Think about what you can take away for your own setting

IDEAS

DISCUSSION POINTS

☑ INTERESTING and USEFUL STRATEGIES

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Coach and team for feedback

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Time Challenge

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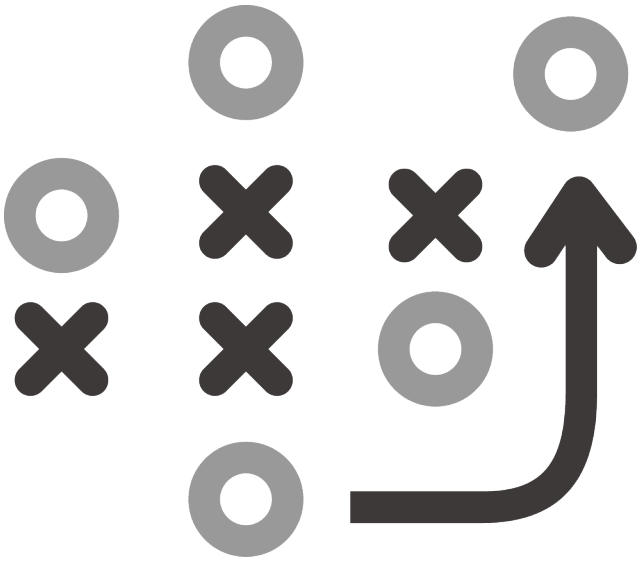
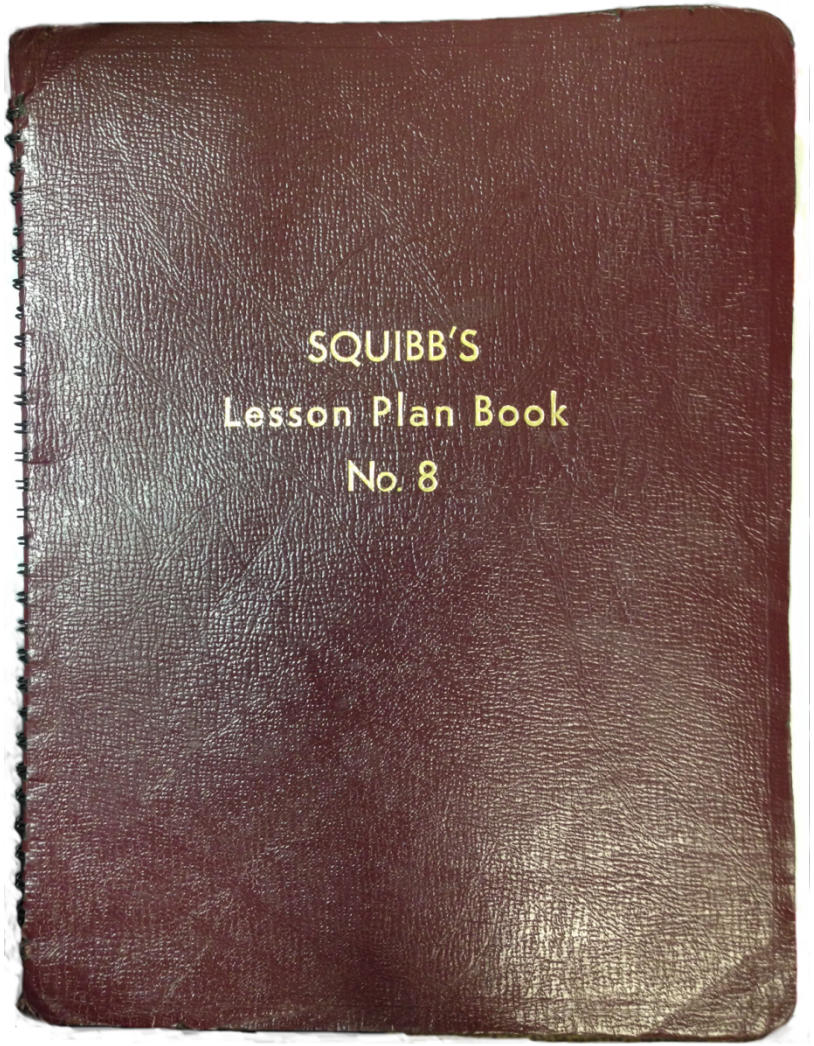
Obstacles

