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Co-Planning for Student Success Considerations Packet

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Co-Planning for Student Success

This information packet is for co-teaching partners who wish to improve their planning practices. Collaborative planning, or co-planning, occurs when a special and general educator combine their expertise to plan instructional content, instructional delivery, and assessment of student learning (Friend, 2014). This packet will focus on answering the following questions:

- Why is a commitment to collaborative planning vital for an effective co-teaching partnership?
- What planning process do co-teaching pairs use to effectively plan instruction?
- What tools are available to assist in the co-planning process?
- How do co-teachers determine their roles and responsibilities in the co-planning process?

Commitment to Co-Planning

Co-teaching is most effective when partners routinely schedule collaborative planning time. When using co-teaching as a service delivery option, it is important that opportunities for periodic co-planning interaction are available. Administrative support is key to developing creative ways to ensure that partners have common planning time (Muraswski, 2009). In so doing, Friend (2014) suggests that structures and expectations for co-planning should be revised to reflect the growing demands on educators' time and the complexity of the master schedule. For example, administrators may opt to provide longer periods of monthly or quarterly planning time for co-teachers instead of including weekly planning time in the master schedule (Friend, 2014). Formalizing and structuring the planning process provides co-teachers the opportunity to plan content, integrate Individualized Education Program (IEP) goals into lessons, differentiate instruction and assessment, and determine appropriate accommodations. It also allows them to (a) determine which co-teaching variations are most appropriate for the lesson, (b) form student groups, and (c) assign teaching responsibilities.

Beginning and experienced co-teachers alike may use the Collaborative Planning Questionnaire (see Appendix A) to assess their co-planning practices and determine areas of strength and need. Once they have completed the questionnaire, co-teaching partners are ready to determine areas for improvement by examining the "We need to do this!" statements. For example, co-teachers may have marked exclamation points (sign of needed action) by statements pertaining to curricular adaptations, differentiation for individual needs, and use of co-teaching variations. As a result, in future planning, they will more carefully consider the variations of co-teaching and differentiate practice activities and assessments based on student needs. They will also seek professional development in the areas in which they need more skills and knowledge.

Structuring the Planning Process

"Although many incentives appeal to specific individuals, the one incentive that is common to and highly valued by everyone engaged in education and educational reform is time – time for shared reflection and planning with colleagues" (Villa &Thousand, 2005, p. 65). Effective co-planners honor their time together by determining a meeting place and time, coming prepared, limiting interruptions, and staying focused. Figure 1 provides an overview of the planning process.

Figure 1. **Planning process.**

Pre-Plan
- Preview upcoming content
- Write down individual student needs, resources, and activities
- Consider student IEP goals and accommodations
- Prepare mentally

Review, Reflect, Evaluate
- Reflect on teacher and student performance
  - What worked well?
  - What didn't work?

Plan Lesson
- Discuss "big picture" issues first
- Discuss content
  - Analyze difficult concepts and skills
- Plan content delivery
  - Consider co-teaching variations
- Design practice activities
- Plan individual and group evaluation

Assign Roles and Responsibilities
- Identify needed materials
- Clarify teaching responsibilities
- Write out lesson plans for both teachers

Evaluate
- Debrief
- Praise each other's efforts
- Critique the week's activities
- Use problem-solving strategies
- Revisit roles and responsibilities regularly

See Example Agenda

See Example Lesson

Effective planning teams use a meeting agenda (see Appendices B and C for a Co-Planning Meeting Agenda template and a completed example). An agenda helps partners follow specific procedures, communicate clearly, and build a sense of purpose (Friend & Cook, 2007). Specifically, the meeting agenda serves as a guide to review and reflect, to list issues and tasks related to planning instruction, and to assign responsibilities. To ensure a smoothly flowing meeting and that notes are kept, the roles of timekeeper and recorder should be decided at the start of the meeting and listed on the agenda.

