**Considerations for Collaborative Co-Planning**

**Use the DELIVER tool to guide your co-planning:**

**D**ifferentiation –

* How and to what extent are you adjusting for the learning needs of your EL’s at different levels of proficiency?
* What supports, or integrated instruction will you need to help EL’s access the content of the lesson?

**E**ngagement of Students –

* Are your students getting multiple opportunities to speak, write, interact, read, and listen (SWIRL) during the lesson?

**L**anguage & Content Objectives –

* How are you addressing the vocabulary and content demands of your lesson?
* Are they given equal weight within the lesson?

**I**nstructional Strategies –

* What and how are evidence based strategies being incorporated in your lesson to help develop your EL’s language and understanding?

**V**aried Co-Teaching Models –

* Are the co-teaching models being used appropriately for the EL co-taught classroom?
* Do the models allow for integration OR segregation of EL’s?

**E**quity and Parity Established –

* Do students perceive both co-teachers as equals?
* Do students perceive their peers as equals?

**R**igor –

* To what degree do the lessons for EL’s contain rigorous content, process, and product?

Adapted from Dove & Honigsfield (2018) Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection

The Collaborative Instructional Cycle

Follow the cycle to continue productive planning, quality instructional delivery, reflection and assessment, and ultimately exceptional support for your EL’s language and content proficiency.

Adapted from Dove & Honigsfield (2018) Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection

**Set up a hierarchy of steps to follow with your co-teachers when planning to optimize your time!**

**SAMPLE: Sherman Elem. Co-Planning Agenda: 2017-18**

**Before co-planning meeting:**

* Classroom Teacher must have the following ready:
  + Subject Area
  + Content Standard
  + Lesson Objective
  + Habits students must be able to do
* Co-Teaching ELL Specialist:
  + Have probable strategies in mind to meet the content standard through language instruction.
  + Have planning templates set up Friday evening for the following week.

Keep a Timer!

**Beginning: Reflection (5-10 minutes)**

* 1. What went well?
  2. What do we need to work on or improve?

1. **Middle: Planning (25-35 minutes)**
   1. Plan the week together (both typing if possible, project document):
      1. EL Specialist: Assign language objective by identifying the language supports needed.
      2. Together: Essential Question
      3. Together: Key Vocabulary
      4. Together or before dependent on activity: Pre-Assessment
      5. Together: Materials and who will have them ready
      6. Together: Thinking Map
      7. Together: How will the learning target be reached?
      8. Together: How will we monitor progress
      9. GE Teacher or Together: Behavior / Student Expectations (CHAMPS)
      10. Together: Pacing - What co-teaching approach is each teacher playing? No idle hands!
      11. Together: Special Accommodations for behavior or IEP’s.
      12. If time allows, have a bi-weekly opportunity to collect data on teachers/students.
2. **End: Review Student Work and Behavior (5-10 minutes)**
   1. Quickly review student work/behavior and assessments to help get various points of view on how to better support the students.
   2. Reflect on efficacy of previous lessons. What worked? What didn’t?
      1. Ask: Are our efforts meeting the expectations we are setting?
      2. Are they meeting the standards?

**Co-Planning – Lesson Template**

**Co-Teaching Lesson \_\_\_\_ Grade – Week (Number) : (Date)**

GE Teacher: EL Specialist: Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day: Monday Tuesday Thursday Friday

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content Standard: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Essential Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key Vocabulary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials and who will prepare them:

Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Specialist:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graphic Organizer / Thinking Map: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will we know if they have reached the learning target? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will we monitor progress? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Habits students must be able to do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Co-Teaching Lesson \_\_\_\_ Grade – Week (Number) : (Date)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson**  DAY | **Co-Teaching Approach(es)** | **Time** | **GE Teacher – T1** | **EL Specialist – T2** | **Considerations:**  **Adaptations Differentiations, Accommodations** |
| **Beginning:**  Student /Behavior Expectations | * Supportive * Parallel * Stationary * Alternative * Complementary * Team |  | Address the role of the General Education Teacher  GE Teacher:  “What will I do?”  “If one is doing this, then \_\_\_\_\_\_” | Address the role of the EL Specialist  EL Specialist:  “What will I do?”  “If one is doing this, then \_\_\_\_\_\_” | Here you can address differentiation for students on IEP’s, or accommodations for behaviors. |
| **Middle:**  Conversation  Help  Activity  Movement  Participation  Success | * Supportive * Parallel * Stationary * Alternative * Complementary * Team |  |  |  | You may want to write supports for students at different levels for differentiation. |
| **End:**  C-  H-  A-  M-  P-  Success! | * Supportive * Parallel * Stationary * Alternative * Complementary * Team |  |  |  | You may also make your groups if using the stationary or parallel approach |

**Sample Co-Teaching Lesson**

**Co-Teaching Lesson : 1st Grade – Week 18 : January 8-12, 2018**

GE Teacher: C.Noyes EL Specialist: A. Howell Time: 12:40 – 1:25

Day: Tuesday **Friday**

Subject Area: Math Unit 4 Session 1.3 Grade Level: 1st

Content Standard: 1.MD.2 Express the length of an object using nonstandard units.

Lesson Objective: Students will be able to measure objects in the classroom using connecting cubes and recording the length based on how many units.

Language Objective: Students will be able to measure items with the help of manipulatives and be able to explain how to order them from shortest to longest as well as report results in complete sentences.

Essential Questions: How can we use connecting cubes to measure an object and order them by size?

Key Vocabulary: units, shortest, longest, order

Pre-Assessment: Students should know how to measure objects using connecting cubes and how to count them.

Materials and who will prepare them:

Classroom: connecting cubes, objects for measurement Specialist: Prepared sentence frames for discussion

Thinking Map: \_n/a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will we know if they have reached the learning target? Students will be able to measure items using one unit blocks and order them by size.

How will we monitor progress? Observation and progress on worksheet.

Habits students must be able to do: Use connecting cubes to measure the length of an object

**Sample Co-Teaching Lesson**

**Co-Teaching Lesson : 1st Grade – Week 18 : January 8-12, 2018**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson**  **Friday** | **Co-Teaching Approach(es)** | **Time** | **GE Teacher – T1** | **EL Specialist – T2** | **Considerations:**  **Adaptations Differentiations, Accommodations** |
| **Beginning:**  C-0  H-raise hand  A-math  M-0  P-SLANT | * Supportive * Parallel * Alternative * **Complementary** * Team * Stationary | 10 | Demonstrate how to measure the length of an object using connecting cubes. | Discuss the method of ordering the length of objects from shortest to longest by using student heights as an example. Call on volunteers to demonstrate. Students will use think, pair, share to discuss. |  |
| **Middle:**  C-1  H-raise hand  A-math  M-yes  P-measuring with cubes | * Supportive * Parallel * **Alternative** * Complementary * Team * Stationary | 25 | Support whole class with measuring objects using blocks and ordering them by size. Remind students to measure the longest part of the objects.  Objects to measure:  Length of desk top, Nametag Pencil, Crayon, text book,  Glue stick. | Work with small group of students measure objects at round table, helping them to discuss and evaluate how to best order the objects. | Small Group with Mrs. Howell:   * Emma * Guillermo * Aiden * Trevor * Calvin.   Hunter may work with aid, independently. |
| **End:**  C-0  H-raise hand  A-math  M-0  P-SLANT | * Supportive * Parallel * Alternative * Complementary * **Team** * Stationary | 10 | Discuss as a whole class what the lengths of the objects were, and what order they must be in to go from shortest to longest. | Aid students when responding with sentence frames for reporting results.  “The \_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_ units long.” | Students that get done early may work on the following page in their workbook. |