GaDOE
Georgia Department of Education

Co-Teaching Training Series
Module 2

CO-PLANNING FOR STUDENT SUCCESS

Georgia Learning Resources System

GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Co-Teaching Series

- 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.

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

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

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

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

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

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

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

Learning Target 1 Reflection

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

In your own words, tell what co-planning is.
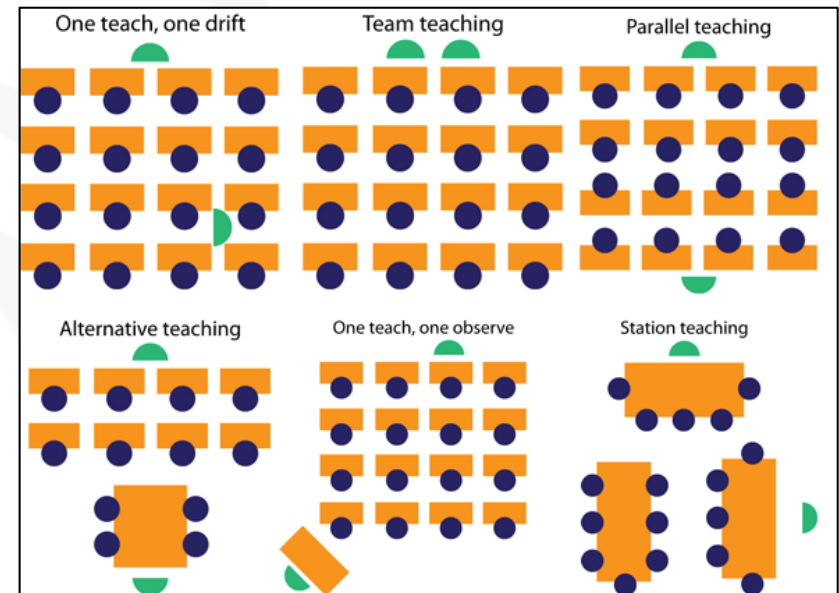
Why is co-planning vital to successful co-teaching?

How Do We Co-Plan Effectively?

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Review the Models of Co-Teaching

- 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?

One teach, one drift Team teaching Parallel teaching
Alternative teaching One teach, one observe Station teaching

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

Reflect on Current Practices

- Take a moment to analyze and reflect upon the co-teaching models that you most frequently employee 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.

Reflect on Current Practices

Co-Teaching Log: Week of _____   Co-Teaching Team:_ _____

Date	Time	Task	TO	TA	S	P	TT	A	Note

TO = One Teach, One Observe   TA = One Teach, One Assist   S = Station Teaching   P = Parallel Teaching   TT = Team Teaching   A = Alternative Teaching

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

Based on Log Results…

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?

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?

Reduce Time Required to Co-Plan…

Identifying routines and working to make the

co-teaching of these elements routine.

Reduce Time Required to Co-Plan…

Identify
Co-Teaching Classroom Routines

Identify a Routine to Analyze

Determine Routines to Revise to Improve Effectiveness

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

Adapted Routine Examples

5th 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.

Adapted Routine Examples

5th 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

9th 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

9th 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.

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

Three-Part Co-Planning Model

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60-Minute Co-Planning Protocol

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.

5 Step Process to Effective Co-Planning

	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 steps 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

