

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, is about teachers coming together to plan for instruction in diverse classrooms including students with disabilities. This packet will focus on answering the following questions:

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

Commitment to Co-Planning

To be effective, co-teaching partners must routinely schedule planning time. Ideally, an hour a week of uninterrupted time should be set aside to share information, monitor student progress, plan lessons, and devise teaching strategies (Hawbaker, Balong, Buckwalter, & Runyun, 2001; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000). 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 teachers to determine co-teaching variations, form student groups, and 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 the collaborative planning questionnaire is completed, 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 by statements pertaining to curricular adaptations, differentiation for individual needs, and the use of co-teaching variations. In future planning, they will 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 about which they need more information.

Structuring the Planning Process

According to Villa and Thousand (2005), “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” (p.65). Therefore, effective co-planners honor the time they have together by determining a meeting place and time, coming prepared, limiting interruptions, and staying focused. Figure 1 provides an overview of the planning process.

Effective planning teams use a meeting agenda (see Appendices B and C for the Co-Planning Meeting Agenda Template and a completed example). An agenda helps partners follow specific procedures, clearly communicate, 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 for planning instruction, and to assign responsibilities. The roles of timekeeper and recorder should be decided at the start of the meeting and listed on the agenda.

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

Approximately 20% of the planning time should be used to review and reflect on the last teaching session. During this time teachers ask each other “What worked well?” and “What didn’t work?” This type of reflection is important because if individual students did not perform well on activities or assessments, teachers will want to develop review activities or lessons to re-teach concepts and skills.

The bulk of the time, about 60%, should be used to plan instruction. Here co-teachers 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.” Hawbaker et al. (2001) recommend analyzing the content for difficulties by “thinking about what was difficult for students in previous years, analyzing the abstractness and complexity of the concepts, and thinking about the specific learning difficulties of students with special needs” (p. 25). It is here that planning partners must determine co-teaching variations (see Appendix D) and design practice activities to meet the specific needs of the students.

The final 20% of the time should be spent assigning responsibilities, beginning by clarifying teaching roles and responsibilities. Partners decide who will develop or secure the materials needed for teaching the lesson and for facilitating 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 jotted down 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 Co-Teaching Weekly Lesson Plan template and a completed example).

Roles and Responsibilities

Co-teachers should consider 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 to the planning meeting 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 the special educator focuses on the individual needs of students with disabilities, she 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 that students’ IEP goals, accommodations, and behavior plans are considered 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 will support the special educator in thinking about appropriate teaching and learning strategies for the lesson.

During Co-Planning Meeting

- The general educator clarifies instructional objectives; the specialist clarifies relevant IEP goals or objectives.
- The special educator considers students' accommodations.
- 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.

After Co-Planning Meeting

- Both teachers prepare and gather materials for the lesson.

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 for teachers.

- *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 are intended to 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 <http://ttaonline.org/staff/sol/sol.asp> for differentiated lesson plans. See Appendix I for an illustrative 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 completes academic and behavioral adaptations and differentiates materials or supports. Teachers also have a space for listing the co-teaching approaches (variations) they will use during the lesson. This planning tool facilitates weekly communication around instruction, student progress, and the refining 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 et al. (2000).

- *Teacher Manuals*
These manuals often include chapter summaries and suggested activities for at-risk learners. This 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*
The Virginia Department of Education (VDOE) Curriculum Framework Guides for English, mathematics, science, and history and social science serve as resources to assist teachers as they plan lessons for students. These guides cover the content knowledge, skills, and understandings that are measured by the state's Standards of Learning (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 which gives minimum content that all students must learn. Included in the framework are knowledge and skills that can enrich instruction and increase the understanding of content included in the SOLs (Virginia Department of Education, 2008). Standards of Learning Curriculum Frameworks for English, mathematics, science, and history and social science may be downloaded from the Virginia Department of Education's website at <http://www.doe.virginia.gov/VDOE/Instruction/sol.html>.
- *Pacing Guides*
Pacing guides are written schedules reflecting a period of time teachers have to cover the content for any given subject. 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 used to teach content.
- *Student Documents*
Co-teachers save valuable planning time by reviewing student documents prior to the meeting. These 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