According to Tomlinson (2014), effective teachers create instructional activities and experiences that "lead students to engage with and genuinely understand the subject" (p. 74). They are clear about what students need to "know, understand, and be able to do" as a result of instruction and adjust plans for subsequent lessons based on where students are relative to these goals. Approximately 20% of co-planning time should be used to review and reflect on the previous teaching session, asking each other, "What worked well?" and "What didn't work?" This type of reflection is important, because, if individual students did not perform well, teachers can then develop review activities or lessons to re-teach concepts and skills as needed.

Approximately 60% of the planning time should be used to plan instruction. Tomlinson (2014) promotes the use of high-quality curriculum that emphasizes the connection between critical concepts and students' life experiences. During this time, co-teachers use their curriculum to discuss "big picture" issues or critical concepts related to the content before talking about content delivery. For example, before beginning a unit of study on the Civil War, teachers determine that students will need to understand the concept of "civil war." This is where planning partners determine co-teaching variations (see Appendix D) and design practice activities that meet the specific needs of their students. Specifically, during this part of planning the lesson, both teachers are focused on differentiating instruction, selecting learning strategies to ensure mastery of new content, and implementing pedagogical techniques in order to provide a safe learning environment for all students (Murawski, 2009).

The remaining 20% of the planning time should be spent clarifying and assigning roles and responsibilities. Partners decide who will develop and/or secure the materials needed to teach the lesson and facilitate the practice activities. At the end of the agenda, the location and date for the next meeting is recorded (see Appendix C). Once teachers have logged their ideas on the agenda, more detailed lessons plans should be written from the "Plan Lesson" and "Assign Responsibilities" sections of the agenda (see Appendices E and F for a Co-Teaching Weekly Lesson Plan template and a completed example).

Roles and Responsibilities

Both general and special educators have concerns about their roles and responsibilities, Co-teachers should consider assigning roles and responsibilities that capitalize on each partner's strengths and expertise. The following section describes potential roles for co-teachers.

Before Co-Planning Meeting (Pre-Planning)
- Each teacher should come to the planning meeting prepared. This means that a certain amount of pre-planning must take place.

- The general educator is the content specialist and should bring the SOL Curriculum Framework, textbooks, and other relevant resource materials. He should begin to reflect on the "big ideas" and critical concepts that will be taught and share them with his co-teaching partner at the meeting.
- The special educator is considered the behavioral and learning specialist. Because she focuses on the individual needs of students with disabilities, the special educator provides important student information gleaned from IEPs. Student-at-a Glance forms and behavior plans may be shared at the meeting or given to the co-teacher in advance (see Appendices G and H for the Student-at-a-Glance form and example). It is critical to consider students' IEP goals, accommodations, and behavior plans as teachers plan instruction. Special educators benefit from having access to the SOL Curriculum Framework for the content they will co-teach. Knowing the particular SOL objectives and essential knowledge and skills is necessary when planning appropriate teaching and learning strategies for the lesson.

During Co-Planning Meeting
- The general educator clarifies curriculum and content that will be addressed as well as instructional objectives.
- The special educator provides information related to specially designed instruction that will be provided for students with disabilities.
- Both educators analyze data for all students to identify progress or gaps to inform instructional decisions (Friend, 2014).
- Both teachers brainstorm possible teaching techniques and activities.
- Both teachers determine the roles each will play in instruction based on student needs and the variations of co-teaching to be used.
- Both teachers volunteer to prepare and gather materials for the lesson.
- One teacher acts as a scribe and provides a written copy of plans.

The scribe, in a chart form, can add roles and responsibilities of each teacher to the meeting notes, as illustrated below.

Specific Activity or Role	Responsible Person

After Co-Planning Meeting
- To supplement the face-to-face co-planning, Friend (2014) recommends using electronic platforms such as Edmodo, Evernote, and Wikispaces Classroom as effective collaborative planning tools.
- Special education teacher prepares independently or with a specialist specially designed instruction, accommodations, and modifications for individual students.
- Both teachers prepare and gather materials for the lesson.
- Both teachers deliver instruction during the co-taught lesson using the selected co-teaching variations.

