*      30

### (handout 4)

This checklist can be used to ensure that the co-teaching team addresses every area that should be included in the co-planning process. This check list is based upon the work of Michael Sharpe.

Another resource you might use is the “Checklist for Instructional Planning Components” checklist. (provide participants with a copy). **(STOP, SHARE & DISCUSS – THE NEXT SLIDE SHOWS A SCREENSHOT OF THE TOOL AND PROVIDES INDEPTH NOTES ABOUT EACH AREA) (handout 5)**



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			
Accommodations/Modifications	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		
	Did we address any appropriate content-related IEP goals?		
Did we address any non-content-related IEP goals?			
Instructional Strategies	Did we consider needs of individual students for assignments?		
	Did we discuss how to provide accommodations/modifications inclusively?		
	Did we consider mnemonics?		
	Did we consider graphic organizers?		
	Did we consider cooperative learning strategies?		
Logistics	Did we consider progress monitoring?		
	Did we consider peer-assisted learning strategies?		
	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			



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Adapted from Howard and Potts (2009).

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## Handout 5 -

### STANDARDS (both)

When planning a unit or lesson, teachers first need to identify the actual standard that this lesson or unit will address. General education teachers, being the content experts, can help identify the standard and how it relates to the overall curriculum of the content being taught (math, English, science). It may also be necessary for both teachers to discuss how the standard can be broken into smaller steps to ensure mastery for all students in the class.

### ASSESSMENT (both)

Assessment should be addressed in the initial stages of planning to help structure the activities and experiences to ensure learner success. This concept of beginning with the end in mind is called Backward Design. Backward Design advocates that planning "starts with the end-desired results (goals or standards) and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform" (Wiggins, 1998, p.8). Both teachers should discuss the standard and how they will assess whether the students learned what was being taught. Teachers should think about both formative and summative assessments and should be sure that their common definition of assessment extends outside of tests and quizzes to include projects, presentations, verbal questioning, permanent product, and other forms. Special education teachers

might want to consider how the student's performance or work will be judged. Is the assessment set up in a way that makes inappropriate demands of the students with disabilities? Will a student's disability make it hard for him to demonstrate mastery of a skill in the context of the planned assessment? Is there a need for extended test taking time? Will there be an oral presentation that the student must give? Both teachers should be aware if any students require adaptations to their assessment process. This would also be a good time to discuss grading standards. Within the context of assessment, homework is another area that needs to be discussed.

**ACCOMMODATIONS/MODIFICATIONS (special education teacher)**

The special education teacher should be familiar with the IEP for every student with a disability within the class. As a lesson or unit is being planned, it might be that specific IEP goals can be incorporated into the instruction. For example, does the student have any oral or written language goals that can be addressed through writing an essay or developing a presentation? The special education teacher should note these and plan to gather any work samples produced by the student. Any needed accommodations or modification should also be addressed during planning time. This would also be a good time for the special education teacher to address how these accommodations/modification can be incorporated within the existing classroom structure. It provides a good opportunity for both teachers to communicate about the student with disabilities in the class. The use of an individual or class learning plan will prove useful when discussing this area of planning. We will discuss the class learning plan briefly later in this presentation.

# IEP Observation Checklist



- Write summaries of students' IEP goals down the left side of the chart
- List student names across the top of the page
- Both teachers can make notes in order to have ongoing data collection related to the IEP
  - This makes the IEP a living document
  - Helps ensure that the IEP remains a focus even in a co-taught setting
- Also a great tool for paraprofessionals to utilize in classrooms where they provide support to students with disabilities

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To assist with the consideration of accommodations and modifications as well as assessment, it is suggested that you utilize a tool such as the IEP Observation Checklist OR an Individual or Class Learning Plan.

Share the example document adapted from "The Co-Planner: Two Professionals + One Plan for Co-teaching, 4<sup>th</sup> Edition, Lisa A. Dieker, Ph.D., 2015 – IEP Observation Checklist (**handout 6**)

Class Learning Plan Document & example document can be shared at this time.