If co-teachers do not have a scheduled co-planning time, they need to explore other possibilities such as:

- Late-start or early-release days (Murawski & Dieker, 2004)
- Before-school planning breakfast
- After-school "walk and talk"
- Agendas and lesson plans posted on school share drives
- Electronic co-planning templates shared through email

- Nine-week or semester planning sessions
- Rotating substitutes for monthly planning sessions
- Volunteers or administrators to cover classes
- Hall duty or other duties eliminated for co-teachers
- Instructional assistants to monitor students during practice sessions while co-teachers plan in back of classroom

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!

Plan together weekly
Address classroom concerns proactively
Recieve ongoing administrative support
Thrive on challenges
Nurture a sense of classroom community
Evaluate student performance
Reflect on practice and strive for improvement
Support each other

Incorporating these attitudes and actions into co-planning and co-teaching will help to 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).

References:

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- Hawbaker, B., Balong, M., Buckwalter, S., & Runyun, S. (2001). Building a strong base of support for all students through co-planning. *TEACHING Exceptional Children, 33*(4), 24-30.
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- Walther-Thomas, C., Korinek, L., McLaughlin, V. L., & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs*. Needham Heights, MA: Allyn and Bacon.

Additional Resources

The following resources on co-planning are available to educators in Superintendents Regions 2 and 3 for loan through the T/TAC W&M library. Call 757-221-2378 to request materials. Visit the website at <http://www.wm.edu.ttac> for a complete listing of all materials. Select the “Library” link and enter co-teaching or planning as the subject of the search.

Title	Author	Call Letters
Case Studies in Co-Teaching in the Content Areas: Successes, Failures, and Challenges (journal)	Mastropieri, M., Scruggs, T., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K	<i>Intervention</i> Vol. 40, No. 5, May 2005, 260-270. Call 757-253-4787 to borrow.
Collaboration Planning: Transforming Theory into Practice (video)	National Professional Resources	CL12.A
Co-Teaching in the Differentiated Classroom Successful Collaboration, Lesson Design, and Classroom Management, Grades 5-12 (book)	Fattig, M., & Taylor, M.	CC64
The Co-Teaching Manual: How General Education and Special Education Teachers Work Together to Educate Students in an Inclusive Classroom (book)	Basso, D., & McCoy, N.	CC63
The Power of 2: Making a Difference Through Co-Teaching (DVD)	Friend, M.	CC56.1
The Inclusive Classroom: Strategies for Effective Instruction (book)	Mastropieri, M., & Scruggs, T.	IN155

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, or alternative teaching.
- _____ 9. We change teaching responsibilities during the week.
- _____ 10. We use alternative assessments for our students such as portfolio, curriculum-based measures (CBM), oral reports, written tests, journals, or demonstrations for our students.
- _____ 11. We provide a variety of materials for our students.
- _____ 12. We allow time to 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: _____

<p>Review (20% of time)</p> <p>Reflect on teacher and student performance</p> <ul style="list-style-type: none"> • What worked well? • What didn't? 	
<p>Plan Instruction (60% of time)</p> <ul style="list-style-type: none"> • Discuss "big picture" issues first • Discuss content • Plan content delivery • Consider variations of co-teaching • Design practice activities • Plan individual and group evaluation 	
<p>Assign Responsibilities (20% of time)</p> <ul style="list-style-type: none"> • Identify needed materials • Clarify teaching roles and responsibilities • Write out responsibilities for all involved 	

