

Thank you for using DPI's materials to create a common understanding of Co-Teaching for Wisconsin educators.

The [Co-Teaching Practice Profile](#) has been developed to provide educators a clear picture of what co-teaching looks like in practice, when prioritizing the critical need for equity and inclusion. The profile is divided into four competencies:

Competency 1: Designing Physical Space and Functional Structures

Competency 2: Planning Learning Experiences for All Learners

Competency 3: Delivering Targeted, Individualized Instruction

Competency 4: Assessing Student Learning and Providing Feedback

This presentation will focus on the second competency: Planning Learning Experiences for All Learners. Please have your materials ready before you continue.

Prior to viewing this module did you...

- Review the Co-Teaching Practice Profile
- Watch Co-Teaching Foundations Module
- Watch Competency One Module

[Co-Teaching Foundations](#)



To maximize this professional learning activity, please be sure to:

- Review the Co-Teaching Practice profile before you begin, especially the second competency which is the focus of this presentation; you can find a link to the Co-Teaching Practice profile on the materials document.
- By this time we are assuming you have already collaborated with leadership in your school and district to support school leadership teams that can position co-teaching as one of a number of practices to support a diversity of learners.
- If you feel your team needs additional background, watch the first presentation in the series, Co-Teaching Foundations: Building an Inclusive Environment. This will assist in understanding that co-teaching practices are part of an overall inclusive learning environment.

Learning Objectives

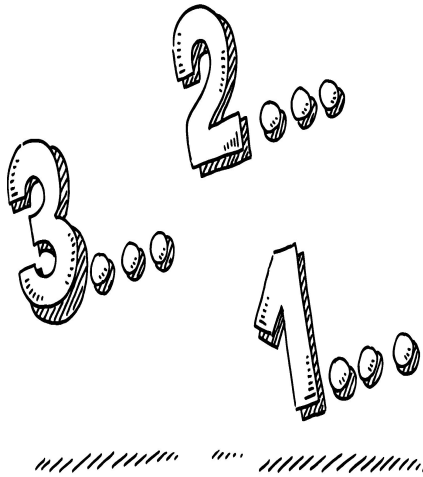
1. Understand the purpose of a practice profile
2. Understand and apply Competency 2.a. to your role in pre-planning for co-planning sessions
3. Understand the importance of the shared roles of co-teachers in collaborative planning (Competency 2.b.)
4. Understand the purpose of post-planning (Competency 2.c.)



By the end of this module, you will:

- Understand the purpose of a practice profile.
- Understand and apply Competency 2.a. to your role in pre-planning for co-planning sessions.
- Understand the importance of the shared roles of co-teachers in collaborative planning (Competency 2.b.)
- and Understand the purpose of post-planning (Competency 2.c.)

3-2-1 Strategy



3: What are 3 things you already do to collaborate with colleagues in regards to co-planning?

2: What are 2 things you're going to implement when co-planning?

1: What is 1 thing you are still wondering about?



Throughout this presentation we will be asking participants to utilize the 3-2-1 Strategy. The 3-2-1 Strategy can be a helpful tool to organize your thoughts, and promote reflection and metacognition. This activity provides an easy way to check for understanding. It is also an effective way to promote discussion or review material.

Jot down your responses to the questions above. You may do this independently, with your co-teaching partner, or in a small group.

In order to complete this activity, you will need a piece of paper or sticky notes, and a writing utensil. You may pause the presentation to gather these materials and complete this activity.

Practice Profile

Anatomy of a Practice Profile- How it Works

Core Competency	Contributions to Systems Transformation		
The specific role of the practitioner	In this section, you will see a description of <i>why</i> each competency is important to achieving the outcome and how it contributes to a greater likelihood that practitioners can operationalize and engage in the essential functions. <i>This describes the "why"</i>		
The components provide a clear description of the features that must be present to say that inclusive learning practices are in place. The components break down the competency and provide a more detailed definition. <i>This describes the "what"</i>	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
	This column includes observable behaviors that exemplify educators who <u>are able to</u> generalize required skills and abilities to a wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position. <i>This describes the "how"</i>	This column includes observable behaviors that exemplify educators who <u>are able to</u> implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need consultation to complete or successfully apply skills and would benefit from setting goals that target particular skills for improvement in order to move educators into the "expected/proficient" category <i>This describes the "developing how"</i>	This column includes observable behaviors that exemplify educators who are not yet able to implement required skills or abilities in any context and often can cause harm to the clients served. <u>Often times</u> , if an educator's work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how regions, schools, or districts are selecting or training staff, managing the new program model, or using data to inform continuous improvement. <i>This describes the "how not"</i>

Practice Profiles identify the core components of a program, innovation, practice, or intervention, and describe the key activities that are associated with each core component. Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings. ([NIRN practice profiles](#)) You can find a link to the practice profiles on the materials document.