**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. Duggan, Whitefish Bay, WI, 2015, pp. 3-4.

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Write summaries of the students' IEP goals on the left side and the names across the top. Indicate which student or students are working on each goal. This will allow both teachers to keep data on students and make the IEP a living document. This could be adapted to keep a months worth of data on one sheet.

While this tool can assist with data collection, it also provides valuable information to the teaching team about the goals that should be the focus for each student. With this in mind, teachers can ensure that they are frequently addressing these goals within lesson planning or lesson delivery.

# Effective Planning: Using What We Know About Students



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Class Learning Plan

General Ed. Teacher \_\_\_\_\_ Special Ed. Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Time/Period \_\_\_\_\_ Class \_\_\_\_\_

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

**(Handout 7a, 6b, 6c) (the only difference between 7a & 7b is that one is printed on letter size and the other legal size)**

Special Education Teachers play a lead role in designing and ensuring the implementation of SDI. The first step is gathering all needed information regarding the students with identified disabilities. This is a tool that she/he can use to organize the known data to bring to planning sessions. I encourage you to keep this in a planning notebook or upload it to your google drive planning folder. This organizes all of the Specially designed instructional needs of the special education students in your class along with specific data gathered about their performance.

As you co-plan, add notes to this document to address at the IEP meeting. For example, as you identify new strategies that work for students that have been tried in the classroom but are not on the IEP write them on this document in a different color so that you recognize that as information that needs to be addressed. Before an IEP, look over the document to see if any new strategies need to be added to the IEP. In addition, if you try strategies/accommodations from the IEP and through data collection discover that they are not appropriate for a student, cross through them on this document as a cue to address these in the IEP meeting.

General Education teachers may want to use this document to plan for students who are in RTI or have a 504 plan. Just add in pertinent information and use it when

planning. Let's look at a completed one...

# Class Learning Plan



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Class Learning Plans  
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	Recommended Instructional strategies
Alexa	Auditory Processing	Comprehension: knowledge, Long-term retrieval, short-term memory. <ul style="list-style-type: none"> <li>Reading sight words, fluency, understanding sequence, and recognizing cause and effect.</li> <li>Math: X &amp; Div. facts, multi-digit X, recognizing operations in word problems.</li> <li>Poor spelling and poor use of adj. and adv. in sentences.</li> </ul>	Lang. Arts - 786 Math - 835 Reading - 818 Science - 828 SS - 774	Increase - sight words from 586 to 850/1000. grade level fluency from 40 to 60 wcpm. grade level comprehension to 50% accuracy instructional level comprehension level to 67% accuracy. Write - with correct capitalization in 10 sent. simple and complex sentences. Know - Multiplication facts 100% Division Facts 84% Answer math problems 38%.	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	Auditory presentation improves comprehension. Small group reading instruction on his instructional level. Repeated directions with clarification.
Johanna	Visual Spatial Skills	Knowledge, quantitative reasoning, working memory, and thinking. <ul style="list-style-type: none"> <li>Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing</li> <li>Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers.</li> <li>Writing complex sentences, main idea and logical flow and capitalization/punctuation</li> </ul>	Reading - 854 ELA - 789 Math - 825 Science - 792 SS - 788	Division facts 100% Answer Math problems 63% Write with correct cap & 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.	Study buddy Seated by student role model Extra time to complete work. Shorten assignments to accommodate abs. Chunk assignments into smaller parts. Frequent breaks during assignments longer than 20 questions in length. Small group testing.	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.

## (Handout 7c)

Be sure that you have printed the "Class Learning Plan Example" for your participants.

Carefully review one of the students on this form. Discuss how the strength is used as an instructional strategy and how the accommodations/AT are used to address the weaknesses.

Information from a document such as this should help to make co-planning much more efficient and effective as teachers can ensure they are meeting the needs of all of the students within the classroom during a given lesson or activity.

Just like the IEP Observation Checklist, this document can also be utilized to keep valuable data on students. For example, one way it might be used is for the teachers to highlight the accommodations as they utilize them with students (or they could place tally marks each time they utilize the accommodation or instructional strategies). This documentation could then become valuable when the IEP meets as it could provide information about which accommodations are still needed or those that the student does not need or will not use.

This can be a valuable tool to both the general education and special education teacher as they plan together. We will spend more time looking at this tool in-depth in a module on Specially Designed Instruction.



