Co-Teaching - Competency Two Planning Learning Experiences for All Learners

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WISCONSIN DEPARTMENT OF
Public Instruction
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Prior to viewing this module did you…

- ☑ **Review the Co-Teaching Practice Profile**

- ☑ **Watch Co-Teaching Foundations Module**

- ☑ **Watch Competency One Module**

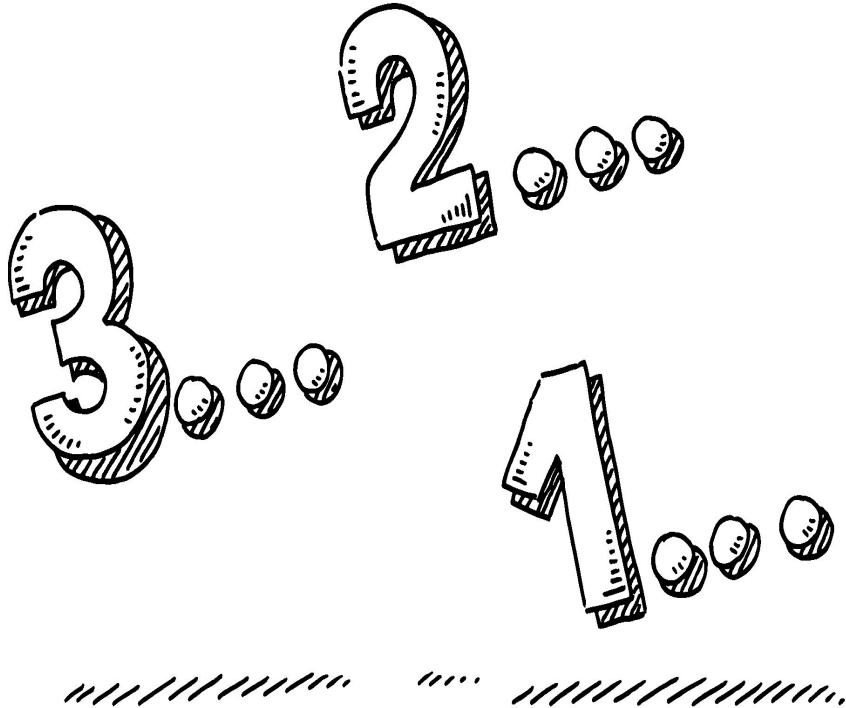[Co-Teaching Foundations](#)

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.)

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?

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 *why* 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. *This describes the "why"*		
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.	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable Use in Practice**
	This column includes observable behaviors that exemplify educators who are able to 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.	This column includes observable behaviors that exemplify educators 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 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	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. Often times, 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.
This describes the "what"	*This describes the "how"*	*This describes the "developing how"*	*This describes the "how not"*

Planning is Equally Important as Instruction

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

Setting Team Rules and Protocols

Getting Organized: Before the meeting

Set the Stage: First meeting prompts

Maintain the Process: During all meetings

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

[Start Your Collaboration Out Right](#)

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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

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

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?**

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.**
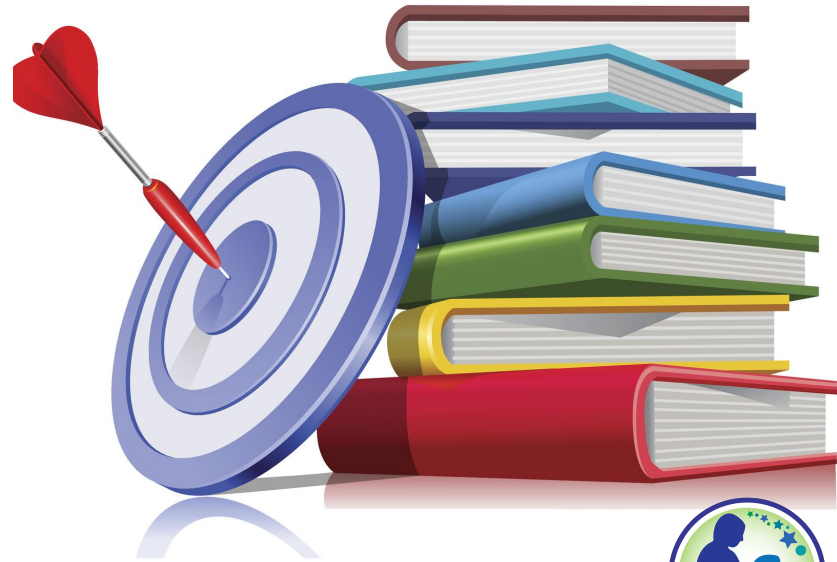
Learning Targets and State Standards
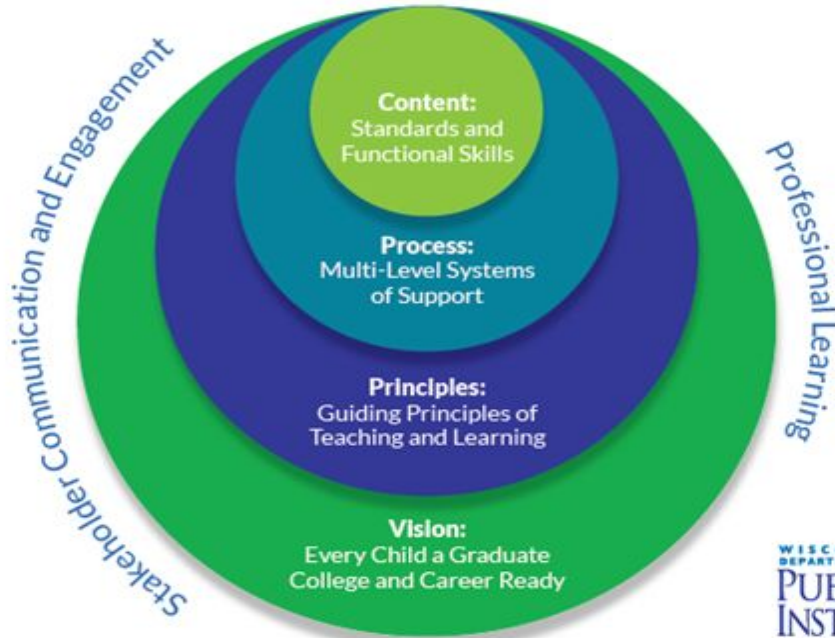
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When reviewing grade level curriculum, co-teaching partners devise learning targets on the basis of the Wisconsin Academic Standards.