Practice Profiles begin with the why of each competency; "The Contribution to Systems Transformation" - in this case why is this component important to achieving a high functioning co-taught environment?

Practice Profiles employ 3 rubric headings: Expected, Developmental, and Unacceptable. (descriptions are from [Practice Profile Planning](#))

Expected/ Proficient - includes activities that exemplify practitioners who are able to generalize required skills and abilities to wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position.

Developmental - includes activities that exemplify practitioners who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need supervisor/coach

consultation to complete or successfully apply skills.

Unacceptable variation - includes activities that exemplify practitioners who are not yet able to implement required skills or abilities in any context. Often times, if practitioners' work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how the district is selecting or training staff, managing the new program model, or using data to inform continuous improvement.

Planning is Equally Important as Instruction



Although effective collaboration can happen in small moments between classes or before school, longer periods of time are needed to ensure that all students are included in learning opportunities throughout the school day. Additionally the research shows that these “on the fly moments” are not enough to build long lasting inclusive practices.

In *Visible Learning for Teachers*, John Hattie argues that “The co-planning of lessons is the task that has one of the highest likelihoods of making a marked positive difference on student learning.” When two teachers co-plan they not only address the readiness of learners to access important instructional objectives, but also discuss and negotiate what the instructional goals and objectives are for the class of learners as a whole. HOW two teachers co-plan together must also be discussed by co-teaching partners.



Understanding the “WHY?”

Co- Planning Increases and Promotes:

- **Learner efficacy, engagements and self-regulation**
- **Educational equity as team intentionally plans for specially designed instruction embedded within the lesson**
- **Learners taking ownership to meet learning targets**

Be sure to review the Contributions to Co-Teaching Practice on your Practice Profile.

Each competency in the practice profile includes a reason, a purpose, or the WHY? of the competency. Referring back to Simon Sinek’s work regarding the Golden Circle, it is imperative to understand the “why” of our actions in order to complete the “how” and “what”. If you would like more information about Simon Sinek and the Golden Circle, you can refer to the Co-Teaching Foundations presentation found on the materials document.

Setting Team Rules and Protocols

Getting Organized: Before the meeting

Set the Stage: First meeting prompts

Maintain the Process: During all meetings



Throughout this presentation we will be using various resources available from the [TIES Center](#). Links to these resources can be found on the materials document.

TIES Center is the national technical assistance center on inclusive practices and policies. It works with states, districts, and schools to support the movement of students with disabilities from less inclusive to more inclusive environments.

The TIES Center **intentionally** asks users to consider how students with any type of learning need can access general curriculum materials and spaces which have not been developed with their needs in mind. By bringing their needs into every conversation, it changes how we, as educators, think about our work. It expands our thinking about what it takes to develop inclusive learning communities that consider all learners. It is imperative to believe that it is possible, before you are able to do the work to make it happen.

The [Plan to Meet with Your Colleague](#) template, found on the materials document, can be used to invite your colleague(s) to your first co-planning meeting together. This helps to position the common planning time as a necessity and a part of the regular routine essential to a successful co-teaching experience.

Your agenda at the first meeting is addressed within the [Setting Team Rules and](#)

[Protocols](#) link . Setting a few team rules and protocols will create productive and efficient meetings.

The TIES Center helps focus on three critical areas: Getting Organized; Setting the Stage; and Maintaining the Process.

Pause the presentation and explore both links before continuing.

2.a. Pre-Planning/Co-Teaching Partners prepare for Co-Planning sessions

[Start Your Collaboration Out Right](#)



Pre-Planning is critical to efficient and effective co-planning. In situations when there may be insufficient planning time in the school schedule, pre-planning can shorten the amount of face to face planning time that co-teaching partners require. Starting out the year, both teachers need to combine their knowledge and expectations of classroom routines, courses and unit plans, and the knowledge about each and every student to collaboratively determine how to organize a class to maximize all students' learning.

