# Co-Teaching Lesson Plan Template

**Grade:**                 **Teacher:**                 **Teacher:**

<u>**Grade Level Standard Description:**</u> **(Please include the description in a complete sentence. E.g Math: G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.**
**ELA: R.4.9-10 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI & RL) )**

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## Learning Intentions and Success Criteria (<span style="color:orange">Goals</span>, <span style="color:#00AEEF">Evidence</span>)

| Learning Intentions: Students will understand  **(Think of this as the objectives. List all of the concepts that students are expected to understand and know to show mastery from the standard that is being taught; include key vocabulary)** | Student Success Criteria: Students will be able to **(List all of the content skills that students will be expected to perform/do to show mastery of the standard that is being taught. There may be some overlap between Intentions and Success Criteria)** |
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## Planning Instruction and Implementing Accessibility Strategies (<span style="color:red">Barriers</span>, <span style="color:green">Engagement</span>, <span style="color:purple">Representation</span>, <span style="color:#2E5FA3">Action and Expression</span>)

**ELA Anchor Standards Addressed** *(place an X in the box in front of all that apply)*

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|  | Key Ideas and Details |
|  | Craft and Structure |
|  | Integration of Knowledge and Ideas |
|  | Range of Reading and Level of Text Complexity |

**Mathematical Practices Addressed** *(place an X in the box in front of __all__ that apply)*

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| | Make sense of problems and persevere in solving them. |
| | Reason abstractly and quantitatively. |
| | Construct viable arguments and critique the reasoning of others. |
| | approach with content. |
| | Use appropriate tools strategically. |
| | Attend to precision. |
| | Look for and make use of structure. |
| | Look for and express regularity in repeated reasoning. |

**Co-teaching approaches Addressed** *(place an X in the box in front of __all__ that apply to this lesson only)*

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| | Parallel Teaching |
| | Station Teaching |
| | Teaming |
| | Alternative Teaching |
| | One Teach, One Observe |
| | One Teach, One Observe |

**<u>Educator Roles in the Instruction Cycle</u>** *(What each educator will be doing during the lesson)*
**(Based on the Co-teaching approach(s) that were selected, provide a detailed description of each part of the lesson and what each teacher will be doing in this lesson.  Please note that not all lessons will have all of the parts listed below.  The generic parts listed may not fit your lesson exactly, but be sure to provide enough detail that a reviewer can follow the process.)**

| | Description of Each Activity: | General Educator Responsibilities | Special Educator Responsibilities |
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| **Beginning/ Lesson Starter:** (Will there be a starting activity or some task to gain engagement or pre-assess for knowledge and | | | |

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| understanding?) | | | |
| **Main Lesson Activities:** (What are the steps that will be taught, what activities may happen with each step) | | | |
| **Guided Practice:** (Will there be guided whole class/small group/paired practice?  What will that look like?) | | | |
| **Independent Practice:** (What will the students do for independent practice?  Will this be done individually/group?) | | | |
| **Assessment:** (What types of formative and summative assessments will the team use, and at which points in the lesson will the team check for understanding?) | | | |

| Other items/questions to consider as the team plans the specific roles and outline of the lesson. |
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| How will the team engage the students? (Will there be specific engagement activities) |
| What activities or tasks support the Learning Intentions(s)? (What specific item in the lesson relate directly to the learning intention(s) that will lead to the Success Criteria being met) |
| What questions will the team use to promote critical thinking? |

| How will the team assess the Learning Intentions/Success Criteria? |
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**Guiding Questions to Plan Effective Accessibility Strategies**

➢ What instructional strategies, curricular adaptations, accommodations, or short-term interventions are needed?

➢ Is the strategy a good match to the students' strengths and needs? How does the strategy build on the students' strengths? Does it provide scaffolding and supports for areas of need?

➢ Does the strategy set appropriate expectations for student performance?

➢ Does the strategy retain the important learning intentions and help the students understand them?

➢ Is the strategy built on the shared expertise of the content and special education teachers?

➢ Is the strategy reasonable to prepare and implement, given the teachers' resources and time constraints?

➢ Is the strategy part of a long-term plan for addressing the students' needs? *(For example, will the amount of scaffolding be reduced over time to build particular skills?)*

Are there clear goals about how the strategy will be used in the classroom? *(For example, is it designed for an individual student, for several students, or the whole class?)*

**Accessibility Strategies** (*What strategies will be used so **all** students have access to the content being taught?*)
**(What UDL strategies are going to be used for all students to be able to access the content. What accommodations are going to be provided.  How are we going to adapt/differentiate for all learning levels? Is there specific specially designed instruction (SDI) that is going to be provided in this lesson for any student(s) with a disability (SWD)?)**

| UDL Strategies for ALL Students | SDI Strategies Specific to this Lesson |
| :---: | :---: |
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## Resources/Materials

| Materials needed for all students | Accommodated Materials needed |
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## Reflection (Reflect)

**After the lesson, the following process questions will help the team reflect and decide if re-teaching is necessary.**

As you planned, how was instruction systematically designed toward a specific learning intention?
**(Did you design the lesson in a way that focused on a specific learning intention and success criteria? What did you intentionally do or put in place to show or focus this intention?  Think about the conversations you may have had while designing the lesson.)**

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Thinking about the strategies used to promote active student engagement, what worked, what didn't?
**(What strategies do you think engaged the students in the way that you intended them to? Was there something that worked and something that didn't? Did you adapt in the middle of a situation to meet student needs? If so, how?)**

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What steps did you take to create an organized, and respectful learning environment? **(Did you do something specific, above general classroom established expectations, during this lesson?  Did you establish norms for group/partner work?  Did you reiterate expectations?  Did you have to adjust any established or newly established expectations based on immediate need?)**

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How was positive and constructive feedback provided to guide students' learning and behavior? **(While monitoring student's learning and activities, how did you provide feedback to students?  Did you have to adapt or adjust feedback due to student responses?)**

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How were assessment data and instructional practices analyzed to make necessary adjustments to improve student outcomes? **(What data collected did you use to determine the effectiveness of the lesson and what adjustments, if any, are you going to make as you proceed?  Do you need to reteach, what percent of students are proficient and what percent are not?)**

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**Additional Notes**

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