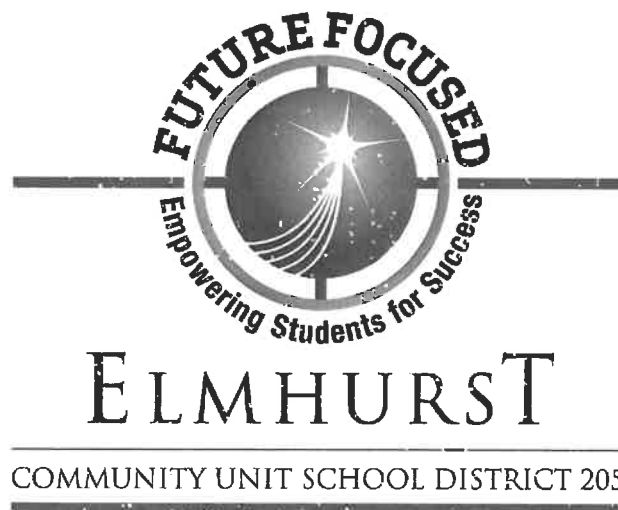


Learning Forward 2019: Fostering an Inclusive Collaborative Culture



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Building-Wide

Determining Roles & Responsibilities Among Team Members (PLCs)

Directions: Read through the following common roles and responsibilities. Determine which team member should take on each of the roles and responsibilities.

P = Primary responsibility S = Secondary responsibility SH = Shared responsibility
I = Input in the decision making

| Major Role or Responsibility | General Ed. Teacher | Special Ed. Teacher | Related Service Provider | Administrator | Coach |
|--|---------------------|---------------------|--------------------------|---------------|-------|
| Developing learning targets | | | | | |
| Finding & creating materials | | | | | |
| Monitoring student progress | | | | | |
| Examining data of all students | | | | | |
| Facilitating meetings | | | | | |
| Recording notes | | | | | |
| Setting the agenda | | | | | |
| Bringing student work samples | | | | | |
| Identifying and using common formative assessments | | | | | |
| Examining student work and determining next steps | | | | | |
| Identify ways to scaffold instruction | | | | | |

Adapted from Causton-Theoharis, J. (2003). *Increasing interactions between students with disabilities and their peers via paraprofessional training*. The University of Wisconsin.

The Educator's Handbook for Inclusive School Practices by Julie Causton and Chelsea P. Tracy-Branson (2015, Paul H. Brookes Publishing Co., Inc.) (p.76)

Team Structures

PLC Agenda _____ Team _____ Time Frame _____

| | |
|---|---|
| Agenda/action items Materials to bring | • |
| Meeting Norms | • |

Unit/Module _____

| | |
|--|--|
| Essential to Know <i>Main Learning Target for all kids</i> | |
| Important to Know <i>optional</i> | |
| Nice to Know <i>optional</i> | |

| Action Items | Time | Minutes/Notes |
|--|------|---------------|
| Reflection: Strategies that are working ★ <i>What is working? Share evidence of a strategy that was effective in helping to reach the learning goal from your last PLC</i> | | |
| Chief Focus ★ <i>What is the most urgent concern, problem or obstacle to progress and achieve better results (from data/observations)?</i> | | |
| Proposed Solutions- (How) ★ How will we respond to students that haven't met the target? ★ How can we extend & enrich learning for students who demonstrated proficiency? | | |
| Action Plan ★ What are we taking away from this meeting? ★ Next steps before next meeting... ★ What data/student work can we bring next time, if any? | | |
| Start agenda for next meeting | | |

Things to do before the next meeting or other follow up:

Trimester 1

Reporting Standards

| | |
|--|--|
| | |
| | |
| | |
| | |

| Essential Learnings | Learning Targets | Resources | Scaffolds/ Supports | Academic Language | Evidence |
|---------------------|------------------|-----------|---------------------|-------------------|----------|
| | • | | | | |
| | • | | | | |
| | • | | | | |
| | • | | | | |

Irimester 1

Reporting Standards

| | |
|------------|--|
| RL/RI.5.1 | Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RL/RI.5.2 | Determines the theme or main idea, supporting with text evidence/key details. |
| RL/RI.5.3 | Determines character traits and tracks evidence across the text. |
| RL/RI.5.6 | Describes and analyzes how a narrator's point of view or multiple accounts of the same event/topic influence how events are described. |
| RL/RI.5.10 | Reads and comprehends grade-level texts with accuracy and fluency. |