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			
Accommodations/Modifications	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		
	Did we address any appropriate content-related IEP goals?		
Did we address any non-content-related IEP goals?			
Instructional Strategies	Did we consider needs of individual students for assignments?		
	Did we discuss how to provide accommodations/modifications inclusively?		
	Did we consider mnemonics?		
	Did we consider graphic organizers?		
	Did we consider cooperative learning strategies?		
Logistics	Did we consider progress monitoring?		
	Did we consider peer-assisted learning strategies?		
	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			



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Adapted from Howard and Potts (2009).

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### INSTRUCTIONAL STRATEGIES (both)

After standards and assessment have been discussed by both teachers, they should jointly discuss what strategies will be used to engage the students and deliver the instruction. Special educators do not have any "magic pills" that make students learn but they do have knowledge of instruction and instructional strategies that might work for learners who struggle. If the co-teaching team plans for instruction to include some of these strategies from the outset, more students will be successful. **(SHARE THE NEXT SLIDE & PROVIDE WITH SPECIFIC EXAMPLES)**

### LOGISTICS (both)

- Who is going to be doing what in the classroom?
- Who will prepare the materials?
- Who will prepare the tests?
- Who does the warm up?
- What materials might be needed?
- How will teachers work to ensure the instruction is successful?

In addition to all of these pieces, as a part of the regular planning process, co-teachers need to self-reflect upon how the co-teaching relationship is working and evaluate how specific strategies are working. This will provide the team an opportunity to make adjustments.

# Instructional Strategies that Support All Learners



- **Mnemonics** (*Scruggs & Mastropieri, 2000*)
- **Graphic Organizers** (*Kim, Vaughn, Wanzek, & Wei, 2004*)
- **Cooperative Learning** (*Putnam, 1998*)
- **Progress Monitoring** (*Stecker, Fuchs & Fuchs, 2005*)
- **Peer-Assisted Learning Strategies** (*Calhoon, 2005*)

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We will be taking a much more in-depth look at effective instructional strategies in the co-taught classroom during module 3 however, let's look briefly at a short list of some research-based strategies that have been found to be effective in helping students be more successful.

**Mnemonics** - Example: When learning the parts of a flower, each part has its own key word and picture. The keyword for stem is "sign," associated with a picture of a stake with a sign with an up arrow. When students hear stem, they think of the picture of the sign and remember the stem holds the flower up.

**Graphic Organizers** – Example: As a unit on the Civil War unfolds, students write important dates, people, and events on a teacher-made time line to help relate each individual event to the unit as a whole

**Cooperative Learning Strategies** – Example: in an economics unit the teachers assign groups to work together to form a business. There are rubrics for both individual and group accountability, and the group has a specific task to work through and complete.

**Progress Monitoring** – Example: A bi-weekly curriculum-based measurement probe, or ungraded mini-quiz in a math class provides information about individual students' progress and also allows teachers to pinpoint information or skills in which students are proficient or struggling. Additionally, students are motivated by charting their

performance.

**Peer-Assisted Learning Strategies** – Example: Students have a scripted lesson to teach each other, including information on how to give feedback when their partner is correct or incorrect. Students take turns being “teacher” and “student, “ reinforcing concepts that have previously been taught.

**CHANGE SLIDE AGAIN TO LOOK AT THE LAST SECTION OF THE INSTRUCTIONAL STRATEGIES CHECKLIST**

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			
Accommodations/Modifications	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		
Instructional Strategies	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?		
Logistics	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			



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## LOGISTICS (both)

Who is going to be doing what in the classroom?

Who will prepare the materials?

Who will prepare the tests?

Who does the warm up?

What materials might be needed?

How will teachers work to ensure the instruction is successful?

In addition to all of these pieces, as a part of the regular planning process, co-teachers need to self-reflect upon how the co-teaching relationship is working and evaluate how specific strategies are working. This will provide the team an opportunity to make adjustments.



