**Anything in red is for your information only and should NOT be included in your lesson plan. Delete this info before printing out your lesson plan.**

**Missouri Western Lesson Plan (Co-Teaching)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s) \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Content Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Students for Whom Lesson is Planned \_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students with Disabilities \_\_\_\_\_\_\_\_\_\_\_

Your Role (Sped/Gen Ed) and Name of Co-Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards/Quality Indicators/Skills:** (Identify the Show-Me Standard, GLE, and national standard after each objective, **OR** the Common Core Standard, quality indicators, and skills addressed by this lesson.)

**IEP Goals:** (Reference the IEP goal(s) addressed in this lesson, using initials for each student’s name.)

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**Objectives:** (The lesson's objectives and intended learning outcomes appropriate for meeting curricular and student needs; please write in antecedent-behavior-criteria format)

**Differentiated Objectives:** (list by each student’s initials; use same initials throughout to demonstrate how to plan to meet each differentiated objective)

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**Assessments:** (Include both a formative and a summative assessment for each objective, including differentiated objectives.)

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**Materials/Resources:** (List of tools, personnel, and materials used in the planning of and during the instruction of the lesson; if a paraprofessional will provide support, be specific about that person’s tasks during this lesson; assume this is your only communication with him / her about this lesson)

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**Technology:** (Instructional and /or assistive technology incorporated into the lesson to enhance instruction and student learning. Can include the use of UDL technologies that support the learning of all students or technology that is used by one or a few students)

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**Differentiation/Accommodations/Modifications/Increase in Rigor:** (To help meet the needs of all learners; consider learning differences, cultural and language differences, etc.)

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**Working with Families (if appropriate):** (Identify the way(s) in which you will make connections with families through this lesson. For example, are you working on a specific IEP skills that can be communicated to families, is there homework assistance or a checklist that can go home to support the learning, or is there information about student progress [such as CBM data] that can be documented for family information.)

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**Instructional Strategies:** (Teacher approach to helping students achieve the learning objectives and meet their needs; be specific about any strategies that will address the differentiated objectives. Be sure to identify each strategy using academic language.)

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*There should be a student response for each part of the teacher modeling. Number each step. This is where you give all the details about what you will be doing in class to lead the lesson. Label your anticipatory set, (how will you get students interested in the lesson?)*

**Learning Activities:**

**Co-Teaching Model(s) Used in this Class (circle):** One Teach/One Assist

One Teach/One Observe Station Teaching Parallel Teaching Supplemental Teaching

Alternative Teaching Team Teaching

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| --- | --- | --- | --- |
| **Time (specify segment of class: anticipatory set, review of prior knowledge, intro, activity, modeling, guided practice, independent practice, review/conclusion)** | **Sped Teacher (responsibilities/roles/tasks at each step)** | **Gen Ed Teacher (responsibilities/roles/tasks at each step)** | **Students (tasks at each step)** |
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**Extensions:** (Activities for early finishers that extend the students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way. How will you manage this within the co-taught dynamic? Will both co-teachers be responsible for this task, or only one? Who?)

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**Follow-up to Today's Lesson:** (Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts; may be incorporated tomorrow or throughout the unit. How will you manage this within the co-taught dynamic?) Will both co-teachers be responsible for this task, or only one? Who?)

**Additional Information:** (Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson)

**Daily Lesson Reflection—At least *Discuss* with Co-Teacher (if at all possible)**

**A. What did you see students doing while you were teaching this lesson? (e.g., Students seemed to be paying attention to “other” teacher; students in my group seemed to consistently look to my co-teacher for assistance; students with IEPs in co-teacher’s group came, on their own, to join my group)**

**B. What did you hear students say while you were teaching this lesson? (e.g., One student was trying to argue with general ed teacher about the assignment; students were heard, talking among themselves, how they liked “having two teachers;” one student told me she was “confused” by having teachers doing two different things at the same time (i.e., “alternative teaching”)**

**C. Do you believe this lesson was effective? How do you know? (e.g., I believe this lesson was effective because students in both groups appeared to be actively engaged; I believe this lesson was effective because my co-teacher and I moved in and out of lead and assist roles seamlessly while team teaching; I believe this lesson was not as effective as it could have been because, while I was observing, more than one student seemed to struggle to understand info being presented)**

**D. Consider your teaching behaviors during the lesson (with focus on SCREAM). What did you do that was effective or ineffective? How were your rate of delivery, repetition, clarity, and enthusiasm? (e.g., I saw a lot of blank faces early in the lesson, so I asked my co-teacher how she would define the concept, “perimeter.” For each new vocabulary word included in the lesson, both my co-teacher and I used the word in a sentence, to provide the students with multiple examples.)**

**E. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if you taught this lesson again? Be specific. Do NOT just say I would not change a thing. (e.g., The next time I teach this lesson I would set up parallel teaching instead of station teaching, because several students did not seem able to comfortable handle the independent work at stations that were not teacher led.))**

**F. Based on what you saw and heard, what will you differently tomorrow about classroom management? (e.g., The next time I teach this activity I will design it as a “one teach, one observe” session, and ask my co-teacher to observe my presentation and provide me with suggestions for dealing with student’s lack of engagement. OR…. The next time I am asked to teach this lesson, I will request we implement it as “one teach, one assist,” with my co-teacher taking the lead.**