Wisconsin Standards and Competencies

The Relationship Between:
Vision, Principles, Process, Content

Content:
Standards and Functional Skills

Process:
Multi-Level Systems of Support

Principles:
Guiding Principles of Teaching and Learning

Vision:
Every Child a Graduate College and Career Ready

Stakeholder Communication and Engagement

Professional Learning

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WI Academic Standards

Alternate Academic Achievement Standards

Early Learning Standards

Social Emotional Learning Competencies

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)

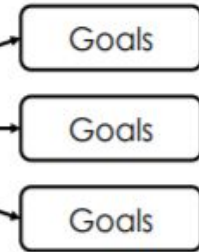| Discussion Guiding Questions	Success Indicators
Content	
What is the **content** you are teaching? What is **the most essential content** for all learners to know?	★ We have a mutual understanding of the essential content of this lesson or lessons.

Plan With The End In Mind
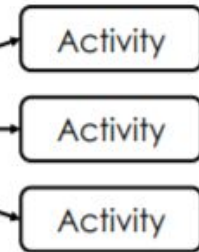

McTigue, 2010

Forward Design

Differentiated

Same for Everyone

Activity/Task → Goals / Goals / Goals

Backward Design

Differentiated

Same for Everyone

Goals → Activity / Activity / Activity

Backward Design

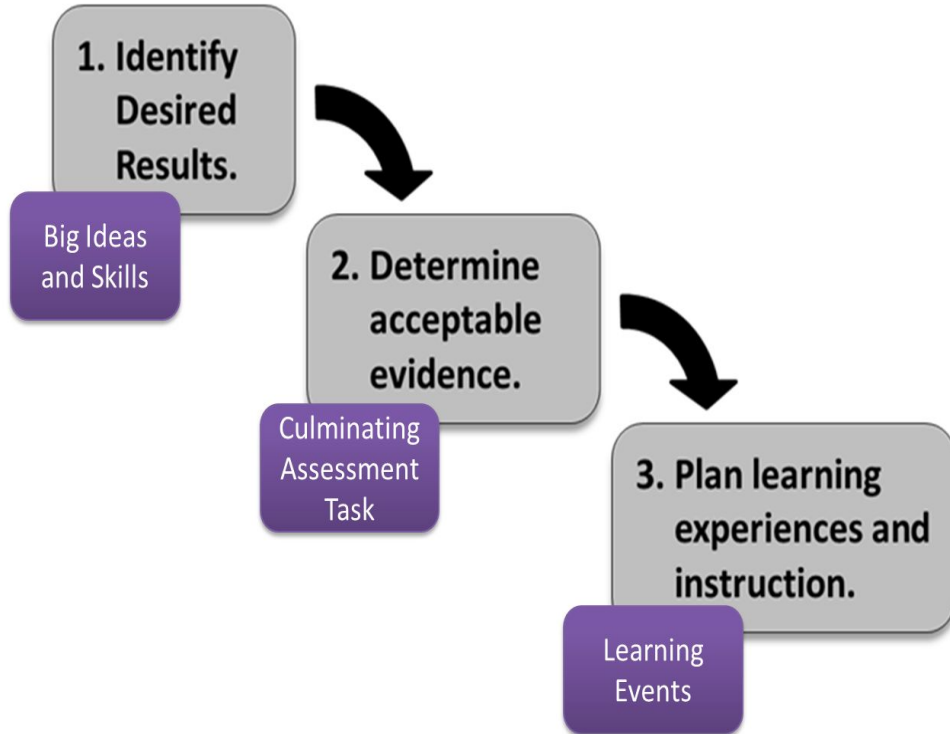Backward Design: A Great Way to Move Forward!

5 MOORE MINUTES!
With Shelley Moore

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?

2.b. Collaborative Planning

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

Planning Template

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

5 Minutes

15 Minutes

45 Minutes

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

Co-Planning Guidelines

TRAINING
COACHING
KNOWLEDGE
TEACHING
EXPERIENCE
DEVELOPMENT
LEARN
SKILLS
ABILITY

★ Know Your Targets

★ Know Your Content

★ Know Your Learners

Tomlinson,C. (2014).

Using Student Progress and Assessment Data

2.c. Post-Planning Instruction Preparation

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

Planning for All Learners

A GOAL
WITHOUT
A PLAN
IS JUST
A WISH
——————>>