# Macro-Planning



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- District planning days – allot time to co-plan
- Once per month or once per quarter
- Unit at a Glance Document



## Writing Through the Year

Week 1-4	Week 5-8	Week 9-12
Routines, Procedures,	Narratives (personal)	Informational (instructive- "how-to")
Week 13-16	Week 17-20	Week 21-24
Persuasive (book opinions)	Narrative (nonfiction)	Nonfiction (descriptive- "all about")
Week 25-28	Week 29-32	Week 33-36
Persuasive (personal opinions)	Poetry and powerful words	Looking back, looking ahead

Dates	Long Term Targets	Supporting Targets	Ongoing Assessments	Protocols

Let's spend a little bit of time talking about Marco-planning or unit planning

Macro-planning is typically spent with grade level or content area planning teams. Be sure that you include time with your co-teaching partner during these days. This type of planning must begin by looking at the end-of-course goals for the students as set forth in the state's academic standards and diploma requirements.

Initial discussions of goals and the creation of benchmarks, which allow co-teachers to assess learning and growth, is best done face-to-face, perhaps even before school starts, to ensure the co-teachers share common goals.

Once learning targets and benchmarks have been set, the benchmark assessments should be plotted on a shared calendar. This allows teachers to create time frames for instruction and formative assessment within units.

### Click

On a monthly basis, share the big ideas of what you are teaching. Check your progress on completing units in a timely manner. This document is a year at a glance. Another option is to do a month at a glance and have the learning targets for the unit written into the specific dates that you have allotted to teach them. You might share these calendars through digital calendars. You can do this through google or exchange.

**Click**

Another tool to use the Unit at a Glance Document. Plan out the unit targets and assessments and any additional protocols needed for a unit

So macroplanning time allows you to pull back and look at the big picture.

# Micro-Planning



## How?

- Schedule day and time
- Don't go over your time limit
- Set Agenda
  - Content 1st
  - Student concerns
  - Use Unit at a Glance (from Macro Planning)
- Plan a week ahead



Micro-planning is the kind of planning that is a non-negotiable and you should have set aside this time in your Parity/relationship building activity from the last module.

Remember to keep the planning time sacred

Don't go over the time limit you have allotted. This allows you to always be respectful of each other's time.

Use a set agenda like the ones we just introduced for planning that includes discussing content first and student concerns last. Many times the student concerns take over the whole planning period and then you leave without having ever decided on the specifics of the lesson. Well thought out and planned lessons will help you have better engagement and behavior in the classroom so this is why this piece is so important. Content first and student concerns last.

Keep the unit at a glance guide handy or the calendar handy during your planning to refer to....

Plan a week in advance. This means that this weeks planning time is actually for the week after next. Tweaking of this weeks plans can happen on the fly and through digital contact.

# Micro-Planning Timelines



Wednesday

- General Ed Teacher shares basic lesson plan.

Thursday

- Special Ed Teacher reviews & creates suggestions for strategies and accommodations

Friday

- Meet to finalize plans

It is helpful to create timelines for sharing information so that both teachers can do their homework before coming together to finalize the lessons.

Keep in mind that Special Education teachers may need to stagger planning so that they do this same process with another teacher on Tuesday-Thursday.



# Lesson Planning Template



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General Educator: \_\_\_\_\_ Special Educator: \_\_\_\_\_

Week of: \_\_\_\_\_

Subject: \_\_\_\_\_

\* 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

Targeted Students:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Co-Teaching Models:

(T) 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?

Day/Date	Lesson Big Idea/Goals	Activities	Assessment	
			Standard	Modifications
Monday	All/Some			
Tuesday	All/Some			
Wednesday	All/Some			
Thursday	All/Some			
Friday	All/Some			

Adapted from: [GaDOE](#), Lisa A. The Co-Planner: Two Professionals + One Plan for Co-Teaching. Whitefish Bay, WI, 2015

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

Adapted from: [GaDOE](#), Lisa A. The Co-Planner: Two Professionals + One Plan for Co-Teaching. Whitefish Bay, WI, 2015

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## (Handout 8, 8a, 8b)

Share a copy of the lesson planning template with participants. This template can be utilized as is OR it can be placed in one of the electronic platforms we are going to discuss in a few minutes. We will take a moment to discuss the lesson plan template at length.