Different in preparation





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Text based lesson plans

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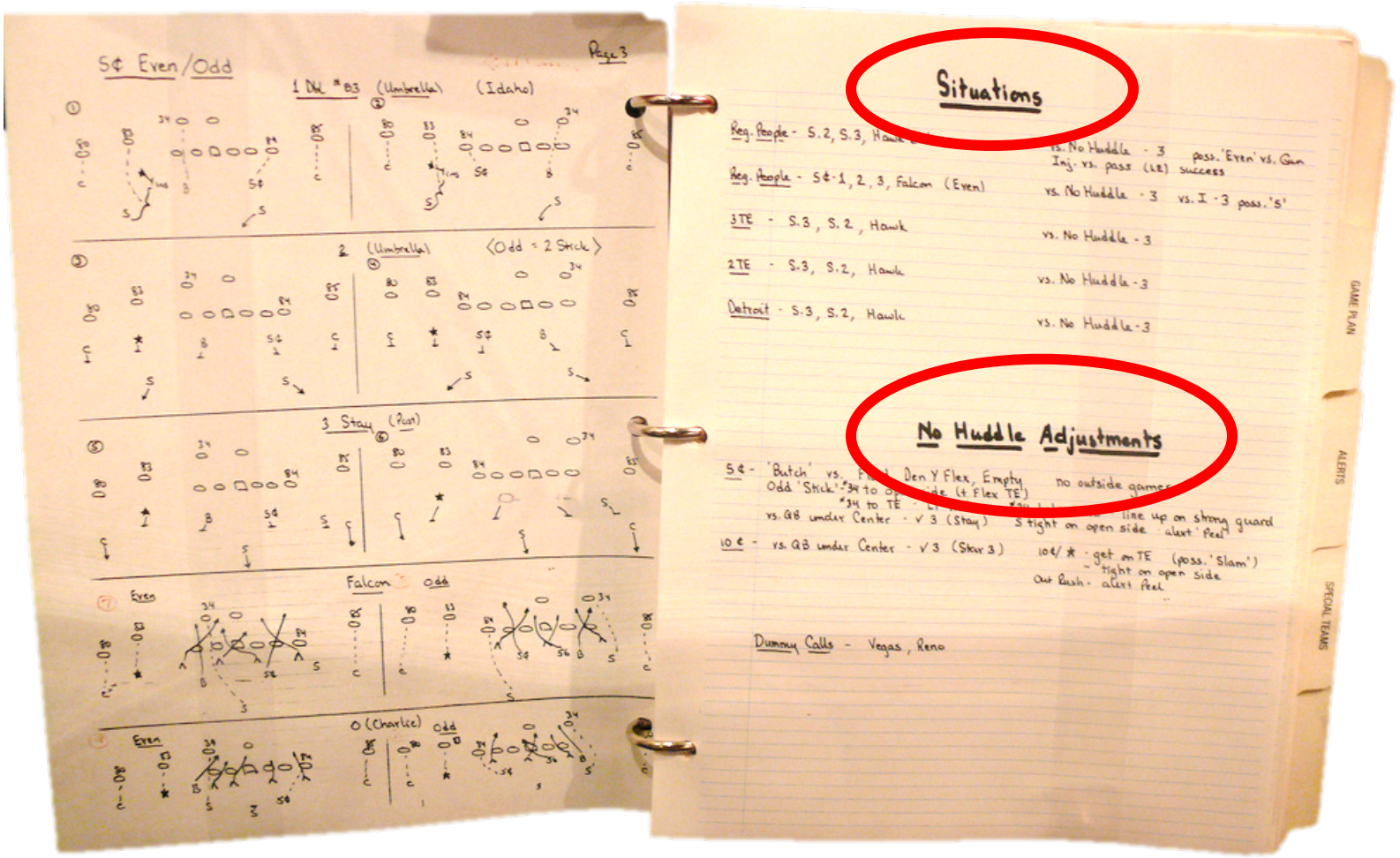
A Playbook of Practiced Plays



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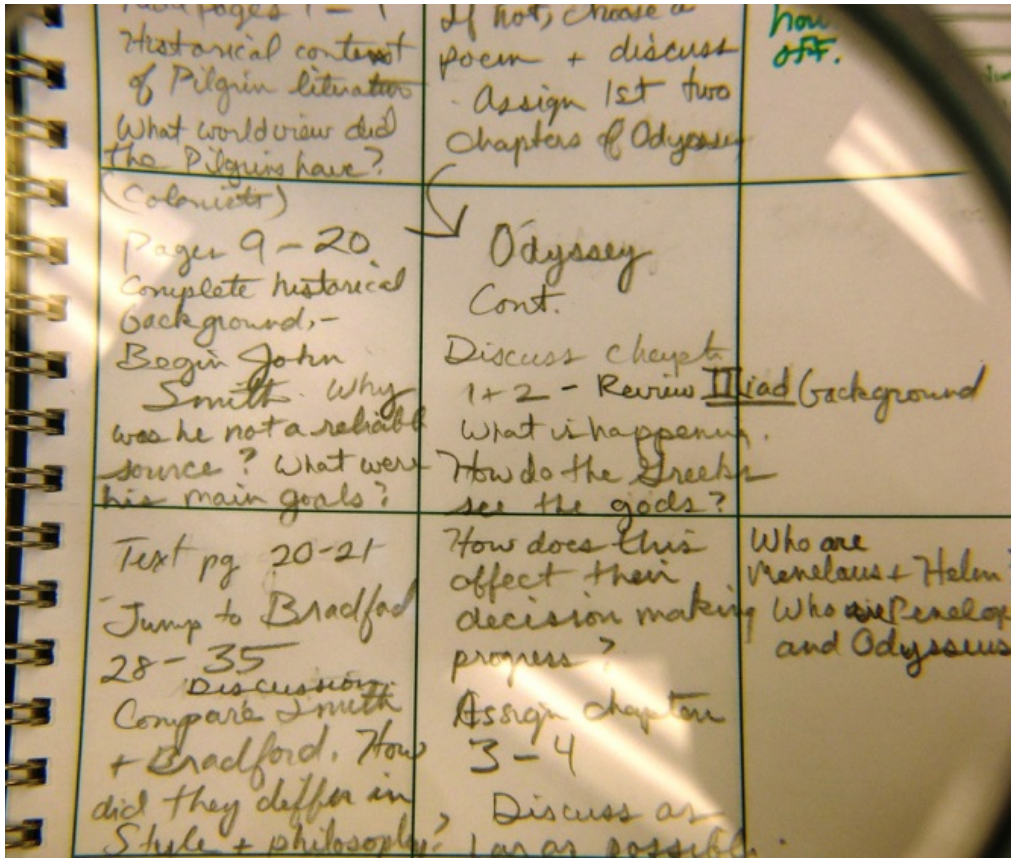
Used once