Next Meeting Date: _____ Place: _____

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*

<p>Review (20% of time) Reflect on teacher and student performance</p> <ul style="list-style-type: none"> What worked well? What didn't? 	<ol style="list-style-type: none"> 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. Student writing samples revealed that all students need instruction on the components of narrative writing and review of the parts of a paragraph.
<p>Plan Instruction (60% of time)</p> <ul style="list-style-type: none"> Discuss "big picture" issues first Discuss content Plan content delivery Consider variations of Co-Teaching Design practice activities Plan individual and group evaluation 	<p>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.ttaonline.org (see Appendix I) Tuesday and Wednesday: Write a narrative paragraph</p> <ul style="list-style-type: none"> Topic Main Idea Sentence Detail Sentences Concluding Sentence <p>Use picture of sandwich to depict make-up of a paragraph Thursday and Friday: Write a three- to five-paragraph narrative paper</p> <ul style="list-style-type: none"> Opening paragraph Supporting paragraphs Concluding paragraph <p>Students will be shown how to organize content of their</p>

	<p>paper using a graphic organizer</p> <p>Content:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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."</p> <p>Friday: Alternative Teaching Students will continue writing their narrative papers. A small group of students will work with Mr. Kelly to write a group narrative paper.</p> <p>Warm-up, practice, and wrap-up activities will be written on the lesson plan template.</p>
<p>Assign Responsibilities (20% of time)</p> <ul style="list-style-type: none"> •Identify needed materials •Clarify teaching roles and responsibilities •Write out responsibilities for all involved 	<p>Mrs. Williams</p> <ul style="list-style-type: none"> • Poster-size graphic organizer for grocery store scenario • Graphic organizer • Grocery store items • Gallon size bags • Poster boards and markers <p>Mr. Kelly</p> <ul style="list-style-type: none"> • Create rubric (www.rubistar.4teacher.org) • White boards used for student responses • Felt squares used 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 specialist 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 other students are working with the general educator 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	Students are divided into mixed-ability groups, and each	Medium	The class is divided in half, and each teacher works with a group on creating a

(Small group)	co-teaching partner teaches the same material to one of the groups.		timeline of important events in history. At the end of the 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 person teaches, reteaches, 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: 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:			

Adapted from Walther-Thomas, Korinek, McLaughlin, & Williams (2000)

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

Appendix F Co-Teaching Weekly Lesson Plan Example

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 three- to five-paragraph narrative paper to include an introductory paragraph, detail paragraph(s), and a summary paragraph.

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

	<p>Content: *Discuss writer's technique of revealing character traits through actions.</p> <p>*Model composing sentences using principal scenario.</p> <p>*Students will complete their individual graphic organizers.</p> <p>Practice Activities:</p> <ul style="list-style-type: none"> • Assign each group a character • Students describe items their character might be expected to have in his cart that would reveal his personality and one out -of- character item • Write a paragraph based on completed graphic organizer <p>Wrap-Up: Student groups share their paragraphs</p> <p>Assessment: Completed graphic organizers and paragraphs (Group and individual grades)</p>	<p>Interactive Teaching (I)- Both teachers alternate presenting content GE & SE</p> <p>GE & SE circulate the classroom and monitor groups</p> <p>GE & SE</p>		
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Template adapted from Walther-Thomas, Korinek, McLaughlin, & Williams (2000)

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

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 Program-at-a-Glance form from Virginia Institute for Developmental Disabilities. (2001).
Creating collaborative IEPs: A handbook. Richmond; Author.

Appendix H Student-At-A-Glance Example

Name: Mary

Date: Sept. 7, 2008

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 <ul style="list-style-type: none"> • 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 five-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 7th-grade level, Mary will correctly solve 80% 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) <ul style="list-style-type: none"> • Step-by-step graphic organizer for all writing assignments • No timed tests • Seat 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 Program-at-a-Glance form from Virginia Institute for Developmental Disabilities. (2001). *Creating collaborative IEPs: A handbook*. Richmond; Author.

Appendix I

Enhanced Scope and Sequence PLUS Writing Lesson Plan

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 individuals, 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 individuals 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. 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 or 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 this 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 the personality of the character. Possible

additional characters are 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 as to make the reader 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, have 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 this 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 a 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.