Step	Activity	Tasks
1	Review the standard, performance task, and curricular demands.	☐ Use standards as the focal point of the lesson ☐ Include opportunities to connect to IEP goals ☐ Begin with the end in mind
2	Discuss the learning needs of the student and the availability of resources.	☐ Address appropriate content-related IEP goals ☐ Consider needs of individual students for assignments and classwork ☐ Availability of Resources /Strategies ☐ Assistive Technology ☐ Self Monitoring ☐ Replacement Behaviors ☐ Teach Self-Determination Skills ☐ Mnemonic Devices ☐ (see strategies flip chart for more ideas)
3	Decide on accommodations for the student and determine responsibility for implementing them.	☐ Discuss how to provide accommodations/modifications without alienating students with disabilities (self determination skills) ☐ Consider needs of individual students for assignments and classwork ☐ Review IEP for Accommodation Strategies ☐ (See Strategies Flip Charts for more Ideas)
4	Monitor, adjust, and provide formative feedback.	☐ How will you progress monitor ☐ Include Formative Assessments ☐ Agree on grading procedures ☐ Talk about homework ☐ How much to assign ☐ How often to assign ☐ How to grade ☐ Accepting late work ☐ Procedures for turning in homework
5	Evaluate students using established criteria.	☐ Include Summative assessments ☐ Assess in a variety of formats ☐ Paper pencil ☐ Project based ☐ Oral Presentation

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Co-Planning 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? ☐ Paper and pencil ☐ Project-based ☐ Oral ☐ Presentations		
	Did we agree on grading procedures? ☐ Person responsible ☐ Differentiating grading based on student needs ☐ Use of rubrics		
	Did we talk about homework? ☐ How much to assign ☐ How often to assign ☐ Procedures for submitting ☐ How to grade ☐ Accepting late work		
Accommodations/Modifications	Did we address any appropriate content-related IEP goals?		
	Did we address any non-content-related IEP goals?		
	Did we consider needs of individual students for assignments?		
	Did we discuss how to provide accommodations/modifications inclusively?		
Instructional Strategies	Did we consider mnemonics?		
	Did we consider graphic organizers?		
	Did we consider cooperative learning strategies?		
	Did we consider progress monitoring?		
	Did we consider peer-assisted learning strategies?		
Logistics	Did we decide who will prepare tests?		
	Did we decide who will prepare materials?		
	Did we plan for roles and arrangements? ☐ Seating ☐ Classroom movement patterns ☐ Student grouping ☐ Roles in instruction ☐ Roles in discipline		

Adapted from Howard and Potts (2009).

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

IEP Observation Checklist

Date: _____   Class: _____

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

From: "Five Tools for Every Co-Taught Classroom." *The Co-Planner: Two Professionals + One Plan for Co-Teaching*, by Lisa A. Dieker, Whitefish Bay, WI, 2015, pp. 3–4.
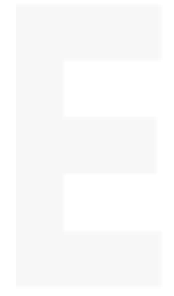
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Effective Planning: Using What We Know About Students

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Class Learning Plan

General Ed. Teacher_____ Special Ed. Teacher_____ Date_____

Time/Period _____Class_____

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

Class Learning Plan

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. • Reading sight words, fluency, understanding sequence, and recognizing cause and effect. • Math X & Div. facts, multi-digit X, recognizing operations in word problems. • Poor spelling and poor use of adj. and adv. In sentences.	Lang. Arts = 786 Math = 835 Reading = 818 Science - 826 SS - 774	Increase - sight words from 586 to 650/1000. 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. • Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing • Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers. • Writing complex sentences, main idea and logical flow and capitalization/punctuation	Reading = 804 ELA = 789 Math = 825 Science = 792 SS = 786	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 attn. 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.

Checklist for Instructional Planning Components		Yes	No
Planning Area	**Guiding Questions**		
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? ☐ Paper and pencil ☐ Project-based ☐ Oral ☐ Presentations		
	Did we agree on grading procedures? ☐ Person responsible ☐ Differentiating grading based on student needs ☐ Use of rubrics		
	Did we talk about homework? ☐ How much to assign ☐ How often to assign ☐ Procedures for submitting ☐ How to grade ☐ Accepting late work		
Accommodations/Modifications	Did we address any appropriate content-related IEP goals?		
	Did we address any non-content-related IEP goals?		
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Instructional Strategies	Did we consider mnemonics?		
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Logistics	Did we decide who will prepare tests?		
	Did we decide who will prepare materials?		
	Did we plan for roles and arrangements? ☐ Seating ☐ Classroom movement patterns ☐ Student grouping ☐ Roles in instruction ☐ Roles in discipline		

Adapted from Howard and Potts (2009).