# Example Lesson Plan



General Educator: Sally Lott

Special Educator: Jessie Burns

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Week of: January 28, 2019

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	<b>All/Some</b> All students will prepare an oral presentation on a book of their choice. <b>SOME</b> 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 purpose of ideas. Complete evaluations with a minimum of 3 pos. & 1 constructive comment.	Provide partners & 3 sentence statement of each picture. Give verbal positive comment to at least one peer following the presentation.
Tuesday 1/29/2019	<b>All/Some</b> Continue from Monday	Finish preparing report. Begin oral presentations.	Same as Monday	Same as Monday
Wednesday 1/30/2019	<b>All/Some</b> All students will play "Parts of Speech BINGO" as a review. All students will continue giving oral book reports. <b>SOME</b> students will provide feedback based on Mon.	Play "Parts of Speech BINGO" (as a review to Unit last month) (P) Listen to give oral book reports.	Recognize & identify from parts of speech: preposition, noun, verb, adjective	Provide students with list of words in game as a graphic organizer categorized by part of speech for them to use as a reference.
Thursday 1/31/2019	<b>All/Some</b> All students will work in a partner to develop an imagined experience or event using a picture. <b>SOME</b> students will use a structured 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 video.	*Using an example pic of something everyone is fam. w/ write a class narrative as an example. (T) *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 event sequences.	Write at least 5 sentences about the picture based on graphic organizer (Beginning, middle, end).
Friday 2/1/2019	<b>All/Some</b> All students will write a group of checks to make inferences about a family's activities & to create a story about the family. <b>SOME</b> students will write their own implicit & explicit events while others will sort provided cards with explicit & implicit events.	*Given a teacher provided cartoon picture, students will write down all explicit & inferred information in the graphic organizer provided. (S) (S) (S) (S) *Given a list 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 (show them other) explicit & implicit events to the student & have them verbally tell which pic they get into & then will work to verbally put them in order as they are read to them.

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

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## (Handout 8b)

It would be beneficial to have participants take out the two page lesson plan and have the facilitator talk through each section of it.

**Targeted Students** – can include students who are in RTI or students who are struggling with some particular content based on previous assessment results

**Day/Date** – simply list the day of the week and the date

**Lesson Big Ideas/Goals** – a section where you list the overall goals of the lesson. Learning targets could be listed here. It's also an opportunity for the team to consider students that may be at different levels of learning – you can list what you want ALL students to do and then what you want SOME students to do – this may include remediation or a modified assignment for those who need it OR may include extension or enrichment for gifted or advanced learners.

**Activities** – this is an area where you can list the activities that will be a part of the lesson.

**Assessment** – how will you evaluate that the students met the standard? What is required? Are you making any modifications to the assessment for students who may

need it?

# Example Lesson Plan



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**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., Lyga 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 & Lyga.	Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior	Provide small group <u>book</u> ; <u>oss</u> sessions to edit, practice, refine, etc.	We used to talk about Jamie's performance their past week.
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 <u>peer</u> to play together if 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.	Based on observations, we used to do back-to-back presentations with students with Greg & Jeffrey
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. * Use 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 search of implicit vs. explicit for students who need it. * Reduce the number of events for students who need it. * Encourage students reading enrichment to make a minimum of 12 implicit conclusions & to justify them in their story. 2 groups are determined 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

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**Students with Disabilities** – simply list SWDs here

**Considerations for Universal Design for Learning (UDL)** – we will spend more time on this in Module 3 however, this is just an area that helps hold the team accountable for ensuring that they have considered the broad needs as well as the specific needs of the wide-range of learners in their classroom. It's a reminder that all students do not learn in the same way and are not engaged in the learning in the same ways.

**Co-teaching Model** – indicate the model(s) of co-teaching being used – if more than one model will be used you may want to code the activities on the previous page as well.

**Academic Adjustments** – this is where you list actual adjustments to the lessons based on individual student need; this includes gifted and SWDs, here you can list any accommodations, specially designed instruction, enrichment/extension, etc.

