Co-Planning

Competency

The educator will identify and implement the key elements in the co-planning process to support consistent, high-quality instruction for the success of all students.

Key Method

The educator will create a class profile and co-planned lesson(s) that address standards alignment, scaffolding, language demands, and instructional strategies.

Method Components

Co-Teaching

Co-Teaching is two teachers working together to achieve student learning growth. Co-teachers share preparation, organization, delivery, and assessment of student learning. In traditional settings they also share physical space. In virtual settings timing, management and roles also need to be planned and divided in a thoughtful manner.

An important aspect of co-teaching is ensuring equitable access to content while accommodating for language proficiencies, cultural diversity, and educational backgrounds so all students can be successful.

An intentional pairing of teachers is important to ensure cultural diversity and increased growth for both teachers while fostering shared workload. When teachers are paired effectively, positive collective efficacy is built (Hattie, 2017; Wong-Fillmore, 2015) and is an approved, recommended and sometimes mandated framework for instruction in many school districts across the nation.

What is Collaborative Planning (Co-planning)?

Collaborative planning, or co-planning, occurs when a specialist and a general educator combine their expertise to plan instructional content, instructional delivery, and assessment of student learning (William and Mary, 2015). For

co-planning to be effective, educators must have time to work together on a regular basis and have clear goals and agendas in place for each planning session. In this process, teachers should be prepared to share their expertise of the content, language development, pedagogy, and instructional resources for high-quality instruction (Honigsfeld and Dove, 2021). Educators will learn the importance of examining co-planning routines and protocols, using data to inform planning, integrate language development, and how to use scaffolding in instruction. According to Honigsfeld and Dove (2022), these are a few things co-teachers should keep in mind as they engage in their co-teaching journey:

- Prepare to share:
    i. Expertise of content, knowledge of language development, and pedagogical skills
    ii. Instructional resources and supplementary materials
    iii. Research and evidence based instructional strategies
    iv. Time, attention, and unwavering support for the practice of collaboration

Identifying and Documenting the Targeted Curriculum
To ensure an integrated instructional design process, co-teachers need to understand the core curriculum that is being used for instruction .. The targeted curriculum should be aligned with standards. Curricular programs usually provide a unit of study or a scope and sequence that pairs formative and summative assessments to measure student learning. These curricular frameworks are important components for successful co-planning routines.

Using Data to Inform Instruction
There are many tools available for gathering data that can be used to inform instruction. Consider English Language (EL) language proficiency level descriptors, Individualized Educational Plans (IEP) goals, benchmark competencies, and standardized assessments.

Tools for Effective Co-planning
In order for effective co-planning to happen, the co-teaching pair must be organized and prepared. Successful planning sessions include agreed upon norms, roles and responsibilities, an agenda, and shared lesson planning templates that have been created together. Co-teaching pairs need to come to planning sessions having previewed the materials, standards, and outcomes. They also should have prepared suggestions for language objectives, scaffolding, and possible learning activities.

Meeting the Needs of all Students Through Scaffolds
Co-teaching pairs examine the intended outcomes for their lessons and determine the supports and scaffolds needed to impact learning. Co-teaching pairs can

identify a bank of instructional strategies that will meet the needs of students at a range of levels of proficiency. Multiple sources can be used to determine which scaffolds should be used to make the content accessible. Co-teaching pairs plan to provide their students with scaffolds such as instructional, linguistic, graphic organizers, academic vocabulary, multimodal, and social-emotional.

Supporting Rationale and Research

Bacharach, N., Heck, T., Dahlberg, K., (2010). *Changing the Face of Student Teaching Through CoTeaching*. St. Cloud, MN: St Cloud State University. Retrieved January 15, 2023. https://icoteach.com/wp-content/uploads/2019/10/Changing-the-Face-of-Student-Teaching-Through-Co-Teaching-Action-in-Teacher-Education.pdf

Fitzell, S.G., (2018). *Best practices in co-teaching & collaboration: The how of co-teaching – implementing the models*. Manchester, NH: Cogent Catalyst Publications. https://wvde.us/wp-content/uploads/2021/09/22006-2021-CoTeaching-Foundations-Manual-v3.pdf

Honigsfeld, A. and Dove, M. (2010). *Collaboration and co-teaching: Strategies for English Learners*. Thousand Oaks, CA: Corwin Press. https://docs.steinhardt.nyu.edu/pdfs/metrocenter/xr1/CoTeaching/Collaboration__Co-Teaching_-_Chapter_Summaries_1-8_12_2015.pdf

Honigsfeld, A. and Dove, M. (2019). *Collaborating for English Learners: A Foundational Guide to Integrated Practices*. Thousand Oaks, CA: Corwin Press. https://eric.ed.gov/?id=ED593454