| Essential Learnings | Learning Targets | Resources | Scaffolds/ Supports | Academic Language | Evidence |
|--|--|--|---|---|----------|
| <p>Determining Importance Identify the most important events in a story and tell why they are important (RL.5.2)</p> <p>Summarizing</p> | <p>Determine the important events in a story using _____ (insert graphic organizer or strategy you are teaching this day/week)</p> <ul style="list-style-type: none"> Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, problem resolution, ending) Notice and remember the important events of a text in sequence Notice and understand when a problem is solved Include the problem and its resolution in a summary of a text Notice character change and infer reasons from events of the plot Recognize a writer's use of plots and subplots Recognize when the writer uses literary devices such as flashback and story-within-a-story to structure the text | <p><u>Reading Strategies Book</u> "Interesting vs. Important" (pg. 262) "Uh-oh...Phew" (pg. 137) "Retell What's Most Important by Making Connections to the Problem" (pg. 144) "Angled Summaries for Highlighting Deeper Ideas in Plot" (pg. 145) "Summarize Based on What a Character Wants" (pg. 146) "Chapter-End Stop Signs" (pg. 147) "Summarizing with Somebody...Wanted...But...So...Then" (pg. 149)</p> <p><u>SchoolWide Lessons</u> Fiction IRA 2 Fiction IRA 3</p> <p><u>Suggested Texts:</u> The Can Man Mrs. Katz and Tush Chicken Sunday Mr. Peabody's Apples</p> | <p>Summary Summarize Plot Key details Important events Narrative structure Character Setting Problem (conflict) Solution (resolution) Climax/Turning Point Character change Infer Subplot Flashback</p> | <p>Overarching Question 1: What are the three most important moments in this story, and why? "Uh Oh...Phew" plot chart (pg. 137)</p> | |

Unpacking Document

The “Unpacking Document” reproducible gives teams a structure for each step of the unpacking process. We have found that most teams recreate this document electronically, making it easier for them to access the information after the process is complete.

| Standards: | | | | |
|--|---------------------------------------|--|-------------------|------------------------------|
| What Will Students Do (Skills or Verbs) | With What Knowledge or Concept | Level of Thinking or Type of Assessment | Vocabulary | Scaffolds or Supports |
| | | | | |
| | | | | |
| | | | | |
| Learning Progression: | | | | |

Critical Friends Protocol

(Adapted from Critical Friends Protocol by Buck Institute for Education)

| Time | Person(s) Participating | What is being presented |
|------------|-------------------------|---|
| 5 Minutes | Presenter | Present the project and end with any concerns that you would like feedback about. *Note no one else is speaking during this time. |
| 10 Minutes | Critical Friends | <i>Quick Questions:</i> <ul style="list-style-type: none">- Ask any clarifying questions <i>I like....</i> <ul style="list-style-type: none">- Share what you liked about the project. <i>I wonder...</i> <ul style="list-style-type: none">- Share their concerns or questions. <i>I have....</i> <ul style="list-style-type: none">- Share ideas or resources that could be used to help improve upon that project. *During this time the presenter may want to move back from the table where they can still listen but are not part of the conversation. |
| 3 Minutes | Presenter | Reflect on the feedback and share next steps. |

Roles

Facilitator/Timekeeper: The person in this role has the responsibility to move the conversation along. If they notice the team is spending too much time in one area they may prompt the team to go to the next part. The person facilitating the Critical Friends Group should not be presenting.

Presenter: The person in this role comes prepared to discuss a project they would like feedback on. The presenter should be aware to pick a project that does not lend itself to a 'yes' or 'no' outcome. The presenter can share student data, anecdotal notes, and overall observations that has framed their thinking around instruction.

Critical Friends: This group is comprised of other team members who are active listeners during the presentation. They take a lead role in sharing out other ideas to support the growth of the project/topic shared.

Partnership Agreement: Teachers and specialists work better when communication is open and there is an agreement on who does what and when. Clearly defined roles and responsibilities creates positive relationships between working partners.

Grade Level:

Teacher Partners:

- 1. What role/s will we play in the classroom? How do we coordinate our efforts to help the entire class succeed?**

Classroom Teacher:

Specialist:

- 2. What models of co-teaching are we comfortable with right now?**

Classroom Teacher:

Specialist:

- 3. How will we communicate with each other regarding student progress, student supports, instructional strategies or when plans change?**

Classroom Teacher:

Specialist:

- 4. What needs do we have to work together? And how will we handle conflict?**

Classroom Teacher:

Specialist:

- 5. How will we interact with parents? As a team? Separately? As requests come in?**

Classroom Teacher:

Specialist:

_____ Elementary School
2019-2020

Partnership Agreement: Teachers and specialists work better when communication is open and there is an agreement on who does what and when. Clearly defined roles and responsibilities creates positive relationships between working partners.