**Behavioral Considerations** - consider the lesson activities and the group of students you are working with. Are there any activities that could pose students a challenge from a behavioral standpoint? Should you review expectations for working in small groups? Do you need to remind students about expectations for working in the independent station during station teaching? Is there one or more students who need to self-monitor their behavior? Etc. This is just a great place for you and your co-

teacher to talk about these issues and to work to ensure you set the lesson and the students up for success.

**Materials/Support Needed** – a place to list any materials that will be needed ahead of time, or to ensure the needed support is available during the lesson

**Data & Notes** – this is simply a section where teachers can jot notes related to the lessons, individual students, data that was collected, etc. this information can be used as teachers debrief the lesson or as they plan for the following week.

# Additional Lesson Plan Templates



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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 (use other ones than one)	Time	General Education Teacher	Special Service Provider	Considerations (may include UDL, options, & alternative needs, specially designed instruction, accommodations and data collection strategies)
Beginning: (may include Opening, Warm Up, Review, Anticipatory Set)	<input type="checkbox"/> One Teach <input type="checkbox"/> One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team				

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## E.O. 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
<b>OPENING:</b>			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <input type="checkbox"/> STANDARDS WALL POSTER/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal setting (3.1)
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 (2.1) Illustrate how multi-media (2.5) Optimize access to tools & assistive technology (4.2)

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## Handouts 9 – 13 –

These are just a few other lesson plan template examples that we wanted to make available to you. It doesn't matter what format you use. The important thing is that you plan together as a team and that you somehow figure out how to make it evident that the lesson plans were completed collaboratively. Take a few moments to review each of these examples as well.

At this point, stop and have participants share what their lesson plans look like and how they ensure that both the general education and special education teachers have input into the lesson. Have them share how they ensure that individual student needs are met and that IEP goals and accommodations/modifications are always considered.

# Reflecting is Still a Part of Co-Planning

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?		



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## Handout 14

Once the lesson is over, the co-teaching team should take a few moments to do some self-reflection. This can happen formally, using a guide such as the one found in handout 14 or it can happen informally or on the fly if needed. It's just important that teachers take an honest look at how things went so that adjustments can be made for the next lesson.

The process of reflecting upon our practices and using the information from this reflection is a valuable means of professional learning that will result in tremendous professional growth.

# Example Co-Planning Conversation



Special Education Teacher	Students scored poorly on vocabulary development on the benchmark. I think they need some mini-lessons on determining word meaning in context. I can create a few bell ringers, maybe with some manipulatives for our hands-on learners.
General Education Teacher	Good idea. I'll send you some of the power verbs they will most likely see on the state tests. Will that work?
Special Education Teacher	Perfect. I will most likely pull Harry, Sally, Samuel, Missy, and Jasper to pre-teach the words in isolation tomorrow, as I see they struggle the most. That way they will be able to solidify their learning with these words.
General Education Teacher	Yes, and maybe Greg too. I could also add a written component. Maybe they could collaboratively write test questions about what they are reading in English class right now.

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Here is an example of how a reflection conversation might go, how quickly it can take place (3 minutes), and how information from the conversation can be utilized to guide future lessons.

This is an example of a planning conversation that might result from a few minutes examining student data on a previous assessment. This conversation would only last about 3 minutes. As you can see, they now have an idea of the specific lessons needed for the next few days and they were able to utilize their individual strengths to accomplish what is needed.

Dividing and conquering during co-planning is not just limited to dividing up jobs but should instead be related to the professional expertise and strengths of the two educators. For example, when discussing and planning a lesson on constructed responses, the general education teacher is typically responsible for locating the content-area text and aligning it to the standards while the special education teacher is generally tasked with thinking in terms of strategies that will be most beneficial in terms of helping students be successful. The longer co-teachers work together, the more interchangeable the roles will become. However, it is critical that each teacher has a specific role and that neither is neglected.



# Three-Part Co-Planning Model



- 1. Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction.
- 2. Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform
- 3. On-the-spot planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

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1. Electronic planning – Co-teachers should use electronic planning as a complement to their face-to-face planning. However, this does not mean sending each other random emails that often end up lost or inadvertently deleted. Nor does it mean counting on text messaging as a key planning tool. So many electronic collaboration platforms exist that they have become an essential co-planning tool.

Electronic planning should be the primary mode of co-planning used by teachers.