Honigsfeld, A. and Dove, M. (Ed.), (2020). *Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes*. Charlotte, NC: Information Age Publishing. https://eric.ed.gov/?id=ED611212

Honigsfeld, A. and Dove, M. (2021). *Co-planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners, 1st Edition*. Thousand Oaks, CA: Corwin Press. https://us.corwin.com/en-us/nam/co-planning/book267839

Washut Heck, T. & Bacharach, N. (2010). *Mentoring teacher candidates through co-teaching collaboration that makes a difference*. St. Cloud, MN: Teacher Quality Enhancement Center. https://www.worldcat.org/title/mentoring-teacher-candidates-through-co-teaching-collaboration-that-makes-a-difference/oclc/728024968

> William & Mary Training and Technical Assistance Center (2015): Co-Planning for Student Success Consideration Packet. Retrieved January 13, 2023. https://education.wm.edu/centers/ttac/documents/packets/coplanning.pd

Resources

Academic Language

[8 Strategies for Teaching Academic Language | Edutopia](#)

[What is Academic Language? - Video & Lesson Transcript | Study.com](#)

[Understanding Academic Language in edTPA: Supporting Learning and Language Development](#)

[The Importance of Vocabulary](#) – Victoria State Government

Co-Teaching

[5 Tips for Co-Teaching | NEAToday](#)

[6 models of co-teaching | Understood](#)

[10 Tips for Using Co-Planning Time More Efficiently](#) – Council for Exceptional Children

[Checklist for Collaboratively Planning](#)

[Co-Planning Protocol – Marilyn Friend's 60-Minute Co-Planning Protocol](#)

[Co-Teaching Considerations Packet](#)

[Co-Teaching: How to Make it Work | Cult of Pedagogy](#)

[Co-Teaching ELLs: 8 Strategies for Success | Colorín Colorado](#)

[Co-Teaching Resources – National Association for Co-Teaching](#)

[Coteaching Resources - School of Education - Cal Poly, San Luis Obispo](#)

[CL 5 Practical Steps to Scaffold Lessons for English Learners](#) – Education.com

Co-Teaching
Last Revised on Apr 13, 2023

Resources – Ready · Set · Coteach

Instructional Strategies
[10 Powerful Instructional Strategies | Edutopia](#)

[8 Strategies Robert Marzano & John Hattie Agree On | VTSS RIC](#)

[High Impact Teaching Strategies](#) – The Education State

[Six Co-Teaching Strategies - YouTube](#)

[What Is Instructional Scaffolding?](#)

Other
[Collective Teacher Efficacy (CTE) according to John Hattie –VISIBLE LEARNING](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

(300-500 words)
Please use the suggested word count as a guide to answer the contextual questions below. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Please answer the following Pre-Reflection Questions:
1. How do you define co-teaching?
2. Describe your previous experience being part of a co-teaching pair. What were the benefits? What were the challenges? If you have not had a co-teaching experience before, what do you anticipate exploring in this micro-credential?
3. What is your role and responsibility in a co-teaching relationship?
4. How do you expect this micro-credential to affect your students?

> **Passing:** Response provides reasonable and insightful answers to the above questions, reflecting on the experience, or lack thereof, with co-teaching and what to expect from this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following five artifacts as evidence of your learning. See Rubric for passing score.

Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Unit of Study

Find a unit of study with 3-5 lessons and identify the content standards for that scope and sequence and the assessments that inform student learning. You may consult district unit organizers, curriculum scope and sequence, national standards, and/or language standards.

With this unit of study, address these co-planning tasks. Indicate the tasks using annotations.
Include the following:
1. Standards alignment
2. Include an analyzation of r modification or scaffolding needs
3. Identify, in writing, academic vocabulary, including the language demands such as comparing, predicting, etc.
4. List suggestions for instructional strategies

Artifact 2: Class Profile
Choose a group of *at least 10* students from your class to profile. Consider student language levels (multi-lingual, English as a Second Language ESL), IEP goals, students' needs, and/or their mastery of content area standards. Explain how the class profile will support the co-planning of instruction. Please do not submit student names; substitute numbers when listing students.

Artifact 3: Reflection on Co-Planning Tools
Examine your planning tools. Answer the following questions:

1. How are you organized?
   a. List planning protocols
   b. Describe the roles and responsibilities of each member of the co-teaching relationship

2. Pre-Planning:
   a. What materials should be brought to the planning session by each member?
   b. What materials should be previewed prior to the planning session?
   c. What student data should be brought?
   d. Which co-teaching model do you foresee using for this lesson? How will you discuss with your co-teacher?
3. Co-Planning:
   a. What agenda and planning template will you use during this co-planning time?
   b. How will you ensure all voices are heard during the planning time?
4. Post-Planning: Describe your system for ensuring everyone understands their responsibilities once you leave the planning session.

