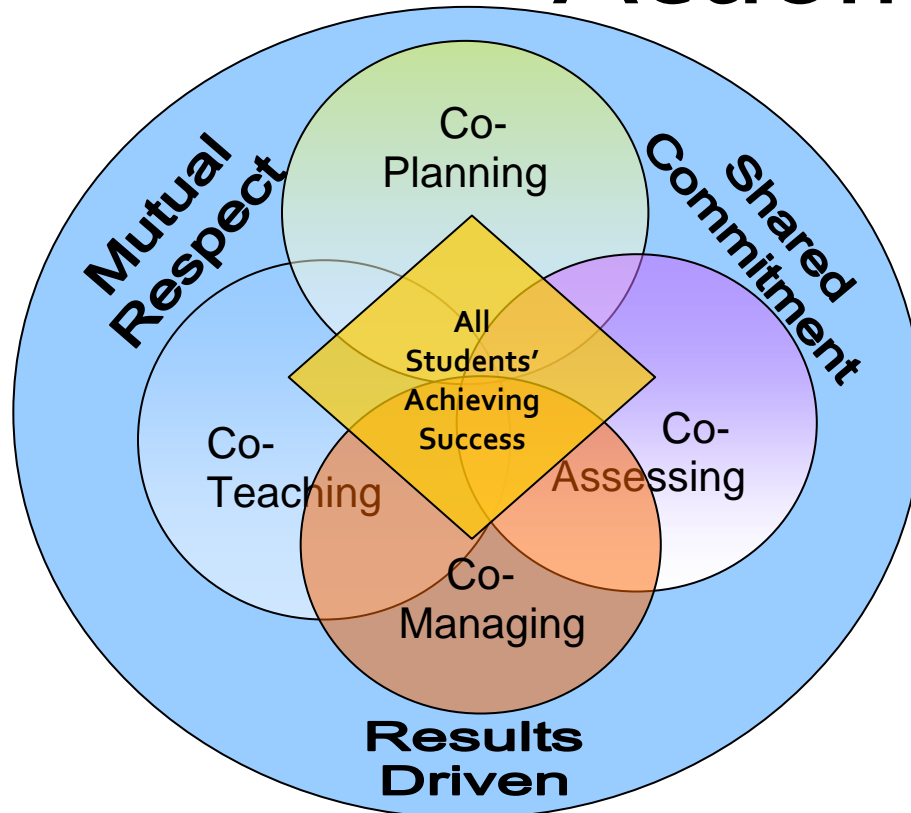


District Retreat
Focus: Student Data and Co-Teaching

Co-Teaching Workbook and Action Plan



Action Plans for Quality Co-Teaching

- Co-Planning Action Plan
- Co-Teaching Action Plan
- Co-Assessing Action Plan
- Co-Managing Action Plan

Pillars for Quality Co-Teaching Teams

What agreements will your team make around mutual respect, shared commitments and results driven to ensure that your co-teaching experience is of high quality for your students?

Mutual Respect

Shared Commitments

Results-Driven

Co- Planning Action Plan

Planning Elements	Guiding Questions	What This will Look Like
Time and Place	<ul style="list-style-type: none"> • When will we plan together? (days of the week, time) • Where will we meet to plan? • How will we use our 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 determine the focus for the lesson? • How will we use standards and to establish a CLEAR PURPOSE for each lesson? • How will we post this purpose in our classrooms so that both students and adults understand the purpose? 	
Learning Activities	<ul style="list-style-type: none"> • How will we decide on the learning activities and teaching strategies you will 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 students in mind? • How will we be sure to differentiate to meet individual student 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 classrooms so 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 clean-up of a lesson and transition? 	

Sample Lesson Plan Elements (Updated and Based on Madeline Hunter)

PURPOSE—Clear Learning Targets (Objectives)

Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching? The purpose for the lesson should be posted in the classroom so that both students and adults can immediately see and understand the lesson's focus.

Standards

Include the academic standards of performance (state and local) that are to be expected. The pupils should be informed about these standards of performance.

Materials

List materials, equipment, technology and supplies needed for the lesson.

Duration

The amount of time in minutes and days needed to complete this lesson.