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, 205)*

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Adapted from Howard and Potts (2009).

Macro-Planning

- District planning days – allot time to co-plan

- Once per month or once per quarter

- Unit at a Glance Document

Dates	Long Term Targets	Supporting Targets	Ongoing Assessments	Protocols

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 28-32**	**Week 33-36**
Persuasive (personal opinions)	Poetry and powerful words	Looking back, looking ahead

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 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

Lesson Planning Template

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

Students with Disabilities:

_____
_____
_____
_____
_____

Consideration for UDL:

Does your lesson meet the needs of students who cannot?

☐Walk ☐Talk ☐See ☐Hear ☐Behave
☐Learn the way you traditionally teach?

* completed by Special Education Teacher or together

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			

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

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

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Example Lesson Plan

General Educator: ___Sally Lott___

Special Educator:_ Jessie Burns

Week of: ___January 28, 2019___

Subject: ___Language Arts___

Targeted Students:

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

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

*completed by General Education Teacher or together

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

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

Example Lesson Plan

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

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

Consideration for UDL:
Does your lesson meet the needs of students who cannot?

☐Walk ☒Talk ☐See ☐Hear ☒Behave
☒Learn the way you traditionally teach?

* completed by Special Education Teacher or together

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

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

Additional Lesson Plan Templates

General Educator: _____ Special Service Provider: _____

Co-Teaching/Co-Planning Lesson Plan

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

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

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CO-TEACHING UDL LESSON PLAN TEMPLATE

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

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

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?		

SELF REFLECTION
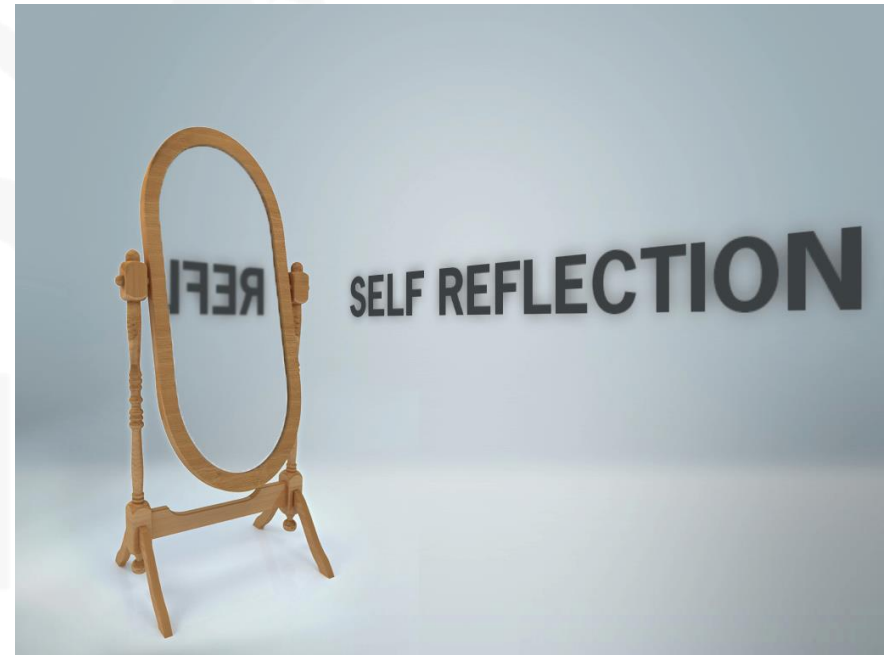
Example Co-Planning Conversation

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 may 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.

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

Using Asynchronous Electronic Planning

- 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

Co-Planning with Google Drive

Google Drive - Video

Edmodo

Google Hangouts Video

Google Hangouts Video

Georgia Department of Education

Other Online Options

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

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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.

A Co-Planning Experience

A Video of Two Teachers Sharing

Georgia Department of Education

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.

Next Steps

- 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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