

Co- PLANNING Action Plan

| Planning Elements | Guiding Questions | What This will Look Like |
|---------------------|---|--------------------------|
| Time and Place | <ul style="list-style-type: none"> • When will we plan together? (days of the week, time) • Where will we meet to plan? • How will we use our time effectively and efficiently? | |
| Documenting | <ul style="list-style-type: none"> • How will we document our decisions and lessons for us all to see and use? • What lesson planning template or format will we use? | |
| Purpose | <ul style="list-style-type: none"> • How will we determine the focus for the lesson? • How will we use standards and to establish a CLEAR PURPOSE for each lesson? • How will we post this purpose in our classrooms so that both students and adults understand the purpose? | |
| Learning Activities | <ul style="list-style-type: none"> • How will we decide on the learning activities and teaching strategies you will use? • How will we plan for grouping and movement of students to meet all students' needs? | |
| Individual Students | <ul style="list-style-type: none"> • How will we plan to keep the individual learning styles and multiple intelligences of our students in mind? • How will be sure to differentiate to meet individual student needs? | |
| Resources | <ul style="list-style-type: none"> • How will we share and use our resources during planning? (materials, technology, supplies) | |
| Logistics | <ul style="list-style-type: none"> • How will we set up our classrooms so we each have our own "place" for our belongings? • How will we plan on how to collaboratively set up for a lesson? (equipment, materials, tables, etc.) • How will we plan on the clean-up of a lesson and transition? | |

Co-TEACHING Action Plan

| Teaching Elements | Guiding Questions | What This Will Look Like for Us |
|-------------------------|---|---------------------------------|
| Parity in the Classroom | <ul style="list-style-type: none"> • How do you determine where each teacher will be and what they'll be doing during the instruction? • How will you show that you are all teaching all students in the classroom equally? | |
| Help | <ul style="list-style-type: none"> • How will you determine how you will help students during the lesson? | |
| Instructional Routines | <ul style="list-style-type: none"> • Which teaching routines will you share as a team? | |
| Content | <ul style="list-style-type: none"> • In what ways can we vary the content to meet learner needs and still meet our grade level expectations and standards? | |
| Process | <ul style="list-style-type: none"> • Knowing that our students have unique learning styles and learning needs, how can we vary the way we present new learning to students and engage them to meet individual needs? | |
| Product | <ul style="list-style-type: none"> • How can we vary the way students show us their understanding and skills to meet their individual needs? | |
| Technology | <ul style="list-style-type: none"> • How will share your roles using technology during instruction? | |
| Teaching Styles | <ul style="list-style-type: none"> • How will we use our own teaching styles in ways to benefit all of our students? • What strengths do each of us bring? | |

Co-MANAGING Action Plan

Follow your lesson plan template to sort out the roles of each teacher during different facets of the lesson.

| Elements of Classroom Management | Guiding Questions | What This Will Look Like for Us |
|----------------------------------|--|---------------------------------|
| Classroom Climate | <ul style="list-style-type: none"> • What type of classroom climate will your team promote? • How will you establish and maintain a positive classroom climate? | |
| Routines | <ul style="list-style-type: none"> • How will you collaboratively determine classroom routines and procedures that you follow consistently? • How will you communicate these routines and procedures to all students? • How will you communicate behavior expectations to students and their parents? | |
| Consequences | <ul style="list-style-type: none"> • What is your team's philosophy about managing student behavior while promoting a positive learning environment? • How will you collaboratively decide the various consequences for student behaviors and how you will follow through with students? • How will you communicate behavior consequences to parents? | |
| Feedback | <ul style="list-style-type: none"> • How will you plan to provide constructive feedback to students about their behavior? • How will you monitor and share students' progress in managing their behavior in the classroom? | |

Co-ASSESSING Action Plan

| Assessment Elements | Guiding Questions | What This Will Look Like for Us |
|--------------------------------|--|---------------------------------|
| System Assessments | <ul style="list-style-type: none"> • How will your team administer district-required assessments? • How will you know which accommodations and modifications can be made for certain students? | |
| Daily Assessments | <ul style="list-style-type: none"> • How will your team share the roles and responsibilities of daily assessing and checking for understanding? • What will your team do when students do not do well on daily assessments? | |
| Feedback to Students | <ul style="list-style-type: none"> • How will you plan to give feedback to students about their daily work? | |
| Feedback to Parents | <ul style="list-style-type: none"> • How will your team communicate to parents about their child's daily work and achievement? | |
| Documenting and Analyzing Data | <ul style="list-style-type: none"> • How will your team keep track of student assessment data? • How will you collaboratively analyze daily and periodic assessment results? • How will you adjust instruction based on assessment results? | |
| Grading | <ul style="list-style-type: none"> • How will you determine the criteria for grading? • What will the roles and responsibilities be for grading all of the students? | |