## **Lesson Template for Co-Planning**

| Time/Date/Location<br>for collaborative<br>planning session  | Materials to bring to collaborative planning session | <u> </u>  |   |   |  |  |
|--|--|---|---|---|--|--|
| Review data from previous lessons (observations, feedback from students, evidence of student learning – formative and/or summative)  Reflection: What have we learned? How will this affect our planning for our next lesson?  |  |   |   |   |  |  |
| Overarching Goal (for the unit) What knowledge/skills will today's lesson move students closer to mastering?   |  | Learning Targets (for this specific lesson) What will the students know and be able to do by the end of today's lesson? |   |   |  |  |
| Co-Teaching Structures What will be the primary co-teaching structures for this lesson?  |  | IEP Goals (for specific students in this class) How will today's lesson help move students closer to their IEP goals?   |   |   |  |  |
| Team Teaching & Complementary & Par  | allel • Supportive                                   |   |   |   |  |  |
| Lesson Plan – Engagement Strategies What specific strategies/structures will we for <u>all</u> students?   | use to facilitate <u>partic</u>                      | ipation and meaning-making  | Person<br>responsible<br>for<br>preparation | Person<br>responsible<br>for leading in<br>the<br>classroom |  |  |
| How will we provide opportunities for equit  | table and meaningful                                 | student talk?   |   |   |  |  |
| What <u>misconceptions</u> do we anticipate? What specific elements of the lesson do we anticipate certain students might struggle with? How do we plan to address those misconceptions/struggles (preteaching, peer supports, visual supports, access tools, modified tasks)? |  |   |   |   |  |  |
| How will we select & sequence student resp   | oonses during group w                                | vork and discussion time?   |   |   |  |  |

| Effective Physical Spaces   | Person          | Person                     |  |  |
|---|-----------------|----------------------------|--|--|
| How will we use the physical space of the classroom to promote <u>engagement</u> and <u>student voice</u> ?                 | responsible     | responsible for leading in |  |  |
|   | for preparation | the                        |  |  |
|   | preparation     | classroom                  |  |  |
|   |                 |                            |  |  |
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| Rituals, Routines & Recognition   |                 |                            |  |  |
| What specific <u>rituals</u> or <u>routines</u> will we use during today's lesson and how will we <u>recognize</u> students |                 |                            |  |  |
| for their work and positive classroom behavior?   |                 |                            |  |  |
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| Relationships with High Expectations  |                 |                            |  |  |
| How will we create opportunities for productive struggle while providing emotional & academic                               |                 |                            |  |  |
| support?  |                 |                            |  |  |
|   |                 |                            |  |  |
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|   |                 |                            |  |  |
|   |                 |                            |  |  |
| Social-Emotional Skills   |                 |                            |  |  |
| How will we create opportunities to <u>practice</u> specific social-emotional skills within the context of                  |                 |                            |  |  |
| classroom tasks?  |                 |                            |  |  |
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|   |                 |                            |  |  |
|   |                 |                            |  |  |
|   |                 |                            |  |  |
|   |                 |                            |  |  |
| Assessment – What information are we looking to collect about student learning for all students? For                        |                 |                            |  |  |
| specific students?  |                 |                            |  |  |
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|   |                 |                            |  |  |
| How will students know if they are making progress toward the learning target? How will students                            |                 |                            |  |  |
| self-assess and reflect on their learning?  |                 |                            |  |  |
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|   |                 |                            |  |  |
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| Future Planning – Date/time/location and notes for next collaborative planning session                                      |                 |                            |  |  |
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|   |                 |                            |  |  |