Once macro planning (course & unit overviews) have been established, the use of a co-planning template such as the one created by Dr. Wendy Murawski or Dr. Lisa Dieker or one of the ones we've already looked at during this module. Such a template can be inserted into an electronic platform and completed in an asynchronous manner (not occurring at the same time).

# Using Asynchronous Electronic Planning



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- Eliminates issues related to having common planning time for all co-teaching teams
- Eliminates need for teachers find time before or after school to plan
- Means the general education teacher plans the core lesson and special education teacher plans for accommodations and specially designed instruction
- Provides flexibility for teachers to plan based on their own schedules and preferences
- Keeps planning time available for other required tasks

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Discuss these points. **Ask if anyone in the room has utilized electronic planning successfully.** Have them describe their process.

# Co-Planning with Google Drive

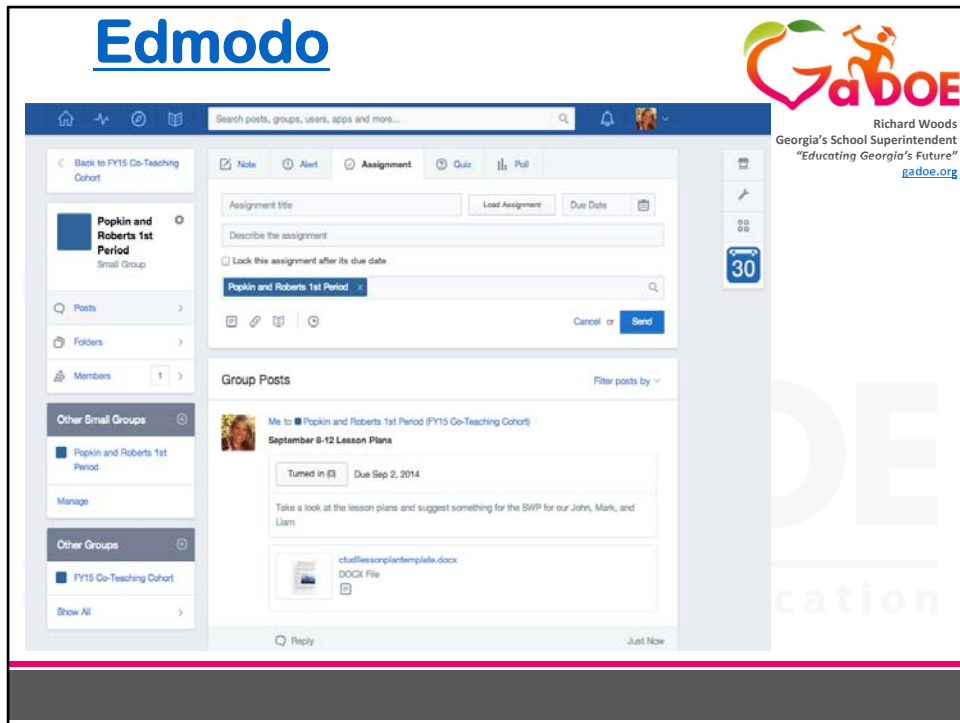


[Google Drive - Video](#)



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One way to complete a lesson plan template is through Google Drive. For now, watch this short video to see how it works.



Online websites are another tool to use for co-planning. Edmodo is a free website that allows educators to create private webpages to share as you feel led. You can create a small group for each co-teaching partner. Upload lesson plans in the assignments section. Put information in the description of the assignment that alerts your co-teacher to your needs or type right into the lesson plan. A calendar allows you to coordinate planning times and special events in the classroom or perhaps let each other know if you are going to be out of the class for a workshop or illness.

You can use the same site with your students. Give them accounts. Give parents access. Give assignments, do polls and quizzes in the site...all for free.

This is an example Edmodo site that was developed by Dr. Charity Roberts and Jennifer Popkin when they were at Coastal GLRS.



This video shows you the power of Google Hangouts for planning anything. Google Hangouts has an app for various devices. Hangouts allows you to send chat messages but the real power lies in the video conferencing ability. You are able to have up to 5 people in a conference and you can share your screen so that one person can put the Lesson plan or any other document on their screen for the other to see and discuss.