After the Co-Taught Lesson (Evaluation)
- Both teachers evaluate student outcomes.
- The special educator monitors progress on IEP goals with the general educator's input.
- Both teachers reflect upon their co-teaching relationship.
- Both teachers record notes regarding changes and suggestions for future lessons to be shared at the next planning session.

Planning Tools

The co-teaching partners use a variety of tools to assist in planning their lessons and units. The following section presents potential tools.

- *Enhanced Scope and Sequence PLUS (ESS+)*
  These differentiated lessons provide school divisions and teachers with a searchable database of lessons designed to teach standards from the Virginia Standards of Learning (SOL). The lessons help teachers align their instruction with the state standards and provide examples for differentiating instruction. The specific options for differentiating lessons include technology, multisensory, community connections, small-group learning, vocabulary, and student organization of content. Each of the sample lesson plans is aligned with essential knowledge and skills in the Curriculum Framework. Visit the "SOL Enhanced" tab on T/TAC Online http://www.ttaconline.org for differentiated lesson plans. See Appendix I for an Enhanced Scope and Sequence PLUS Writing Lesson Plan.

- *Lesson Plan Books or Planning Templates*
  Teachers benefit from using a co-planning lesson plan book or template (Dieker & Little, 2005). Dieker's (2006) planning book is unique in that it is designed for both the general and the special education teacher. The left side of the book, designed for the general educator to complete, focuses on the core curriculum, activities, and assessment. On the right side, the special education teacher notes academic and behavioral adaptations and differentiates materials or supports. There is also a space for listing the co-teaching approaches (variations) to be used during the lesson. This planning tool facilitates weekly communication around instruction, student progress, and refinement of the co-teaching relationship (Dieker, 2006).

  Many co-teachers design their own planning template based on their school division's requirements for lesson design. See Appendices E and F for a planning template and a completed example adapted from the work of Walther-Thomas, Korinek, McLaughlin, and Williams (2000).

- *Teacher Manuals*
  Such manuals often include chapter summaries and suggested activities for at-risk learners. This type of resource is used to support general and special educators as they teach the content. It may also help in pre-planning alternative assignments.

- *SOL Curriculum Framework Guides*
  Teachers can download the Virginia Department of Education (VDOE) Curriculum Framework Guides for English, mathematics, science, and history and social science to guide their lesson planning. The guides cover the content knowledge, skills, and understandings that are

measured by the SOL assessments. Each Curriculum Framework identifies essential understandings, defines essential content knowledge, and describes the skills students need to use. Additional guidance is provided to teachers through a supplemental framework that lists minimum content that all students must learn. Included in the framework are knowledge and skills that can enrich instruction and increase an understanding of content in the SOLs (Virginia Department of Education, 2008).

- *Pacing Guides*
  These are written schedules reflecting a period of time teachers have to cover the content for any given subject. As such, these documents provide sequential organization of essential understandings, content knowledge, and basic skills. Along with designated periods of time, guides may include instructional strategies, materials, and assessment tools.

- *Free Lesson Plans*
  Several educational websites provide lessons plans designed to meet the needs of all learners and specifically aligned with most state-wide standards. Examples include:
  - http://www.lessonplans.com
  - http://lessonplans4teachers.com
  - http://www.theteacherscorner.net
  - http://www.2teachllc.com/lessons.html
  - http://udlexchange.cast.org/home
  - http://www.patinsproject.com/UDLLessons/udlteam.html

- *Student Documents*
  Co-teachers save valuable planning time by reviewing student documents prior to the meeting. Student documents may include IEPs, standardized assessment results, 504 Plans, behavior plans, data summary forms, and Student-at-a-Glance forms (see Appendices G and H). The special educator summarizes critical student information found in the IEP on Student-at-a-Glance forms and shares the information with the general educator. All of the documents help planning partners determine student learning needs and skill levels.