INTO THE LESSON

Anticipatory Set

Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher(s) to relate the experiences of the students to the objectives of the lesson. Teachers should plan to build background knowledge here when it is lacking. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

THROUGH THE LESSON

Teaching: Differentiated Input

The teachers provide the information needed for students to gain the knowledge or skill and may use technology, film, tape, video, or pictures in differentiated ways to engage all learners in building understanding.

Teaching: Modeling with Differentiation

Once the material has been presented, the teachers show students examples of what is expected as the differentiated end products of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.) during this step.

Teaching: Checking for Understanding

Determination of whether all students have "got it" – the desired skill or understanding – before proceeding. It is essential that students practice executing the skill successfully or rehearse their understanding so the teachers must know that students understand before proceeding to practice. If there is any doubt that any students have not understood, the concept/skill should be retaught before practice begins.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives can provide a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Guided Practice

An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Closure

Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
 - to help organize student learning,
 - to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
 - to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.
- Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

BEYOND THE LESSON

Reflection

Upon closure, students must be provided an opportunity for metacognition and reflection about what they have learned. The reflection step can be done through journaling, "exit tickets" or self-assessments with peer or teacher sharing.

Independent Practice

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

Co-Teaching Lesson Plan Template

Unit	Teachers	Grade
PURPOSE—Clear Learning Targets (Objectives)		Standards
Duration	Materials	

Lesson Plan Element Description	Teacher 1 Role	Teacher 2 Role	Teacher 3 Role
Anticipatory Set			
Differentiated Input			
Modeling with Differentiation			
Checking for Understanding			
Questioning Strategies			
Guided Practice			
Closure			
Reflection and Metacognition			
Independent Practice			

Lesson Plan Template

Unit		Teachers	Grade
PURPOSE—Clear Learning Targets (Objectives)		Standards	
Duration	Materials		
Anticipatory Set			
Differentiated Input		Modeling with Differentiation	
Checking for Understanding		Questioning Strategies	
Guided Practice		Closure	
Reflection		Independent Practice	

Co-Teaching Action Plan

Teaching Elements	Guiding Questions	What This Will Look Like for Us
Parity in the Classroom	<ul style="list-style-type: none"> • How do you determine where each teacher will be and what they'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 can we vary the content to meet learner needs and still meet our grade level expectations and standards? 	
Process	<ul style="list-style-type: none"> • Knowing that our students have unique learning styles and learning needs, how can we vary the way we present new learning to students and engage them to meet individual needs? 	
Product	<ul style="list-style-type: none"> • How can we vary the way students show us their understanding and skills to meet their individual needs? 	
Technology	<ul style="list-style-type: none"> • How will share your roles using technology during instruction? 	
Teaching Styles	<ul style="list-style-type: none"> • How will we use our own teaching styles in ways to benefit all of our students? • What strengths do each of us bring? 	

Co-Managing Action Plan

Follow your lesson plan template to sort out the roles of each teacher during different facets of the lesson.

Elements of Classroom Management	Guiding Questions	What This Will Look Like for Us
Classroom Climate	<ul style="list-style-type: none"> • What type of classroom climate will your team promote? • How will you establish and maintain a positive classroom climate? 	
Routines	<ul style="list-style-type: none"> • How will you collaboratively determine classroom routines and procedures that you follow consistently? • How will you communicate these routines and procedures to all students? • How will you communicate behavior expectations to students and their parents? 	
Consequences	<ul style="list-style-type: none"> • What is your team's philosophy about managing 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 plan to provide constructive feedback to students about their behavior? • How will you monitor and share students' progress in managing their behavior in the classroom? 	

Co-Assessing Action Plan

Assessment Elements	Guiding Questions	What This Will Look Like for Us
System Assessments	<ul style="list-style-type: none"> • How will your team administer district-required assessments? • How will you know which accommodations and modifications can be made for certain students? 	
Daily Assessments	<ul style="list-style-type: none"> • How will your team share the roles and responsibilities of daily assessing and checking for understanding? • 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 plan to give 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 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 will you determine the criteria for grading? • What will the roles and responsibilities be for grading all of the students? 	

