

## Hidden River Middle School Co-Teach Planning Guide

| Component<br>(Purposes of<br>Co-Teaching)  | Co-Planning Actions   | Lead Actions  | Co-Lead Actions   |
|--|---|---|---|
| <p>Strengthen basic instruction so that academic / social problems might be prevented proactively.</p>                             | <ul style="list-style-type: none"> <li>● Unpack standards</li> <li>● Establish clarity around proficiency standards</li> <li>● Plan assessment tasks</li> <li>● Brainstorm and develop scaffolds in the planning / unpacking process</li> <li>● Develop visual tools and incentives to support increased student engagement</li> </ul>  | <ul style="list-style-type: none"> <li>● Facilitate instructional activities around respective learning targets</li> <li>● Implement gradual release approach to allow for increased student ownership of learning</li> <li>● Prioritize whole and small group practices that build deep student engagement</li> </ul>  | <ul style="list-style-type: none"> <li>● Ask how and why questions to assess student engagement</li> <li>● Implement / provide scaffolds in real time</li> <li>● Provide alternate strategies or approaches based upon ongoing, dynamic formative assessment of student learning (in real time)</li> <li>● Provide systematic positive behavior support for behavioral needs</li> </ul>     |
| <p>Foster collaborative relationships and build a sense of community to support students' academic learning and social growth.</p> | <ul style="list-style-type: none"> <li>● Plan physical space to allow for joint ownership of classroom</li> <li>● Plan beginning of year (and / or routinely scheduled) activities that make clear the value of partnership and collaboration-- between teachers, from teacher to student (and vice versa) and between students</li> <li>● Evenly divide lead and co-lead responsibilities for joint ownership of instructional leadership</li> </ul> | <ul style="list-style-type: none"> <li>● Facilitate whole and small group teaching of relationship and social skills expectations</li> <li>● Present activities that intentionally build a culture of support</li> <li>● Explicitly teach problem solving processes</li> <li>● Build systems that overtly celebrate student discourse, academic risk-taking, and use of problem-solving process (e.g. a whole class goal setting system)</li> </ul> | <ul style="list-style-type: none"> <li>● Model relationship building, academic risk taking, and problem solving by actively looking for times to “think aloud” like a student (e.g. use “cross talking” method with lead to facilitate this modeling)</li> <li>● Reinforce student use of collaborative actions within the classroom</li> <li>● Orient students toward their own</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>● Brainstorm structures, routines, and classroom features that facilitate a culture of community and partnership building. Include specific ways students will be taught expected behaviors, reinforced on those behaviors, and response routines for unexpected behavior</li> <li>● Where necessary and appropriate, brainstorm ways to connect tasks to individualized student areas of interest or strength</li> </ul> |   | <p>collaboration and student discourse</p>   |
| <p>Recognize and respond to students' individual learning needs by assessing and monitoring progress, and by intervening with effective instructional approaches.</p> | <ul style="list-style-type: none"> <li>● Plan for specific accommodations for specific students</li> <li>● Research new approaches, strategies, or models that can facilitate differentiated access points for students</li> <li>● Develop data collection systems that allow for seamless monitoring and response to student needs</li> </ul>   | <ul style="list-style-type: none"> <li>● Provide differentiated access points for students to achieve learning target mastery</li> <li>● Provide re-teaching opportunities, organized by error analysis patterns amongst groups of students (e.g. Hawk Time, stations work, etc...)</li> <li>● Gather / input data on student progress</li> </ul> | <ul style="list-style-type: none"> <li>● Implement different approaches or strategies than were used by the lead instructor</li> <li>● Adapt instructional activities to align with student IEP goals, where necessary</li> <li>● Gather / input data on student progress against both IEP goals and common formative / summative assessment work</li> <li>● Plan individualized response activities for students who demonstrate a need for ongoing, specialized instruction</li> </ul> |

## **What Students Need to become Independent Learners:**

(From *Inclusive Instruction* and *Culturally Responsive Teaching and the Brain*)

- Organized Content Knowledge
  - Content-specific strategies for approaching tasks and problems
  - Essential language skills
  - Persistence
  - Internal Locus of Control
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- Can try new tasks
  - Can use cognitive strategies for getting unstuck
  - Can use strategies to retrieve information from long-term memory