Planning Time Possibilities

When co-teachers do not have a scheduled co-planning time, they can explore other possibilities such as the ones listed below:
- Compensate teachers for summer and after-school planning (Friend, 2014)
- Schedule planning time during school-based or division-wide professional development days (Friend, 2014)
- Get creative with late-start or early-release days (Murawski & Dieker, 2004)
- Host a before-school planning breakfast
- Take time for an after-school "walk and talk"
- Create and post agendas and lesson plans on school share drives
- Share co-planning templates on an electronic platform
- Schedule quarterly power planning sessions
- Rotate substitutes for monthly planning sessions (Friend, 2014)
- Recruit volunteers or administrators to cover co-teachers' classes (Friend, 2014)
- Eliminate hall duty or other job-related duties for co-teachers

- Schedule instructional assistants to monitor students during practice sessions while co-teachers plan in back of classroom
- Use free Web 2.0 resources (*Closing the Communication Gap* article by Charles and Dickens, 2012) designed to increase teacher communication and co-planning opportunities
    - Anymeeting (http://www.anymeeting.com) is web-conferencing software
    - Dropbox (http://www.dropbox.com) is cloud-based used for storing documents and files
    - Zoho (http://www.zoho.com) is cloud-based used for file sharing, chat, and other collaborative activities
    - Vocaroo (www.vocaroo.com) is a voice-recording service that teachers can use to record reminders to send to students or record lesson plan suggestions for co-teachers who do not have common planning times

As general and special educators join to teach together, collaborative planning must be woven into schedules to promote student success. Planning sessions should occur frequently and routinely. Walther-Thomas et al. (2000) offer the **PARTNERS** mnemonic to remind co-teachers of critical co-planning behaviors!

> **P**lan together weekly
> **A**ddress classroom concerns proactively
> **R**eceive ongoing administrative support
> **T**hrive on challenges
> **N**urture a sense of classroom community
> **E**valuate student performance
> **R**eflect on practice and strive for improvement
> **S**upport each other

Unorganized planning sessions often lead to ineffective lessons that result in limited student learning. Incorporating the attitudes and actions described in the "Partners" mnemonic will provide the kind of co-planning and co-teaching that will help build productive and collaborative planning sessions to design effective lessons for all students.

This *Considerations Packet* was prepared by Tina Spencer and Sue Land (November, 2008). It was revised by Tina Spencer January 2015.

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Additional Resources

Resources on co-planning are available to educators in Superintendents Regions 2 and 3 for loan through the T/TAC W&M library. Visit the website at http://education.wm.edu/centers/ttac/index.php for a complete listing of materials. Enter "co-teaching" or "planning" as the subject of the search.

Appendices: Planning Tools

A. Collaborative Planning Questionnaire
B. Co-Planning Meeting Agenda Template
C. Co-Planning Meeting Agenda Example
D. Co-Teaching Variations
E. Co-Teaching Weekly Lesson Plan Template
F. Co-Teaching Weekly Lesson Plan Example
G. Student-at-a-Glance Form
H. Student-at-a-Glance Example
I. Enhanced Scope and Sequence PLUS Writing Lesson Plan

If you would like any of the forms or templates sent to you electronically, please send your request to ttacwm@wm.edu.

Appendix A
Collaborative Planning Questionnaire

Read each statement carefully. Place one of the following symbols in front of each statement.

! = We need to do this!
✓ = We already do this. Good for us!
? = We need information on this to incorporate it into our practice.

_____ 1. We plan regularly for at least one hour per week.

_____ 2. We plan our teaching roles and responsibilities prior to classroom instruction.

_____ 3. We continually evaluate our co- teaching relationship.

_____ 4. We generate strategies to meet individual needs.

_____ 5. We teach students cognitive or learning strategies.

_____ 6. We adapt curriculum, instruction, and assessment to meet individual needs.

_____ 7. We teach students social and communication skills.

_____ 8. We plan to use different co-teaching variations such as interactive teaching, station teaching, parallel teaching, and alternative teaching.