Take a minute to pause the presentation and review the [Start Your Collaboration Out Right](#) link on the materials document for more ideas on how to begin your co-planning time.

Getting Started

Administration provides professional learning for *all staff* so that co-teaching partners:

- Can be equally competent in both materials and instruction
- Support learners in their social-emotional growth



Co-Teaching Teams determine what professional learning is needed to be successful. The administrator provides the opportunities for such professional development. (SLOs and PPGs may address this as well.) Each teacher brings their own level of expertise to a co-taught classroom. However, in order for a co-teaching team to be successful, both teachers must be afforded professional learning opportunities in all areas around their students' needs. For example, if a student requires the use of an augmentative or alternative communication device, both teachers should be trained in how to program and troubleshoot the device as well as understand how the student is expected to use the device.

As you continue this presentation, think about potential areas in which you or your co-partner may need more professional development.

Equal Accessibility to Information

- Co-teaching partners are aware of each and every learner's needs
- Partners have access to all student-related data and documentation in shared documents.

[Student Records and Confidentiality](#)



Both co-teaching partners should have an adequate understanding of each learner's unique needs. Data and documentation, such as student IEPs, formative and summative assessments, progress monitoring data, and access to student report cards, should be readily available to both partners, to ensure co-planning time is efficient and effective.

In a co-teaching partnership, both teachers have access to student data and IEPs. Having access to student data without parental consent is not a breach of confidentiality in certain situations. According to the Wisconsin Department of Public Instruction's "Student Records and Confidentiality" document, pupil records must be made available to persons employed by the school district who are DPI-licensed, and who are determined by the school board to have legitimate educational interests. In other words, school districts should give any teacher access to a student's records who have direct contact with the student. Having learners in a co-taught class creates a legitimate educational interest. Remember that those same records must remain confidential between the two teachers and should not be shared with other staff in the building who do not have direct contact with the learners.

[Student Records and Confidentiality](#)

Discussion Questions

- What data do we currently have available?
- Do both partners have access to the data?
- If you don't have the data that you need, what will you collect?
- How will you collect this data?



Take a few minutes to pause the presentation and discuss these questions together. If you are viewing this presentation alone, think about how you and your partner are currently sharing and collecting data.

Student Data and Learning Targets

- Co-teaching partners develop and review formative student assessment data.
- Co-teaching partners have a shared understanding of grade level learning targets.

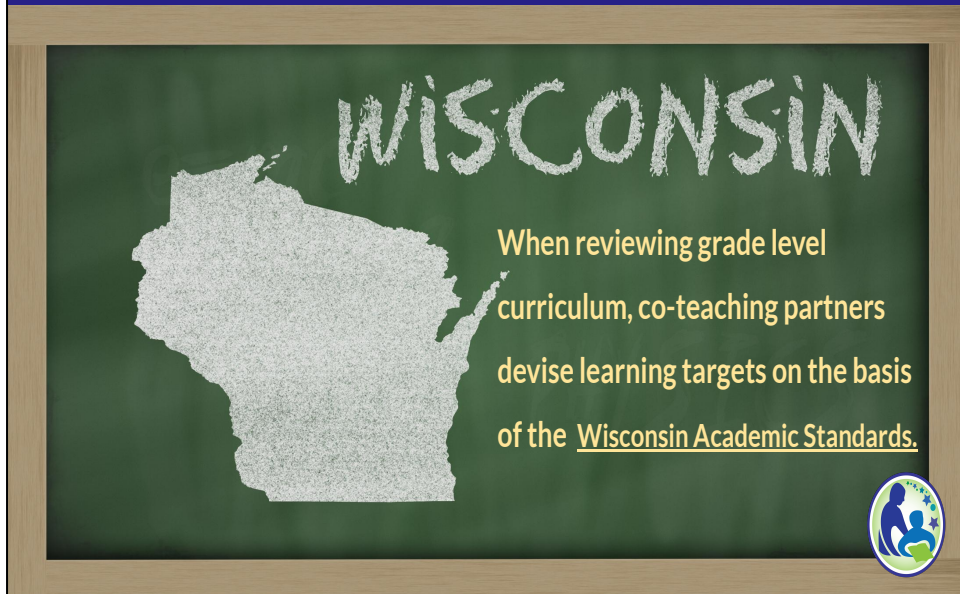


It is essential that co-teaching partners develop and review formative student assessment data, and understand grade level learning targets. When thinking about developing and reviewing student assessment data, use the 4 Critical Questions of a PLC by Rick DuFour to guide your discussion:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Remember, these questions are intended to encompass ALL learners.