Working Together: Plan of Action

| PLC/Co-Plan Meetings Gen Ed.Teacher: Specialists Teacher | Push-in Students: Teacher | Pull-Out Students: Teacher | Communication Teacher: Teacher |
|---|-------------------------------------|--------------------------------------|--|
| | | | |

Elementary School
2019-2020

Partnership Agreement: Teachers and specialists work better when communication is open and there is an agreement on who does what and when. Clearly defined roles and responsibilities creates positive relationships between working partners.

Grade Level: 3rd Grade

Teacher Partners: Jane and Jennifer

Strengths: Communication is strong and figuring it out together and talking to parents. Coplanning with each other to meet our student's needs and what our parents want. We work a lot with each other and are flexible with each other to support our students. We problem-solve really well with each other. Our goals for students are the same. We work with all the students together. We share ownership for student progress.

- 1. What role/s will we play in the classroom? How do we coordinate our efforts to help the entire class succeed?**

Jane takes students for fluency and Jennifer can take the students for concept development. Every Friday Jennifer can take another data point and how students are applying it. Problem-solve when and what that looks like?

- 2. What models of co-teaching are we comfortable with right now?**

Parallel teaching: both teachers instructing small groups. Jennifer is working direct instruction on fluency strategies and using manipulatives for concept development.

- 3. How will we communicate with each other regarding student progress, student supports, instructional strategies or when plans change?**

Student Progress: biweekly coplans

Student Supports: biweekly coplans

Instructional Strategies: PLCs

Plans Change: Email or in person

Coplan on instructional strategies and supports and schedule groups. Jennifer can attend the Tuesday PLC meeting and discuss Math strategies.

- 4. What needs do we have to work together? And how will we handle conflict?**

More time to coplan together. Schedule biweekly coplans at lunch on Thursdays. Directly address conflict with each other.

- 5. How will we interact with parents? As a team? Separately? As requests come in?**

Forward emails and cc each other on all emails to parents we share. Discuss together before responding. Sign both names at the end of emails.

Coaching Cycles

Inclusive Instructional Plan

| Student: | Classroom Subject/Activity: | | General Education Teacher: | | | |
|--------------------------------|------------------------------------|---|--|----------|-------------|--|
| IEP Goal Summary 1. | | | IEP Goal Summary Continued 3. | | | |
| Schedule of Lesson or Activity | Skills to Teach (Beyond IEP Goals) | Natural Teaching Opportunities (of IEP Goals) | Embedded Teaching Opportunities (of IEP goals) | Supports | Adaptations | Reminders: (check all that apply) <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Alternative Grading: (EE Report Card) <input type="checkbox"/> Paraprofessional Support |
| | | Goal # | Goal # | | | |
| | | Goal # | Goal # | | | |
| | | Goal # | Goal # | | | |
| | | Goal # | Goal # | | | |

Adapted from the companion website for The Inclusion Toolbox: Strategies and Techniques for All Teachers by Jennifer A. Kurth and Megan Gross. Copyright 2014 by Corwin.

Unit: Grade 2, Math Module 1

| Student: S & A | Classroom Subject/Activity: Math | Special Education Teacher: P General Education Teacher: K | | | |
|--|--|--|--|---|--|
| <p>IEP Goal Summary</p> <ol style="list-style-type: none"> S: By December 2019 given strategies and visuals, S will add and subtract basic one-digit numbers within 3 out of the 4 trials. A: By April 2020, A will increase her number sense as evidenced by counting from 1-100 in both oral and written form, writing a target number from 1-100, and identifying the number that comes before or after a given number between 1-99 in 4 out of 5 opportunities. A: By April 2020, when given a mix of addition and subtraction problems, A will use a strategy other than drawing a picture to independently add/subtract within 20 with 80% accuracy. | | | | | |
| Schedule of Lesson or Activity | Skills to Teach (Beyond IEP Goals) | Natural Teaching Opportunities (of IEP Goals) | Embedded Teaching Opportunities (of IEP goals) | Supports | Adaptations |
| Mod 1, Topic A: Foundations for fluency with sums and differences within 100 | Making ten Making the next ten within 100 ('17...how to get to 20) | <u>Goal #</u> 1 & 3 | <u>Goal #</u> | Ten frames Number bonds Visual number line with counts by 10 (big on board and little by seats) Unifix cubes | |
| Mod 1, Topic B: Initiating fluency with addition and subtraction within 100. | * Vocabulary: use make ten for addition Break apart two-digit numbers into a ten and ones to then add Make a ten in order to add. Add two single-digit numbers. Add two numbers within a hundred. * Vocabulary take out ten for subtraction Break apart two digit numbers into a ten and the rest and then subtract. | <u>Goal #</u> 1 & 3 | <u>Goal #</u> 2 - number before and after within 99 | Use 7, 8 or 9 as addends in order to easily make a ten. | Provide lines to show expected decomposing of the number Steps illustrated to see |
| Reminders: <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Paraprofessional Support | | | | | |

Adapted from the companion website for The Inclusion Toolbox: Strategies and Techniques for All Teachers by Jennifer A. Kurth and Megan Gross. Copyright 2014 by Corwin.