_____ 9. We change teaching responsibilities during the week.

_____ 10. We use alternative assessments such as portfolio, curriculum-based measures (CBM), oral reports, written tests, journals, or demonstrations.

_____ 11. We provide a variety of materials.

_____ 12. We allow time to reflect on and evaluate instruction on a daily basis as well as weekly.

_____ 13. We feel comfortable taking risks and trying new techniques.

_____ 14. We plan a content outline for the semester or year.

_____ 15. We come mentally prepared to our weekly planning.

Adapted from DeBoer, A., & Fister, S. (1995). *Working together: Tools for collaborative teaching*. Longmont, CO: Sopris West.

Appendix B
Co-Planning Meeting Agenda Template

Date: _____ Note taker: _____

Timekeeper: _____

Review (20% of time) Reflect on teacher and student performance • What worked well? • What didn't?	
Plan Instruction (60% of time) • Discuss "big picture" issues first • Discuss content • Plan content delivery • Consider variations of co-teaching • Design practice activities • Plan individual and group evaluation	
Assign Responsibilities (20% of time) • Identify needed materials • Clarify teaching roles and responsibilities • Write out responsibilities for all involved	

Next Meeting Date:_____   Place:_____

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Appendix C
Co-Planning Meeting Agenda Example

The following agenda example supports the teaching of SOL objective, Writing 7.8.

The student will develop narrative, expository, and persuasive writing:
a) Apply knowledge of prewriting strategies
b) Elaborate the central idea in an organized manner
c) Choose vocabulary and information that will create voice and tone
d) Use clauses and phrases to vary sentences
e) Revise writing for clarity and effect
f) Use a word processor to plan, draft, revise, edit, and publish selected writings

Date: *January 20*   Note taker: *Mr. Kelly*   Timekeeper: *Mrs. Williams*

Review (20% of time) Reflect on teacher and student performance • What worked well? • What didn't?	1. Students presented book reports. Robert and LaShandra did not perform well on their oral book reports, so they will be given an opportunity to redo their reports. Even though they were given two choices for reporting on their books, these students required more support during the planning and composing stages of writing. Mrs. Williams will review brainstorming as a planning strategy and provide a graphic organizer for composing. She will monitor their progress throughout the week. 2. Student writing samples revealed that all students need instruction on the components of narrative writing and review of the parts of a paragraph.
Plan Instruction (60% of time) • Discuss "big picture" issues first • Discuss content • Plan content delivery • Consider variations of co-teaching • Design practice activities • Plan individual and group evaluation	**Big Picture: Components of narrative writing** **Monday**: Create a character description Use lesson from SOL Enhanced Scope and Sequence PLUS: Grade 7 English/Writing "Our Actions Show Who We Really Are" found on www.ttaconline.org (see Appendix I) **Tuesday and Wednesday**: Write a narrative paragraph • Topic • Main idea sentence • Detail sentences • Concluding sentence Use picture of sandwich to depict make-up of a paragraph **Thursday and Friday**: Write a 3- to 5-paragraph narrative paper • Opening paragraph • Supporting paragraphs • Concluding paragraph Students will be shown how to organize content of their paper using a graphic organizer **Content:** **Monday**: Interactive Teaching