Learning Targets and State Standards

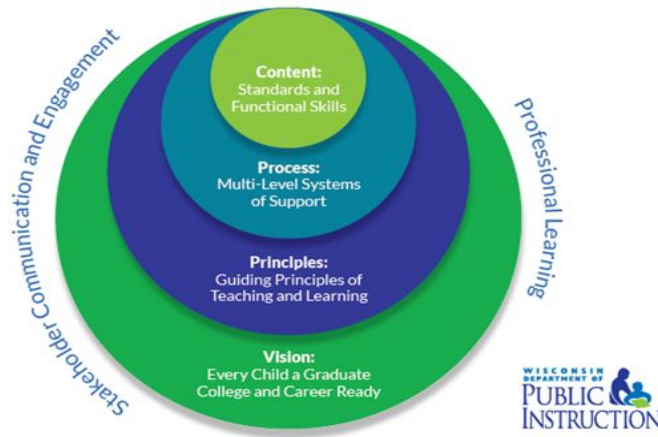


The Wisconsin Academic Standards specify what all learners are expected to know and be able to do in the classroom. They serve as goals for teaching and learning. Co-teaching partners must ensure that grade level learning targets align with the state standards, and that we are using those learning targets as a benchmark for all learners.



Wisconsin Standards and Competencies

The Relationship Between: Vision, Principles, Process, Content



[WI Academic Standards](#)

[Alternate Academic Achievement Standards](#)

[Early Learning Standards](#)

[Social Emotional Learning Competencies](#)

Wisconsin Standards include the Wisconsin Early Learning Standards (WMELS), Wisconsin Academic Standards, and the Wisconsin Alternate Standards. In addition, the DPI has developed Social and Emotional Learning (SEL) Competencies for PK-adult. Rich SEL skill development is essential for personal, academic, and social success for all ages, and is connected to healthy relationships, mental wellness, and career success.

Co-teaching partners should be aware of ALL areas of Wisconsin Standards and competencies.

Wisconsin Early Learning standards address what student should know and be able to do up to age 6. Wisconsin Academic Standards address all content areas for students, age 6 through High School.

The Essential Elements address the content areas of English Language Arts, Mathematics, Science and Social Studies for students who have the most significant cognitive disability and are clearly linked to grade-level Academic Standards. They promote access to the general curriculum and reflect the highest expectation possible. Students with the most significant cognitive disabilities are expected to access, engage and participate with non-disabled peers to the fullest extent possible.



Curriculum and Content

Co-teaching partners review curriculum, select language and content to address upcoming lessons, and identify background knowledge students need to be successful.

[Inclusive Strategies \(TIES\)](#)

Discussion Guiding Questions	Success Indicators
Content	
What is the content you are teaching?	★ We have a mutual understanding of the essential content of this lesson or lessons.
What is the most essential content for all learners to know?	

It is important for co-teaching partners to review curriculum and content for upcoming lessons. This will help identify if all learners have the necessary background knowledge needed to understand and access the lesson. When planning together, always make sure ALL learners are included and barriers to learning are removed.