Overcoming Learned Helplessness

Do any of your students suffer from learned helplessness? Do they seem to give up or quit as soon as a task gets difficult? Do they ever refuse to try activities, or get labeled as lazy or unmotivated? Are mistakes or failures usually blamed on other people or conditions? Well, the good news is that all learned behaviour can be unlearned. Here are three keys you can use to help your students overcome learned helplessness:

(1) Understand the nature of the condition

Learned helplessness is a form of conditioned response—when someone comes to expect an outcome regardless of the conditions. For example, if a student constantly studies and fails tests, then he or she may eventually come to believe that no amount of effort or study would ever help him pass. In this example, the student's constant frustration could lead him or her to automatically believe that the factors for success are external and out of their control. Therefore, there is no point in even trying.

(2) Adjust the belief that failure is inevitable

Once you understand the nature of the condition the next step is to help your students become aware of negative self-talk running through their heads, and try to re-write the scripts. Like the story of *The Little Engine That Could*, they need to immediately replace negative thoughts with positive, self-affirming ones like, "I can do this." However, they may need your help by sitting down and talking about:

- Past successes and how they were achieved,
- The factors within their control (getting extra help, studying, strategies to compensate for learning disabilities, etc.)
- New support structures or things they could try
- All the other strengths and areas of competence they have (keeping the failure in perspective)
- How mistakes are good, expected, and are opportunities from which to learn—not things to be avoided.

(3) Watch how you talk and respond

The words and phrases parents and teachers use can inadvertently help to strengthen feeling of learned helplessness. The next time you feel yourself about to say, "That's too hard for you", or "Let me do it for you", or "I'll talk with your other teacher for you", or "Your parents said they weren't good at Math either," you may want to consider something like:

- "I know you can do it"
- "I'll start it for you, then you can finish it"
- "What strategies have you already tried?"
- "Let's find a way you can do this yourself"
- "How could you get more help with this?"

We all have things we're not good at, however as adults we can often avoid these tasks or hire someone to do them for us. Unfortunately the same cannot be said for struggling students who, each day, are forced to confront their weaknesses in math, reading, and writing. While the result may be chronic frustration, it can also lead to an instilled sense of learned helplessness. What is important is that we take steps to overcome this condition before it worsens and our children over-generalize and view failure in one area to mean they are "dumb" or "stupid".

Parenting & Youth Coach, Rob Stringer BA, BEd, CPC based outside of Toronto Ontario.

A Glossary of Terms

Accommodations. Techniques and materials that allow individuals with LD to complete school or work tasks with greater ease and effectiveness. Examples include spellcheckers, tape recorders, and expanded time for completing assignments.

Assistive Technology. Equipment that enhances the ability of students and employees to be more efficient and successful. For individuals with LD, computer grammar checkers, an overhead projector used by a teacher, or the audiovisual information delivered through a CD-ROM would be typical examples.

Collaboration. A program model in which the LD teacher demonstrates for or team teaches with the general classroom teacher to help a student with LD be successful in a regular classroom.

Direct Instruction. An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

Learned Helplessness. A tendency to be a passive learner who depends on others for decisions and guidance. In individuals with LD, continued struggle and failure can heighten this lack of self-confidence.

Learning Modalities. Approaches to assessment or instruction stressing the auditory, visual, or tactile avenues for learning that are dependent upon the individual.

Learning Strategy Approaches. Instructional approaches that focus on efficient ways to learn, rather than on curriculum. Includes specific techniques for organizing, actively interacting with material, memorizing, and monitoring any content or subject.

Learning Styles. Approaches to assessment or instruction emphasizing the variations in temperament, attitude, and preferred manner of tackling a task. Typically considered are styles along the active/passive, reflective/impulsive, or verbal/spatial dimensions.

Locus of Control. The tendency to attribute success and difficulties either to internal factors such as effort or to external factors such as chance. Individuals with learning disabilities tend to blame failure on themselves and achievement on luck, leading to frustration and passivity.

Metacognitive Learning. Instructional approaches emphasizing awareness of the cognitive processes that facilitate one's own learning and its application to academic and work assignments. Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task.

Multisensory Learning. An instructional approach that combines auditory, visual, and tactile elements into a learning task. Tracing sandpaper numbers while saying a number fact aloud would be a multisensory learning activity.

Prereferral Process. A procedure in which special and regular teachers develop trial strategies to help a student showing difficulty in learning remain in the regular classroom.

Self-Advocacy. The development of specific skills and understandings that enable children and adults to explain their specific learning disabilities to others and cope positively with the attitudes of peers, parents, teachers, and employers.

Excerpted from: Learning Disabilities: Glossary of Some Important Terms. ERIC Digest #E517.

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