	Discuss writer's technique of revealing character traits through actions. Model composing sentences using the graphic organizer and the grocery store scenario.
	Tuesday: One Teach, One Assist
	Discuss writing a paragraph with a main idea sentence, detail sentences, and a conclusion sentence.
	Model composing a paragraph by using the "I do, We do, You do" instructional sequence.
	Wednesday: One Teach, One Assist
	No new content. Mrs. Williams will show the students three examples of narrative paragraphs on overhead projector. Using response boards, students will write down the main idea, details, and concluding sentence of each paragraph.
	Thursday: Interactive Teaching
	Model composing a 3- to 5-paragraph paper by using the "I do, We do, You do" strategy. Display the completed narrative paper on a bulletin board so students can refer to it whenever they wish. Students will write a 3- to 5-paragraph paper entitled "All About Me."
	Friday: Alternative Teaching
	Students will continue writing their narrative papers. A small group of students will work with Mr. Kelly on writing a group narrative paper.
	Warm-up, practice, and wrap-up activities will be written on the lesson plan template.
Assign Responsibilities (20% of time) •Identify needed materials •Clarify teaching roles and responsibilities •Write out responsibilities for all involved	**Mrs. Williams** - Poster-size graphic organizer for grocery store scenario - Graphic organizer - Grocery store items - Gallon size bags - Poster boards and markers **Mr. Kelly** - Create rubric (http://rubistar.4teachers.org/) - White boards for student responses - Felt squares for erasing boards - Erasable markers for response boards - Large index cards to be used as exit cards

Next Meeting Date: January 27   Place: Conference Room

Appendix D
Co-Teaching Variations

Variation	Description	Planning Time Requirement	Example
One Teaching, One Observing (Whole group)	Teachers alternate roles of teaching lessons and observing students for an understanding of academic and social functioning.	Low	A general educator teaches a whole-group lesson on writing complete sentences. The special educator collects data related to a single student or small groups of students. The data are used to compare targeted student behavior to the behavior of others during the lesson being taught. In future lessons, teachers may reverse roles when specific behaviors need to be observed.
One Teaching, One Assisting (Whole group)	Teachers alternate roles of teaching and supporting the instructional process.	Low	A general educator teaches a whole-group lesson on the causes of the Civil War. The specialist walks around the classroom to assist students by answering individual questions or to redirect students who are not following the instruction. In future lessons, teachers may reverse roles.
Station Teaching (Small group)	Small groups of students rotate to various stations for instruction, review, and/or practice.	Medium	A specialist works with a small group of students on prewriting, while the general educator works with other students on research skills. Another group is using the classroom computer to research a topic. Over the course of the week, all students work at each task/station.
Parallel Teaching (Small group)	Students are divided into mixed-ability groups, and each co-teaching partner teaches the same	Medium	The class is divided in half, and each teacher works with a group on creating a timeline of important events in history. At the end of the

	material to one of the groups.		session, each group shares its timeline and reviews important concepts.
Teaming or Interactive Teaching (Whole group)	Teachers alternate the roles of presenting, reviewing, and monitoring instruction.	High	Co-teachers teach a whole-group lesson on fractions. The specialist introduces the concept and provides initial instruction. The general educator directs the guided practice and evaluation. In future lessons, the partners may reverse roles.
Alternative Teaching (Big group/small group)	One teacher teaches, re-teaches, or enriches a concept for a small group, while the other monitors or teaches the remaining class members.	High	The specialist works with a small group of students on an enrichment project, while the general educator teaches the remainder of the students.

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

Appendix E
Co-Teaching Weekly Lesson Plan Template

Week of: _____   Subject: _____

Unit: _____

Days	Lesson	Co-Teaching Variation* Who?	Preparation and Materials Who?	Student Needs Accommodations
Monday	Warm-Up: Content: Practice Activities: Wrap-Up: Assessment:			
Tuesday	Warm-Up: Content: Practice Activities: Wrap-Up: Assessment:			
Wednesday	Warm-Up: Content: Practice Activities: Wrap-Up: Assessment:			
Thursday	Warm-Up: Content: Practice Activities: Wrap-Up: Assessment:			
Friday	Warm-Up: Content: Practice Activities: Wrap-Up: Assessment:			

*Codes: Interactive – I, Parallel- P, Station – S, Alternative – A, One Teach, One Assist –TA
General Educator – GE, Special Educator – SE.