This is a more powerful "facetime" approach. Teachers can use this when you are not at school but want to plan with each other. You may not be able to use it at your school if it isn't enabled by your district. Some districts enable this after 3 so that teachers can have access to after students are gone.

Students can use this tool to study or work together on projects in the evening. And it is FREE. You just need a Google+ account.

## Other Online Options



- Microsoft 365 – One Drive
  - [www.microsoft365.com](http://www.microsoft365.com)
- Wikispaces Classroom
  - [www.wikispaces.com](http://www.wikispaces.com)
- Dropbox
  - [www.dropbox.com](http://www.dropbox.com)
- Evernote
  - [www.evernote.com](http://www.evernote.com)
- On-line Planbook
  - <https://planbook.com/>
- Schoology
  - <https://www.schoology.com/home.php>

Here are a few additional online co-planning resources. –

Ask if anyone has every used any of these online resources to plan

# Three-Part Co-Planning Model



- 1. Periodic Face-to-Face Planning** – directed towards data interpretations and focused on analyzing past instruction to inform future instruction.
- 2. Electronic Planning** – used as a complement to face-to-face planning and should include the use of an electronic platform
- 3. On-the-spot Planning** – just a few minutes to touch base or make adjustments to the plans that may have gotten off pace due to situations that often cannot be foreseen

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1. On-the-spot planning- if co-teachers conduct periodic high quality face-to-face planning that includes components of both macro and micro planning, then on-the-fly planning can be very effective in keeping things going successfully.

There are 3 ways that co-teachers plan during the course of their day (next slide)

## 3 Methods of On-the-Spot Planning



- **Instructional Start-up Strategy:** Students are given an appropriate 4-5 minute assignment to be completed individually or with a partner. Students are taught that they should not interrupt the teachers except for an emergency (and they should be reinforced for following directions).
- **Review and Predict** – one teacher asks students to review what they have been learning and doing. This lets the teacher who just entered know where the students are in the learning. The teachers ask students about the instructional plans when both teachers are present.
- **Fast Talk** – co-teachers sometimes update their plans with a hurried conversation during class changes.

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### **Instructional Start-up Strategy –**

- Elementary – when the second teacher enters the room
- Middle/High – beginning of class (if co-teachers together the whole period and when second teacher enters the room (if co-teaching only occurs for part of the period)
- This allows teachers several minutes to touch base, make a revision in the lesson plan, or discuss a student issue

### **Review & Predict –**

- Primarily used in elementary & middle school
- Occurs when the second teacher enters the room

### **Fast Talk –**

- Especially in middle & high schools
- This strategy is appropriate if more in-depth planning has occurred but is should never constitute all the planning that occurs for co-teaching



# A Co-Planning Experience



## A Video of Two Teachers Sharing



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Listen as this co-teaching team talk about their co-teaching & co-planning experience in this video.

Once the video is over, ask participants to share any take-aways they heard...practices they really liked, things that validated the information that has been shared so far in module 1 & 2 of this co-teaching series, or anything they would like to try as a co-teaching team.

# Time For Co-Planning



## Pair/Share

- What are your current barriers to efficient and effective planning? Consistency? Staying on topic? Not enough time to discuss everything? Sharing plans/changes?
- How will you work together to remove some of those barriers?
- Which non-traditional tools might help you be more efficient and effective? What steps do you need to complete in order to start using the tool(s) you chose?
- Be ready to share with the group.

2 minutes to pair

2 minutes for group

## Next Steps



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- As a co-teaching team, discuss how you all make co-planning a priority and what practices you plan to use to make it effective and efficient. Put your plan in writing to include when, where and how you ensure you plan consistently.
- Work as a co-teaching team to develop a week long lesson plan that you can share with your administrator and peers. Be prepared to share what worked well as well as the challenges you experienced (be prepared to say how you will address the challenges).
- Keep a weekly log of the co-teaching models you all utilize for one month and then work to try and add additional models to your planning/lesson.

# Can You Answer These Learning Targets?



- I can define co-planning and explain why it is important.
- I can utilize 2 resources to help me co-plan with my team efficiently and effectively to meet the needs of all students in the classroom.

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