

CO-PLANNING FOR CO-TEACHING

A Guide for Lesson Development

BEFORE THE CO-TEACHING LESSON PLANNING SESSION

- Determine the Content, Common Core and ELD Standards for the Lesson.
- Develop potential objective(s) for the Lesson.
- List essential vocabulary, concepts and skills.
- Design a preliminary assessment plan.
- Generate ideas for Lesson Introduction, Lesson Body and Closing Activity.
- Bring required accommodations and modifications for students with 504 and IEP Plans.
- Identify the English language proficiency levels of EL students: Emerging, Expanding, and Bridging.
- Identify the duration of available instructional time.

It is essential to establish a regular time for lesson co-planning!



PLANNING OBJECTIVES AND ASSESSMENTS

- Write clearly stated content objectives and/or write language objectives that address literacy expectations for the content area.
- Identify academic language, content vocabulary, key concepts, and skills.
- Determine entry-level assessment, if needed.
- Identify ongoing progress-monitoring assessments: written, oral and/or performance.
- Identify concepts and skills for summative assessment.
- Select design(s) for summative assessment(s).
- Integrate student uses of technology to demonstrate mastery of objectives and standards.
- Determine which students will need adaptations or modifications and the types of adaptations and modifications for assessments.
- Differentiate assessments for students' English language development proficiency levels: Emerging, Expanding and Bridging.
- Identify the roles and responsibilities for each Co-Teach

WHEN TEACHING

- Check for understanding of objectives and document data to guide next steps.
- Circulate around class to look at student work and performance as well as hear oral responses to your content-related and skill-related questions.

PLANNING THE LESSON INTRODUCTION

- Determine how each Co-Teacher will greet the class as a whole when the bell rings.
- Determine which Co-Teacher will be responsible for attendance, homework and other administrative procedures, explain objectives, share the agenda, and implement the “hook” activity.
- Identify what and how to review previous learning.
- Choose opening questions, prompts/anticipatory set, or “hook” activity.
- Select resources, materials and equipment to be used.
- Decide what needs to be pre-written on board/in presentation slide(s).
- Estimate time for introduction to lesson.
- Integrate assessment(s), including adaptations and modifications for students with learning needs and English proficiencies as appropriate.
- Determine means to transition students to a learning mindset.
- Identify roles and responsibilities for each Co-Teacher in Team Teaching.

WHEN TEACHING

- Post and state objectives giving students the opportunity to hear and see the objectives.
- Introduce the agenda.
- Circulate around the classroom to assess and monitor progress.

PLANNING THE LESSON BODY

- Determine Co-Teaching instructional method(s) and strategy/strategies to be implemented.
- Select or create varied student activities that have students processing information and developing skills. Identify connections to students’ daily lives as well as other disciplines.
- Select resources, materials and equipment to be used.
- Determine how differentiated instruction will be implemented based on identified student needs.
- Decide what needs to be pre-written on board/in presentation slide(s).
- Determine adaptation, modifications and unique strategies to meet students’ learning needs and English language development proficiency levels: Emerging, Expanding, and Bridging.
- Estimate time for each activity, considering the students’ attention spans, and assessments. Calculate total time for instruction and activities as well as assessment in order to leave ample time for Lesson Closure.
- Develop a “Plan B” in case the schedule is adjusted, technology does not function and/or timing was underestimated or overestimated.
- Identify the roles and responsibilities for each Co-Teacher for each Co-Teaching strategy.

WHEN TEACHING

- Place a clock where it can be seen and be mindful of the time.
- Monitor and adjust timing to allow for clean-up and closure.
- Acknowledge students’ contributions and progress.
- Offer guided instruction in the form of prompts, cues, and questions to direct student thinking.
- Actively listen to student discussion and observe students’ work and performance.
- Model and scaffold procedures to reinforce vocabulary, concepts and skills.

ADDITIONAL PLANNING CONSIDERATIONS

If planning instructional student activities:

- Select activities to reinforce the essential vocabulary, academic language, concepts and skills of the lesson objective(s).
- Identify implementation, including resources, materials, equipment, and grouping(s).
- Identify the duration of direct instruction, guided instruction, collaboration, and independent work..
- Include writing.
- Select or develop supplementary materials to support individual students' specific learning need(s).
- Specify safety considerations.
- Allow time to clean up and put away materials, supplies and equipment.
- Incorporate a smooth transition to next activity.
- Include on-going progress monitoring, including assessment rubrics, when appropriate.
- Identify each Co-Teacher's role during activities, including modeling and scaffolding procedures and expectations as well as assessments.

