

Name(s): _____

PARITY PLANNING TOOL
Co-PLANNING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
TIME AND PLACE	<ul style="list-style-type: none"> • When? (Day(s) of the week/time) • Where? • How will we use out time effectively and efficiently? 	
DOCUMENTING	<ul style="list-style-type: none"> • How will we document our decisions and lessons for us all to see and use? • What lesson planning template or format will we use? 	
PURPOSE	<ul style="list-style-type: none"> • How will we articulate the learning targets or focus for a lesson? • How will we relate the standards/ learning targets/focus to the real world so that students understand the purpose of the lesson? • How will we post the learning targets in our classroom so that both students and adults understand the purpose of lessons? 	
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • How will we decide on the learning activities and teaching strategies to use? • How will we plan for grouping and movement of students to meet all students' needs? 	
INDIVIDUAL STUDENTS	<ul style="list-style-type: none"> • How will we plan to keep the individual learning styles and multiple intelligences of our student in mind? • How will we differentiate to meet individual needs? 	
RESOURCES	<ul style="list-style-type: none"> • How will we share and use our resources during planning? (Materials, technology, supplies) 	
LOGISTICS	<ul style="list-style-type: none"> • How will we set up our classroom so that we each have our own place for our belongings? • How will we plan on how to collaboratively set up for a lesson? (Equipment, materials, tables, etc.) • How will we plan on the cleanup of a lesson and transition? 	



Name(s): _____

Co-TEACHING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
PARITY IN THE CLASSROOM	<ul style="list-style-type: none"> • How do you determine where each teacher will be and what he or she'll be doing during the instruction? • How will you show that you are all teaching all students in the classroom equally? 	
HELP	<ul style="list-style-type: none"> • How will you determine how you will help students during the lesson? 	
INSTRUCTIONAL ROUTINES	<ul style="list-style-type: none"> • Which teaching routines will you share as a team? 	
CONTENT	<ul style="list-style-type: none"> • In what ways will we vary the presentation of the content to meet learner needs and still meet our grade level expectations and standards? 	
PROCESS	<ul style="list-style-type: none"> • How will we vary the process (practice) of new learning given the unique learning styles/needs of our students and keep them engaged in the learning? 	
PRODUCT	<ul style="list-style-type: none"> • How will we vary the way students show what they know, can do, and understand to meet their individual needs? 	
TECHNOLOGY	<ul style="list-style-type: none"> • How will we share roles using instructional technology? • How will we include student use of technology so that students have access to assistive technology without stigmatizing them? 	
TEACHING STYLES	<ul style="list-style-type: none"> • What strengths does each of us bring to the partnership? • How will we use our own teaching styles in ways to benefit all of our students? 	



Name(s): _____

Co-MANAGING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
CLASSROOM CLIMATE	<ul style="list-style-type: none">• How will you establish and maintain a positive classroom climate?• How will you monitor the climate? How will you plan for climate adjustments?	
ROUTINES	<ul style="list-style-type: none">• What classroom routines and procedures will you follow consistently? Roles?• How will you communicate these routines and procedures to all students?• How will you communicate behavior expectations to students and their parents?• How will you monitor behavior intervention plans? Data collection tools/procedures?	
CONSEQUENCES	<ul style="list-style-type: none">• How will you manage student behavior while promoting a positive learning environment?• How will you collaboratively decide the various consequences for student behaviors and how you will follow through with students?• How will you communicate behavior consequences to parents?	
FEEDBACK	<ul style="list-style-type: none">• How will you provide constructive feedback to students about their behavior?• How will you monitor and share students' progress in managing their behavior in the classroom?	



Name(s): _____

Co-ASSESSING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT MIGHT THIS LOOK LIKE?
SYSTEM ASSESSMENTS	<ul style="list-style-type: none"> • How will your team administrator district-required assessments? How often? • How will you know which accommodations and modifications can be made for certain students? • How will you prepare students for test-taking procedures before test day? 	
DAILY ASSESSMENTS	<ul style="list-style-type: none"> • How will you share the roles and responsibilities of daily formative assessments and checking for understanding probes? • How will you collaboratively analyze daily formative assessments and adjust instruction as necessary? • What will your team do when students do not do well on daily assessments? 	
FEEDBACK TO STUDENTS	<ul style="list-style-type: none"> • How will you divide the responsibility of giving feedback to students about their daily work? 	
FEEDBACK TO PARENTS	<ul style="list-style-type: none"> • How will your team communicate to parents about their child's daily work and achievement? 	
DOCUMENTING AND ANALYZING DATA	<ul style="list-style-type: none"> • How will your team keep track of student assessment data? • How will students keep track of their progress? • How will you collaboratively analyze daily and periodic assessment results? • How will you adjust instruction based on assessment results? 	
GRADING	<ul style="list-style-type: none"> • How might your grading procedures encourage students to continually improve? • How will you determine the criteria for grading? • How will you divide the roles and responsibilities for grading the students? 	