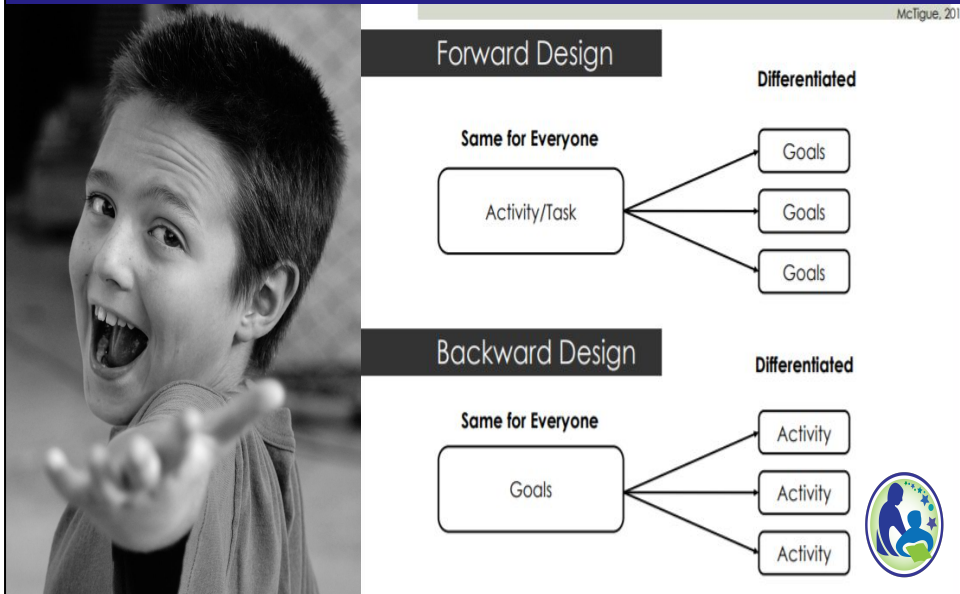
When thinking about planning for upcoming lessons, consider the questions from the [TIES Center 45 Minute Lesson Plan](#) at the bottom of the slide.

What is the **content** you are teaching?

What is **the most essential content** for all learners to know? Consider what the state standard is requiring students to know and be able to do.

A success indicator of these questions is that co-teaching teams have a mutual understanding of the essential content of the lesson. Further information on this topic can be found looking at the [Inclusive Strategies](#) from the TIES center. Click the link on the materials document to access their webpage.

Plan With The End In Mind



This slide illustrates an example of forward design planning versus backward design planning. Forward design is when the activity or task is the same for all students, but the goals or outcomes are varied. When using Backward Design for planning, you are expecting all students to achieve the same goal. However, you are providing differentiated activities based on student needs and strengths. This will ensure ALL students will master the goal.

Backward Design



5 MOORE MINUTES!

With Shelley Moore

Backward Design: A
Great Way to Move
Forward!

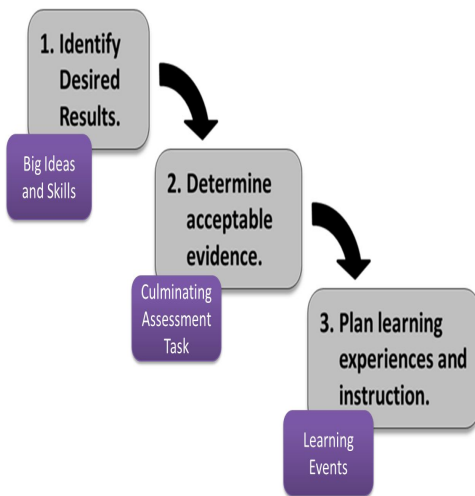


In this video, Shelley Moore is talking about backward design. Think about how Co-Teaching teams use backward design to be more responsive to students. The first step in making curriculum responsive is to make a plan and know what curricular goals we are aiming to hit. This video also emphasizes the importance of communicating clear goals to students and their families, because if the learning intention is clear, a team can figure out multiple ways to get there.

Take a moment to pause the presentation and watch a brief video by Shelley Moore on Backward Design. The link to this video can be found on the materials document.

3-2-1 Strategy

Backward Design



3: What are 3 things you already do to collaborate with colleagues in regards to backward design?

2: What are 2 things you are going to implement during co-planning backward design?

1: What is 1 thing you are still wondering about?



Using the 3-2-1 Strategy, take a few minutes with your co-teaching partner to discuss the information on Backward Design that you heard in Shelley Moore's video.

The visual to the left is another rendition of the Backward Design concept by Jay McTighe and Grant Wiggins. Both have authored several books on backward design - planning from student needs and strengths. Some of those books can be found on the materials document.



Simply defined, **collaboration** takes place when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. In co-planning sessions, it is helpful to remember that inclusive strategies should always be considered. Take a moment to look at [Inclusive Strategies from the TIES Center](#) located on the materials document. In order for co-teachers to maximize their collaboration, it is essential that they co-plan with one another on a regular, scheduled basis.

Common Planning Time

Administration provides a minimum of 30 minutes daily of dedicated time within the building schedule for co-planning



[Sample Email to Request Co-Planning Time](#)



In order for co-teaching partners to successfully plan co-taught lessons, building administrators should be prepared to support a minimum of 30 minutes daily in which co-teaching partners can have a dedicated co-planning time. Often building administrators may not have the background to understand co-teaching planning needs. Co-teachers may need to advocate for this time. You can find a sample email from the TIES Center on the materials document for requesting common planning time.

