

Inclusionary Practices and Systems:

CO-PLANNING

WHAT IS CO-PLANNING?

Co-planning is when teacher teams plan proactive practices to meet the needs of each learner. In co-planning, the curriculum is designed for all learners in preparation for the “first teach” rather than developed for a normed group of students and adapted after the fact. In co-planning, personalized learning needs are integrated into collaborative planning tools that assist educators in determining effective instructional practices and documenting progress toward goals and learning targets.

WHY IS CO-PLANNING IMPORTANT? WHAT ARE THE OUTCOMES?

- Co-planning sets the stage for co-instruction and co-assessment by bringing together the perspectives and expertise of multiple educators to consider students’ needs, strengths, and learning profiles.
- Co-planning allows for teachers to draw on different individual strengths to plan for a wide variety of students. For example, one educator planning a unit or lesson may bring particular expertise in content knowledge. Another educator’s area of expertise may be ways to increase engagement for a wide variety of learners.
- The output of co-planning meetings includes lessons or units that integrate flexible layers of support, service, accommodation, universal design, and differentiation.

IMPORTANT THINGS TO REMEMBER:

- All team members share their expertise in the planning stage to support learners in Tier 1 participation and engagement.
- Team members use a co-planning frame to focus their work and strategies.
- Co-planning is captured in writing.
- A virtual hub presents the tools and plans created during the co-planning process for all team members to access at any time.



CASE STUDY, EVERGREEN HIGH SCHOOL VANCOUVER, WA

At Evergreen High School, they have a clear vision that puts co-planning at the forefront of their inclusive school. Their vision is for every staff member to work together to provide responsive and individualized services at an appropriate level of rigor for each student to prepare them for independence and engagement after high school.

At EHS, Special Education Teachers are viewed as Strategy Specialists. Their Special Education teachers have special training and knowledge about highly effective practices to help all learners achieve the learning goals and how to assess and adjust, which makes them essential co-planners who provide necessary skills to a variety of PLCs. This High Leverage Practice (HLP) Quote Drives Evergreen's High School team to think strategically: *Special education teachers must be flexible problem solvers who not only have expertise in using highly effective practices, but also are proficient in monitoring the effectiveness of these practices with individual students and making decisions regarding changes in practice as needed.*

In order to co-plan most effectively and navigate different "coaching stances" → consultative partner, co-learning partner, and/or a reflective partner.

As a consultative partners Special Education Teachers:

- Provide resources
- Offer a menu of options to consider
- Demonstrate or model lessons, and
- Highlight research

As a co-learning partner Special Education Teachers:

- Explore and brainstorm ideas and options
- Co-plan
- Co-teach lessons
- Participate in Lesson studies, and
- Jointly analyze student work and other data

As reflective partners Special Education Teachers:

- Surface the partner's perceptions, issues and concerns
- Expand the partner's perceptions
- Support the partner's analysis of instruction, learning and/or student work

Evergreen High School's efforts to co-plan and build collaborative relationships between special education and general education, across a variety of personnel, has allowed them to scale up their efforts to provide comprehensive services for all their students. These efforts have resulted in:

- 1. Increased use of data:** They have increased the capacity of all staff members to effectively gather, interpret, and determine action based on data
- 2. Creating a bridge team:** This is a team dedicated to facilitating Tier 1, Tier 2, Tier 3 supports for incoming students in our feeder schools.
- 3. Student support teams:** Teams are holding bi-weekly meetings that focus on the same targeted group of students using data to monitor success.
- 4. Tier 2 Specialists:** Use behavior, attendance, and grade data to specifically target Tier 2 students and create plans with them to increase success.
- 5. Freshman café:** Every 6 weeks, 9th grade students get a Plainsman Report with their Attendance, Behavior, and Grade data and discuss the data with a mentor.
- 6. Academic Coaches:** Para Educators who offer tutoring and coaching for executive functioning skills in the Success Center.

To learn more about how Evergreen High School is using co-planning to support all students in their school, please access their deep dive webinar on co-planning on our website [ipdemosites.org](https://www.ipdemosites.org).

RESOURCES

1. Murawski, W.W. (2012). 10 tips for using co-planning time more efficiently. *Teaching Exceptional Children*, 44 (4), 8-15.

https://www.ocali.org/project/TDL_planning