Adapted from Walther-Thomas, C., Korinek, L., McLaughlin, V. L., & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs.* Needham Heights, MA: Allyn and Bacon.

Week of: October 6-October 10   **Subject**: English/Writing
Unit: Developing narrative, expository, and persuasive writing (SOL 7.8)
This Week's Objective: The students will write a 3- to 5-paragraph narrative paper to include an introductory paragraph, detail paragraph(s), and a summary paragraph.

Days	Lesson	Co-Teaching Variation Who?	Preparation and Materials Who?	Student Needs Accommodations
Monday	**Warm-Up:** *Lead students in a discussion about what items you would expect to find in each of the shopping carts of the persons named on the graphic organizer. *Have students discuss what grocery item might NOT be expected to be in the individual carts. Circulate around the room during the warm-up discussion.	**One Teach, One assist- TA** Mr. Kelly (GE) – Teaching Mrs. Williams (SE) – Assisting **Interactive Teaching (I)**– Both teachers alternate presenting content – GE & SE	*Create and post large graphic organizer of pictures of 3 people and shopping cart on classroom wall – GE *Create a graphic organizer similar to the one in the ESS+ Lesson for each student – SE *Determine IEP goals to incorporate into lesson – SE	*Provide Alpha Smarts with word processing program for Mary and Juan *Assign students to "character" groups *Steve will dictate his answers to Cynthia, who will write them on the chart (peer partners)

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	Content: *Discuss writer's technique of revealing character traits through actions. *Model composing sentences using principal scenario. *Have students complete their individual graphic organizers. **Practice Activities:** • Assign each group a character • Have students describe items their character might be expected to have in his/her cart that would reveal his/her personality and one out-of-character item • Have students write a paragraph based on completed graphic organizer **Wrap-Up:** Student groups share their paragraphs **Assessment:** Completed graphic organizers and paragraphs (Group and individual grades)	GE & SE circulate the classroom **Interactive Teaching (I)** – Both teachers alternate presenting content GE & SE GE & SE circulate the classroom and monitor groups GE & SE		

Lesson Plan Source: Enhanced Scope and Sequence PLUS (English Standards of Learning for Grades 6-8).
*Codes: Interactive – I, Parallel – P, Station – S, Alternative – A, One Teach, One Assist –TA
General Educator – GE, Special Educator – SE.

Template adapted from Walther-Thomas, C., Korinek, L., McLaughlin, V. L., & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs.* Needham Heights, MA: Allyn and Bacon.

Appendix G
Student-at-a-Glance Form

Name: _____   Date: _____
Prepared by: _____

Student Strengths	Student Needs
Annual Goals	
Accommodations (including instruction, testing, environment, assignments)	

Adapted from Virginia Institute for Developmental Disabilities. (2001). *Creating collaborative IEPs: A handbook.* Richmond, VA: Author.

Appendix H
Student-at-a-Glance Example

Name: Mary   Date: Sept. 7, 2015

Prepared by: Ms. Williams

Student Strengths	Student Needs
Motivated to succeed Reasoning, thinking skills Auditory comprehension General knowledge Average ability Completes class work Participates in class discussion	Slow writer Inconsistent completion of homework Memorization of number facts Notebook organization Easily frustrated with long writing assignments Weak encoding and decoding skills Severe reading disability

Annual Goals

- By June 2008, when given a daily planner with a calendar, space to write assignments, and subject dividers, Mary will (a) write her assignments in the planner, (b) check off each assignment as it is completed, (c) put completed assignments in a folder color-coded according to subject, and (d) submit assignments to her teachers prior to deadlines.
- Given topic ideas, Mary will write a 5-sentence paragraph with clear structure, including a topic sentence, detail sentences, and a concluding sentence on four consecutive writing assignments.
- Mary will write correct answers to the 1 through 12 multiplication facts in 15 minutes.
- Given 10 word problems at the seventh-grade level, Mary will correctly solve 80% correct on weekly math tests.
- Mary will complete all assignments in 4 out of 5 classes for each of the grading periods.