Artifact 4: Scaffolds
Research instructional strategies that help support all learners. Consider the skill level and needs of your students and the support you need to provide for them.

Consider two different students in your class profile. Describe the supports you would put in place for *one* lesson that will be delivered with your co-teacher:
1. What words, phrases, and sentence types are necessary for communication or content understanding?
2. What scaffolds are needed to represent meanings of important words and concepts in order to master content standards?
3. What are different ways in which students can communicate or demonstrate mastery of the content?

Artifact 5: Final Lesson Plan
Co-plan a lesson using what you have learned.

Write a lesson plan or annotate an existing lesson plan to explain your co-teaching decisions. It should include scaffolds, modifications, strategies, and the instructional activities you selected with your teaching partner based on what you are learning in this micro-credential.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Unit of Study	Participant has submitted a unit of study with annotation about the following co-planning tasks:	Participant has submitted a unit of study with annotation about the following co-planning tasks:	Participant has submitted a unit of study with annotation co-planning tasks but is missing two

	- Standards (district, state or national) - Modification or scaffolding needs - Academic vocabulary - Language demands - Suggestions for instructional strategies	- Standards (district, state or national) - Modification or scaffolding needs - Academic vocabulary - Language demands - Suggestions for instructional strategies	or more of the following: - Standards (district, state or national) - Modification or Scaffolding needs - Academic vocabulary - Language demands - Suggestions for instructional strategies
Artifact 2: Class Profile	Class (at least 10 students) profile includes at least two data points for each student: - Students' language proficiency levels for ESL students - IEP goals for SPED students - Standardized state and/or District assessment data for all students	Class (at least 10 students) profile has less than least two data points for each student.	Class is less than 10 students or missing more than one data point for each student.
Artifact 3: Reflection on Planning Tools	The written response addresses the following:	The written response is missing one of the following points	The written response is missing two or

	- Planning protocols - Co-teacher roles and responsibilities - The agenda and pre-planning duties, including student data that should be brought - Planning template - Post-planning action steps	- Planning protocols - Co-teacher roles and responsibilities - The agenda and pre-planning duties, including student data that should be brought - Planning template - Post-planning action steps	more of the following points: - Planning protocols - Co-teacher roles and responsibilities - The agenda and pre-planning duties including student data that should be brought - Planning template - Post-planning action steps
Artifact 4: Scaffolds	The researched support you will implement for the two students who need instructional scaffolds. The strategies used should include the skills level of students and: - Supports that will be put in place - Two or more scaffolds for each student that are explained - Verbiage to	The researched support you will implement for the two students who need instructional scaffolds. The strategies used should include the skills level of students but is missing one of the following bullets: - Supports that will be put in place - Two or more scaffolds for each student that	The researched support you will implement for the two students who need instructional scaffolds. The strategies used should include the skills level of students but is missing two or more of the following bullets: - Supports that will be put in place - Two or more scaffolds for each student that

	help communication ● Different ways students can communicate mastery	are explained. ● Verbiage to help communication ● Different ways students can communicate mastery	are explained. ● Verbiage to help communication ● Different ways students can communicate mastery
Artifact 5: Co-Planned Lesson	The submitted lesson plan includes annotations of the following and correlates with what is taught in this micro-credential: ● The objectives ● The roles of each teacher during the lesson ● Co-teaching instructional model(s) used ● Instructional strategies and supports A rationale is given for the co-teaching model(s), instructional strategies, and scaffolds	The submitted lesson plan includes annotations of the following, but it does not correlate with what is taught in this micro-credential: ● The objectives ● The roles of each teacher during the lesson ● Co-teaching instructional model(s) used ● Instructional strategies and supports A rationale is given for the co-teaching model(s), instructional strategies, and scaffolds listed in the plan.	The submitted lesson plan includes only some of the following: ● The objectives ● The roles of each teacher during the lesson ● Co-teaching instructional model(s) used ● Instructional strategies and supports

Co-Teaching
Last Revised on Apr 13, 2023

	listed in the plan. It also reflects what is taught in this micro-credential.		

Part 3 Reflection

(250-500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

Answer the following questions:
1. What planning tools were most helpful in guiding a successful co-planning session?
2. What are some challenges you anticipate or have experienced while co-planning?
3. How will you know you are successful in co-planning?
4. How has the information in this micro-credential helped you co-plan in order to meet the needs of all learners?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Cites examples from personal or work-related experiences to support claims. Also includes are actionable steps that demonstrate how new learning will be integrated into future practices.