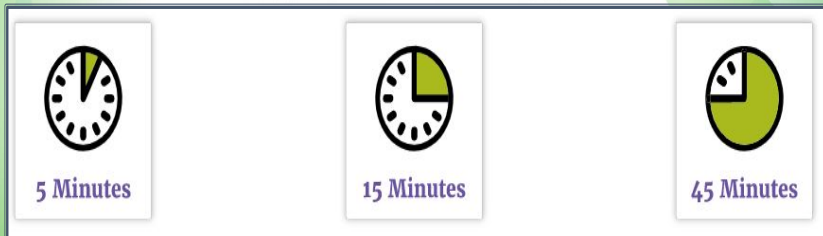
During co-planning, partners work together to finalize the different aspects of the lesson to be taught. We will cover a potential co-planning structure more in depth in the next few slides.

[TIES Lessons for All: 5-15-45 | Request Common Planning Time to Support Inclusion of All Students](#)



Planning Template

Partners finalize the different aspects of the lesson either in a face-to-face meeting or using an agreed upon virtual platform.



There is an agreed upon planning template to capture decisions made in the co-planning session.

During co-planning, partners work together to develop and format the different aspects of the lesson to be taught. Finalizing the lesson plans can be done asynchronously.

Co-teaching partners should agree on a template they will use to capture decisions made during the co-planning session. Both partners should be able to access the template. Please see the materials document for sample co-planning lesson plan templates from the TIES Center.

The structure of planning time will depend on the actual amount of time available for planning. These templates help structure the flow of planning, regardless of the amount of time available. It is important to consider implementing and reinforcing standards across lessons, throughout units, and across content.

<https://publications.ici.umn.edu/ties/5-15-45/overview> - lesson plan templates

Co-Planning Guidelines



- ★ Know Your Targets
- ★ Know Your Content
- ★ Know Your Learners

Tomlinson, C. (2014).



In her book, “The Differentiated Classroom,” Carol Ann Tomlinson has given us a way to think about how to structure co-planning time through the lens of differentiated instruction. Here are some guidelines to consider if you are making your own agendas or meeting templates :

Know Your Targets: 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.

Know Your Content: Approximately 60% of the planning time should be used to plan instruction. Tomlinson emphasizes the connection between critical concepts and students’ life experiences. During this time, co-teachers use the standards 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 need to understand the concepts of a conflict and a “civil war.”

Know Your Learners: This is where planning partners determine co-teaching

variations 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. The remaining 20% of the planning time should be spent clarifying and assigning roles and responsibilities. Once these roles and responsibilities have been assigned, the rest of the planning may be done asynchronously.

Using Student Progress and Assessment Data



During co-planning, co-teaching partners must consider student progress on formative and summative assessment data. This data is initially used to co-determine planning instructional objectives. Co-teachers discuss how to incorporate specially designed instruction and determine the supports needed for content and the instructional objectives. Also, co-teachers consider how to address and evaluate concepts and skills, co-develop and document learner success criteria. Learner success criteria can be defined as the students knowing what success looks like when they have reached the learning target. What must they say, do, write, or create, in order to reach the learning target? Think back to the slides on backward design in which the co-teachers know what the learning targets are, and they create their lesson plans to allow all learners to meet the learning target. Based upon all of this information co-teaching partners can finally determine instructional roles and post planning responsibilities for the lesson.

2.c. Post-Planning Instruction Preparation



After face to face planning is finalized, teachers then complete the various tasks to prepare the upcoming lesson or lessons. These can be agreed upon during the face to face planning. These tasks may be completed asynchronously.



Post-Planning

Each co-teaching partner completes various lesson planning tasks assigned within the planning template.

[Inclusive Strategies from the TIES Center](#)



5 Minutes



15 Minutes



45 Minutes

Post-planning responsibilities include: scaffolding instructional activities, differentiating materials and assessments, collecting alternative resources, or preparing classwide or individual technology needs.

Planning for All Learners



The co-planning process encourages two **teachers** to collaborate in order to deliver the strongest, most creative lessons that allow for all learners to succeed. Thank you for viewing this presentation.