THE CO-TEACHING LESSON PLAN BOOK
THIRD EDITION

LISA A. DIEKER, PH.D.
How to Use
The Co-Teaching Lesson Plan Book

Lisa A. Dieker, Ph.D.

Purpose

With the recent changes in the Individuals with Disabilities Education Act (IDEA) related to issues of highly qualified teachers, the use of co-teaching is on the rise at all levels of education. Research has demonstrated that co-teaching is an effective instructional strategy, when implemented correctly, for enhancing the success of students with disabilities in general education classrooms. However, as many teachers have discovered, new tools are needed to support the collaborative planning and communication required to make co-teaching successful.

Current lesson plan structures do not address the needs of both co-teachers. Nor do plan books allow space for planning and documenting individual accommodations for students with disabilities. This book was designed to facilitate collaborative planning between general and special educators and provide documentation of accommodations and modifications made for students with disabilities.

Unique Features

Teachers will appreciate many unique features found in this plan book:

• Creates shared planning by both the general and special educator completing the weekly plan.
• Offers side-by-side view of planning and meeting state standards.
• Allows special educators to document the interventions used, and progress made, toward IEP goals.
• Allows teachers to evaluate, refine, and continue their development as co-teachers.
• Provides notes from the author for insight into the value, art, and the impact of co-teaching.

Features for General Educators

Like most lesson plan books, space is provided to outline lesson activities and assessment procedures for each class subject and period. The general educator uses the left page to record the "big ideas" and goals of each co-taught lesson. This format is easy to implement and requires no additional planning time beyond the time spent with a traditional plan book.

Features for Special Educators

Special educators complete the modified assessments column on the left-hand page of the book for any academic or behavioral needs of a student as well as the right-hand page. The special educator notes the types of co-teaching models the team will use, academic and behavioral adaptations needed for specific students, materials that may be needed to meet all students’ needs as well as a place to jot notes to each other or about student performance related to IEP goals and objectives. Using this format ensures that what is special about special education is maintained throughout the co-taught setting.

Outcomes and Benefits

Given concern for the success of all students, space is offered for both teachers to identify students who need additional accommodations or who are at-risk of failing in the class (see top box on each page). Interventions planned by the special educator may be used to assist all students in the class.

As with any plan book, this model only works if both co-teachers are committed to preparing lessons in advance so that they can effectively meet the needs of all students. As a result of using The Co-Teaching Lesson Plan Book, you will notice the following benefits:

• Clarified roles of both teachers,
• Combined ownership of planning,
• Improved instructional planning for meeting the needs of individual students,
• Increased collaboration in lesson development and delivery,
• Improved documentation of the development and use of specific accommodations for reporting IEP progress.

Remember that communication and evaluation are the keys to successful co-teaching relationships. I hope this new structure helps you be more effective as you work together to ensure the success of all students.

Best wishes for a successful and rewarding co-teaching experience!
# Sample Co-Teaching Lesson Plans

Note: Below are sample lesson plans to illustrate how the co-teaching planning model can be used across subject areas. In contrast to typical plan books, this plan book is designed for those periods in which teachers co-teach.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Strategy Suggestion...</th>
<th>Target Students</th>
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## Day/Date | Big Idea/Goals | Lesson Activities | Assessment |
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<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>Students will prepare an oral presentation on a book of their choice. Students will evaluate peers' presentations and provide one constructive comment and one positive comment.</td>
<td>Review book report requirements. Provide students in-class time to prepare report.</td>
<td>Standard 5 minute oral presentation with a clear sequence of ideas. Completed evaluations with a minimum of 1 positive and 1 constructive comment.</td>
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<tr>
<td><strong>Algebra</strong></td>
<td>Students will multiply the correct terms in a binomial and combine two binomials into a single binomial. Students will use positive language with their peers.</td>
<td>Demonstrate the FOIL method. Assign practice problems for students to complete.</td>
<td>Homework of 20 problems with 90% accuracy. At least 1 positive comment was made during class today.</td>
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<tr>
<td><strong>Science</strong></td>
<td>Students will be able to use a balance. Students will extrapolate information from observation/data collection. Students will demonstrate appropriate cooperative group behavior.</td>
<td>Students will gather necessary materials (balance, weights, etc.) for the experiment. As a team, students will balance various objects and record data on an observation form.</td>
<td>Data sheet completed for balancing 10 items with 90% accuracy. Peer rating of 4/5 on contribution to group. Data sheet completed for balancing 5 items with 80% accuracy. Peer rating of 3 or higher on contribution to group.</td>
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</table>

This page is designed to be completed by the General Educator.
# Sample Co-Teaching Lesson Plans

## Co-Teaching Structures:
- (O) one lead, one support
- (S) station teaching
- (P) parallel teaching
- (A) alternative teaching
- (T) team teaching

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| Alternative teaching  | * Allow students to present report using a variety of styles (brown bag report, rap song, note cards, etc.)  
                          * Allow students with language issues to present with a peer.  
                          * Allow three minute presentations for Sue and Jason. | * Review behavior expectations of audience; provide student with specific checklist to self-monitor behavior. | Provide small group break out sessions to edit, practice, refine, etc. | We need to talk about Tanya’s performance this past week. |
| One teach-one support | William will complete one-half of the assignment.  
                          Zoe will identify terms for each FOIL. | When frustrated, Alex will be allowed two-minute breaks to regain composure. | Color code FOIL terms.  
Teacher observation. | I am worried about too much support for Sally. She does not seem to be learning to work independently. |
| Parallel instruction. | Jeff and Zoe will be required to record list of materials used.  
Monitor students working in collaborative teams. | Jerrod’s teammates will ask him 5 questions during lab.  
Given a list of objects, Kevin will circle pictures of materials used in lab.  
David will pass out lab materials. | Teacher generated picture worksheet.  
Peer coaching training. | IEP goal: When asked a question, student 4 will respond 70% of the time by answering yes or no.  
Remember to record more data on this IEP goal. |

This page is designed to be completed by the Special Educator
As You Begin...