Assistant Plan for (insert students name)

| Classroom Activity | Supports needed for Student | General group expectations |
|---|------------------------------------|-----------------------------------|
| Arrival Routine: | → | |
| Math: Small Group | | |
| ELA: Small group | → | |
| Lunch/Recess: | → | |
| Science/S.S. | | |
| Specials: PE Library Art Music | PE: Library: Art: Music: | |
| Departure Routine: | | |

Assistant Plan for (insert students name)

| Classroom Activity | Supports needed for Student | General group expectations |
|------------------------------|---|--|
| Arrival Routine: | <ul style="list-style-type: none"> → Para gives student visual and walks behind student to ensure they get to their locker. → Student goes to locker and student proceeds to put backpack/coats away in locker (task organizer is available to reference at locker for student: last task on organizer is to check schedule) → Para may need to prompt student by pointing to visual at locker. → Para follows student back to schedule by walking behind the student to ensure they get there. → Student checks schedule. | Student independently walk into building and to their classroom and put backpack/coats away and find their seat. |
| Math: Small Group | <ul style="list-style-type: none"> → Para sits behind student while teacher instructs lesson. → Para prompts student when off task by showing visual of expected behaviors/first then. → May require physical prompts to stay on task | Student sits at table and attends to small group instruction by teacher by participating in guided math lesson. |
| ELA: Small group | <ul style="list-style-type: none"> → Para sits behind or near student while teacher instructs. → Para may prompt student with visuals and physical assistance as needed. | Student sits at table and attends to small group instruction by teacher by participating in guided reading lesson. |
| Lunch/Recess: | <ul style="list-style-type: none"> → Para directs student to lunch referencing lunch task organizer and assists in opening lunch items, if needed. → Para prompts student to utilize communication device to communicate "Help" or their wants/needs, and social | Students independently eat lunch in gym and go outside/inside for recess. |

Inclusion Plan Template/SPED inclusion

| | |
|--|----------------|
| Subject: | Topic: |
| Standard/s: | Month/Week of: |
| Lesson Objective in Gen ED: Materials needed: | |
| Lesson Objective in SPED: Materials Needed: | |
| IEP goals: | |

| Activity | Description of Activities and Setting | Time | Role |
|--|--|-------------|----------------|
| 1. Focus and Review assessment | | | Reg.Ed teacher |
| 2. Statement of Objective for Student: | | | |
| 3. Whole Group: | | | |
| 4.. Guided Practice | | | |
| 5. Independent Work | | | |
| 6. Direct Instruction: | | | SpEd teacher |
| 7. Assessment Methods: | | | |
| 8. Assessment Results: | | | |

Personalized Learning Plan

| | | | |
|---|--|---|--------------------------------|
| Student: | Grade Level: | General Education Teacher: Case Manager: | |
| IEP Goal Summary: (Priority Goals listed below) 1. | | Strengths: | |
| Schedule of Day: | What does this look like? What skills are needed? | Supports for Student | Adaptations for Student |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Reminders: (check all that apply) <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Alternative Grading: (EE Report Card) <input type="checkbox"/> Paraprofessional Support | | | |

Integrating Strategies for Students in the Classroom
Initial Planning Guide

| What Activities are happening in the Classroom? | What are the other students doing? | What my student can do (strengths, independent skills) | What supports are needed for my student to be successful? | What Modifications are needed? |
|---|------------------------------------|--|---|--------------------------------|
| During the teaching activity? | | | | |
| During Group Participation: | | | | |
| During Independent Time: 1. 2. 3. | | | | |

What is the goal of the lesson? _____

Student work habits (takes responsibility, completes assignments, etc.)

Your answer

Social/Interpersonal Skills (with peers and teachers)

Your answer

What do you feel are this student's strengths?

Your answer

What do you feel are this student's weaknesses?

Your answer

Attendance

- Poor
- Below Average
- Average
- Above Average

Peer Relationships

- Poor
- Below Average
- Average



Average

Above Average

Stays on Task

Poor

Below Average

Average

Above Average

Uses Time Effectively

Poor

Below Average

Average

Above Average

Follows Classroom Rules

Poor

Below Average

Average

Above Average

Class Participation

Poor

Below Average



Average

Above Average

Listening Skills

Poor

Below Average

Average

Above Average

Verbal Skills

Poor

Below Average

Average

Above Average

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