Accommodations (including instruction, testing, environment, assignments)

- Step-by-step graphic organizer for all writing assignments
- No timed tests
- Seating in quiet part of classroom
- Daily planner for all assignments
- Notebook with subject dividers
- Written assignments read when requested
- Word processing program provided when requested

Adapted from Virginia Institute for Developmental Disabilities. (2001). *Creating collaborative IEPs: A handbook.* Richmond, VA: Author.

WRITING Lesson Plan → Our Actions Show Who We Really Are

Organizing Topic   Composing and Revising
Related Standard(s) of Learning   7.8

Objective(s)
The student will identify and select specific vocabulary and information to create a character description.

Prerequisite Understandings/Knowledge/Skills
- The students are expected to understand basic descriptive language.
- The students are expected to possess basic predicting skills.

Materials Needed
Twelve grocery store items (e.g., vitamins, okra, baby food, kitty litter, frozen pizza, denture cleanser, shoe polish, soy milk, frozen turkey, lima beans, hair dye, snack chips)
Three pictures of persons (e.g., a teenage skateboarder, a grandmother, a police officer)
Picture of shopping cart

Lesson Procedure
1. Display the grocery store items and the pictures of the persons and the shopping cart. Ask students, What items would you *not* expect to find in the teenager's shopping cart. In the grandmother's cart? In the police officer's cart?
2. Facilitate discussion of who would buy which items and what this would reveal about the person's life. For example, students will probably not expect a teenage skateboarder to select baby food, shoe polish, and okra. Lead a discussion of why these items might seem incongruous and what situation might prompt such a purchase.
3. Discuss the writer's technique of revealing a character through his/her actions. In the case of the shopping cart, the writer would be revealing information about the character based on what his/her shopping cart contains.
4. Have students list on a graphic organizer some expected and unexpected shopping items for the characters, as shown in the following example.

	Grandmother	**Rock band drummer**	**School principal**
Expected items in shopping cart	Bran cereal Toothpaste	Snack foods Bottled water	Lettuce Bread
Unexpected items in shopping cart	Blue fingernail polish	Frozen turkey	Movie star magazine

5. Assign students to select a character and describe several items the character might be expected to have in his/her shopping cart that would reveal his/her personality. Possible additional characters include minister, ballerina, athlete, nurse, truck driver, pharmacist, mother of twins, and Santa Claus.

6. Assign students to put one unexpected or "out-of-character" item into their character's shopping cart. This item should be so unexpected that the reader would want to know why it was purchased.
7. Model composing some possible beginning sentences, for example: "The Buford students Alex and Alexis weren't expecting to see their principal, Mr. Flynn, at the grocery store shopping so early in the morning. They watched as he looked at his handwritten list, selected two fresh Roma tomatoes, and added them to his cart. Then, he chuckled to himself and put the movie magazine, *Super Stars,* into his cart."

Specific options for differentiating this lesson:

Technology
- Using graphic organizing software, ask the students to categorize shopping items.
- Using a word processor, ask the students complete the assigned paragraph.

Multisensory
- Have the students present an oral interpretation of a teacher-assigned character using a bag containing three items brought from home that they feel represent this character.

Community Connections
- Using the classified ads from a local print media, have pairs of students identify specific vocabulary used in a job description appropriate for their character.

Small-Group Learning
- Have students assigned the same character meet in a group and "think, pair, share" possible shopping cart items for their character.
- Using the assignment listed under Vocabulary, have the students share their descriptive word list with others, guessing who their character is.

Vocabulary
- Using their knowledge of their assigned character, have the students create an individual "character glossary" containing appropriate descriptive words and phrases applicable to their character.

Student Organization of Content
- Have the students complete a graphic organizer that reveals various aspects of their assigned character. Create the template for the organizer in graphic organizer software.