Meeting Agenda
Suggested time: 3 hours

Before you start the new school year I strongly recommend spending, at a minimum, half a day together talking over the following questions:

1. How will we deal with any behavioral issues that arise?

2. How will we deal with grading?

3. Who will contact parents and how will we share and maintain communication throughout the year?

4. Are there accommodations that students will be allowed to use in local and state assessments that we need to incorporate into our daily planning?

Reflective Framework

Here are some questions to guide the development of your classroom structure to ensure the success of both teachers and your students:

1. What do we see as our roles in the classrooms?

2. What do we see as our individual strengths in what we will contribute to all learners?

3. What are our pet peeves about teaching?

4. Will we share teaching space or are there two desk available in the room? If shared, how do we plan to share supplies, passes, and basic materials?

5. When will we have time to plan together?

6. What rules do we want to set related to any planning time we might have? For example, can we agree:
   a. To talk about students individually after we plan for the entire class.
   b. To make certain we arrive at our assigned time promptly with needed materials to make the most use of limited time together.
   c. To create a Plan B about what to do if one of us is out or cannot plan.

7. What if our designated time together is not enough time to plan our lessons effectively? How will we proceed?

8. What is the best thing we anticipate will result from our work together this year?

9. What is our greatest fear about working as a team?

10. How do we plan to introduce ourselves the first day of class?

11. How do we plan to handle any issues of fairness that might arise in the class?
A Note from Author
Lisa Dieker

One issue many co-teaching teams fail to address involves informing parents of the new service delivery model in which both general and special education students will be receiving services.

As you begin your planning for the new school year, remember to take time to prepare a letter that you can send home informing parents that their child will receive the benefit of two teachers in your class this year.

Professional Development Resources


Rubistar
http://rubistar.4teachers.org/

Internet4Classrooms
http://www.internet4classrooms.com/

Follow-up To-Do List
General Educator

Follow-up To-Do List
Special Educator
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*Strategy Suggestion...*
Get acquainted activities – Use these types of activities regularly to help students learn about each other. These types of activities are critical if students with disabilities join the class in the middle of a quarter.
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(O) one lead, one support
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Strategy Suggestion...
Hold classroom forums – Have a box in the back of the room where students or the teacher can place a problem that occurs in their lives. Once a week take 10 minutes to discuss a problem in the box and ask students to share solutions.

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*Strategy Suggestion...*
Joint projects - Allow students to work together on projects. Assign specific roles to each student.

*Target Students*

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Strategy Suggestion...
Partner with an assigned role – Give both students who are partners a role so that a student with a disability also has a chance to help a peer (e.g., please check my work, remind me to...).
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**Strategy Suggestion...**
Daily celebrations of unique talents and strengths – Select something you can celebrate publicly for each student (e.g., student who comes early to class, student who helps others, etc.).

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Students with Special Needs

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This page is designed to be completed by the Special Educator
### Strategy Suggestion

**Quote of the day** – Use one of your bulletin boards to post interesting quotes collected by students. Quotes must be interesting, humorous, and related to the topic being studied.

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*Strategy Suggestion...*
Teach social skills – Write a goal on the board for the day or week (e.g., use positive language) and reward and praise students when they exhibit the skill.

This page is designed to be completed by the Special Educator
Week 4 Co-Teaching Progress Check-up

Meeting Agenda
Suggested time: 30 minutes

Now is a good time to schedule a meeting between co-teachers to reflect on the experience to-date. Use the following agenda to guide the discussion.

1. Discuss each of the questions in the Reflective Framework (below).

2. Read and discuss the Author's Note (next page).

3. Record your thoughts and notes in the space provided for
   - Ideas
   - Topics to revisit in our next meeting
   - Follow-up to-do list for each team member

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Reflective Framework

Co-Teaching (Dieker, 2006)

- How will you determine the success of the co-teaching relationship? (i.e., students' grades, personal perceptions, student/parent comments)

- How will you evaluate student learning? Take time now and write a date on the calendar for your next meeting. I recommend meeting at least once a month.

- How will you conduct these evaluations? (i.e., talk in person, send written notes, meet outside of school)

- How will you determine the students' perceptions of co-teaching each semester? (i.e., informational evaluation, interviews)

- How will you keep your administrator involved in the process and assist him/her in evaluating your co-teaching efforts? (i.e., written notes, informal observations, team meetings)

- How will you involve parents in all aspects of the co-teaching relationship? (i.e., letters home, phone conversations, parent meetings)
A simple rule to determine your success in your co-teaching relationship is to answer two questions: (1) Is this co-teaching relationship good for us? (2) Is the co-teaching relationship good for ALL students?

If the answers to both questions are "yes," then you should continue to develop and refine your co-teaching relationship.

If the answers are something other than "yes," then how will you address the issues? Or, do you need to find a different service delivery model to insure success?

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**Professional Development Resources**


**Power of Two**
http://www.powerof2.org/

**LD Online**
http://www.ldonline.org/