If using a presentation:

- Have one concept per slide and be succinct.
- Highlight essential new vocabulary.
- Include a picture or use realia linked to the concept on each slide.
- Write or use a font size easily read by all students.
- Link information to real-life examples.
- Embed questions to engage students in the learning process and check for understanding.
- Limit direct instruction to students' attention spans.
- Incorporate a smooth transition to the next activity.
- Determine Co-Teaching roles in developing and delivering the presentation.
- Engage students in collaborative activities that require them to discuss, share ideas, create projects, solve problems, and engage in argumentation.



WHEN TEACHING:

- Circulate purposefully around the room to answer questions and assess student progress.
- Offer prompt, cues, and questions to support student learning.

If using Guided Notes:

- Allow time for and provide space on paper for students to process information, rather than simply copy from a presentation.
- Plan if and how the notes will be used and assessed.
- Require that students use the notes to complete other tasks (studying, writing, etc)
- Identify method and time to distribute and collect, if appropriate, notes.
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If using supplementary materials:

- Identify when to gather, prepare and/or print handouts.
- Select technology to improve student learning.
- Make arrangements for students to access technology, if needed.
- Determine how and when to distribute and collect equipment and materials.
- Include distribution and collection times in anticipating total lesson duration.
- Determine Co-Teaching roles for acquiring/developing/distributing materials and equipment.

WHEN TEACHING:

- Model how to use materials and equipment.
- Inform students of and enforce how much time they have to use materials.
- Move around the room to interact with students.

PLANNING THE LESSON CLOSURE

- Create or choose a closing activity of five minutes or less which guides students to summarizes the learning, and also:
 - Includes adaptations for students with learning needs.
 - Differentiates for students' English language development proficiency levels: Emerging, Expanding and Bridging.
 - Integrates assessment as appropriate.
- Determine format of closure, including student involvement (oral, written and/or performance).
- Identify resources, materials and equipment, if needed.
- Decide what needs to be pre-written on board or on presentation slide(s).
- Identify the roles and responsibilities for each Co-Teacher for Team Teaching, including who will dismiss the class and who will analyze the results of the lesson closure.

CONSIDERATIONS FOR ADDRESSING LEARNING NEEDS, INCLUDING ACCOMODATIONS AND MODIFICATIONS FOR ENGLISH LEARNERS AND STUDENTS WITH 504 PLANS OR IEPS

- Determine Co-Teaching responsibilities.
- Identify the specific accommodations and modifications needed for individual students.
- Make an appointment to co-plan with the Special Education Teacher(s).
- Communicate expectations to education support professionals.
- Determine strategic pairs and other groupings.
- Use strategies that allow English Learners to utilize, write, and process new vocabulary.
- Select visual references.
- Prepare to create or add to "Word Wall."
- Develop annotated texts and support materials for students.
- Provide sentence frames for writing.
- Identify realia and other visual aids, such as pictures and videos.
- Use both verbal and printed directions.
- Highlight important words and information in print and other visual materials to focus student attention.
- Provide multiple and varied opportunities for students to demonstrate their understanding and skills.

CLASSROOM MANAGEMENT STRATEGIES

- Pre-write or project information on the board to guide students.
- Be sure students understand the purpose or the instruction and make it relevant.
- Provide scaffolds, supports, and guidance to identified students.
- Provide clear instructions and rubrics so that students understanding expectations and tasks.
- Interact with students by name as they enter the class and throughout the lesson.
- Select techniques to bring class quickly to attention.
- Identify activities that require a timer.
- Be sure a clock is visible for students and teachers.
- Include strategies to randomly assess student understanding and performance.
- Identify strategies for polling whole-class understanding.
- Identify physical, visual and/or auditory cues to redirect select students to stay on task.
- Know the established discipline plan and sequence of consequences to implement for disruptive and/or off-task students.
- Know the “Plan B,” in case it is needed.

WHEN TEACHING

- Use proximity to engage students in learning activities.
- Move around the room and interact with all students.
- Identify the social/behavior expectations for students.

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