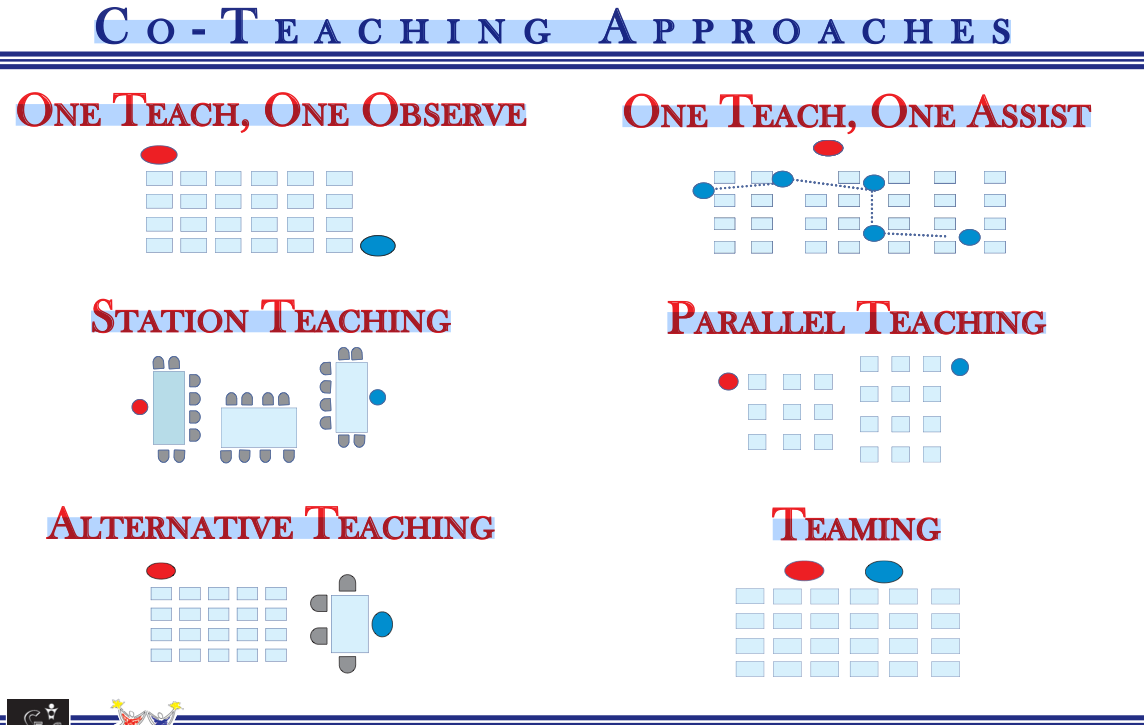
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLANNING | | Planning Notes (answers to questions) | | Materials/Resources Needed | |
| **S**hape the critical questions | * What are the critical learning outcomes **for all students in this course or unit?** * How can critical questions be formulated to measure the **intended outcomes for all students**? * Out of all the information that might be learned, conceptually, what are the central or “big” ideas that tie all of this information together? * Which standards (state and local) are being addressed? * How will the questions help me to engage in more student-centered learning? |  | |  | |
| **M**ap the critical content | * How will the information be mapped and sequenced so **all students understand it? (limiting, connected, linear, hierarchical, labeled, simple)** * What are the essential pieces (important ideas, concepts, or information) for this unit? * What is the paraphrase of the “big ideas” of this unit? |  | |  | |
| **A**nalyze for learning difficulties | * Which, if any of these pieces, will be **challenging for any of the students?** * What are the strengths and difficulities (academic and behavioral, social) identified for SWD and students at-risk? * What background knowledge will students need to profit from this unit? |  | |  | |
| **R**each enhancement decisions | * Which devices and evidence-based practices will be most beneficial, effective and efficient to use with students? (to graphically organize information, explore conceptual knowledge, or understand recurringrelationships) * What additional activities, labs, projects, etc. will be implemented to support the learning in this unit? * What accommodations or options will be made available for some or all students? * How much time is needed for instructionin SIM LS in this unit? |  | |  | |
| TEACHING | | Planning Notes (answers to questions) | | | |
| **T**each strategically | * How will I provide informed instruction? * Do I explain, show and model for students how information will be taught and learned on an ongoing basis? **CUE** * Do I work with students and support learning partnerships to arrive at learning outcomes? **DO** * Do I communicate the value of learning how to learn to students through the use of ongoing evaluation and feedback? **REVIEW** |  | | | |
| ASSESSING | | Data Points to Collect | Planning Notes (answers to questions) | | Next Steps |
| **E**valuate mastery | * Did **all students achieve** the intended outcomes? * How well were my planning and teaching outcomes met? (How effective was a device, did I spend enough time developing the routine; what do I need to do differently next time?) * Was there enough time provided for SIM LS instruction? * What formative assessments need to be in place to provide feedback to students to accelerate learning? |  |  | |  |
| **R**evisit outcomes | * Did **all students** reach the intended learning outcomes? * If students did not reach the intended outcomes, what are the next steps? * How is evidence of performance recorded **for all students?** * Did I choose the most critical concepts and information? If so, how will I reteach for mastery? If not, will I abandon the outcome? |  |  | |  |

 Co- Teaching Approaches with Descriptions Listed in Order of Recommended Frequency

* Parallel Teaching- Teachers are both using the same information, but they divide the class into equal groups and teach simultaneously.
* Station Teaching- Teachers divide content and students. Each teacher then teaches a portion of the content to one group and subsequently repeats instruction for the other group. An additional station can give students opportunities to work independently, access peer tutoring, or technology,
* Teaming- Both teachers are delivering the same instruction at the same time. Most consider this approach the most complex but satisfying way to co-teach.
* Alternative Teaching- One teacher takes the responsibility for the large group while the other works with a smaller group. The smaller group is not a permanent subset of the class and can be pulled aside for preteaching, enrichment, tiered intervention, to develop a special activity to present to the remainder of the call, or for presentation of content using an alternative method or strategy.
* One Teach, One Observe or Support- One teacher manages instruction of the entire class while another teacher systematically gathers data on a previously agreed upon item. This is to be used only 5-10% of the class period.
* One Teach, One Assist- One person takes primary responsibility for teaching the content of a lesson while the other professional circulates through the room providing unobtrusive assistance to students as needed.

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