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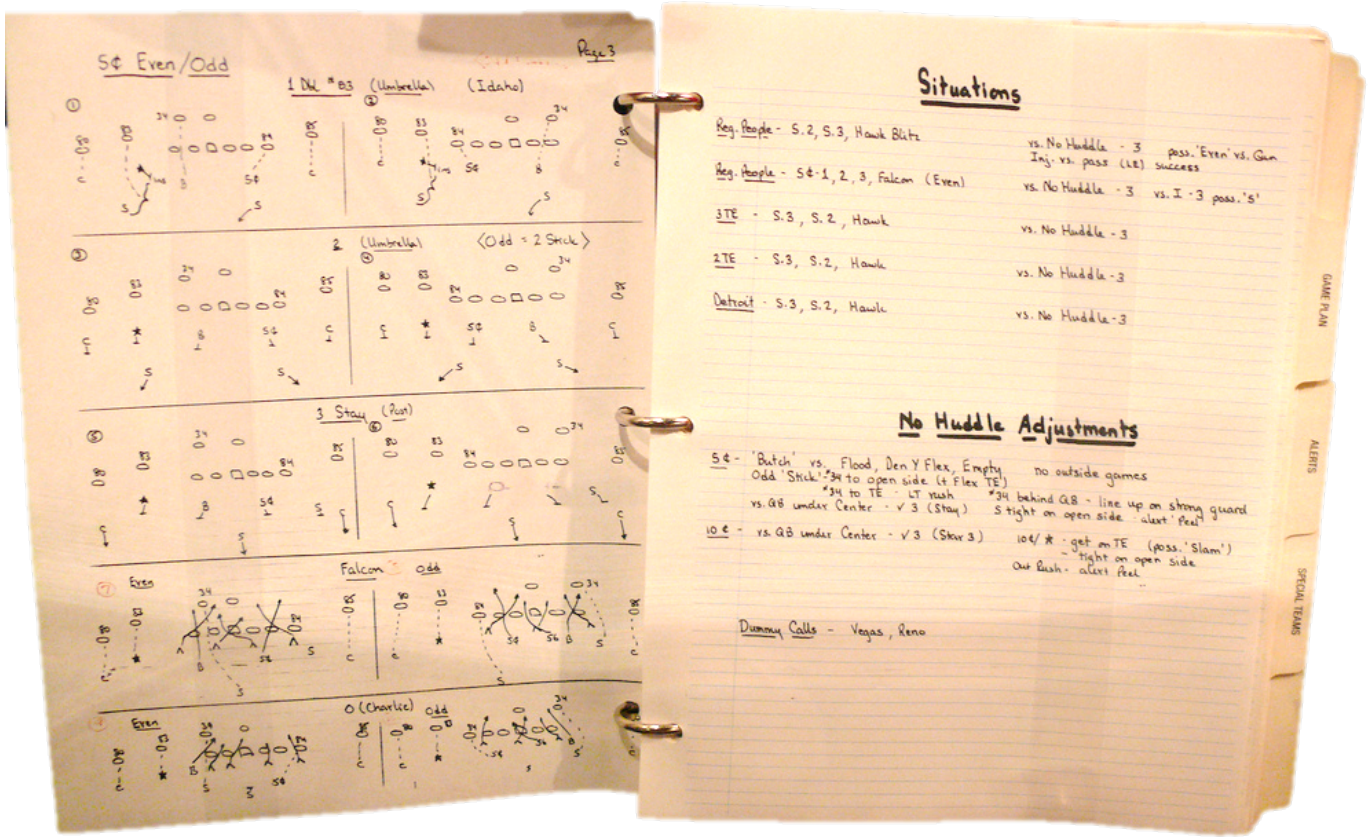
Used frequently



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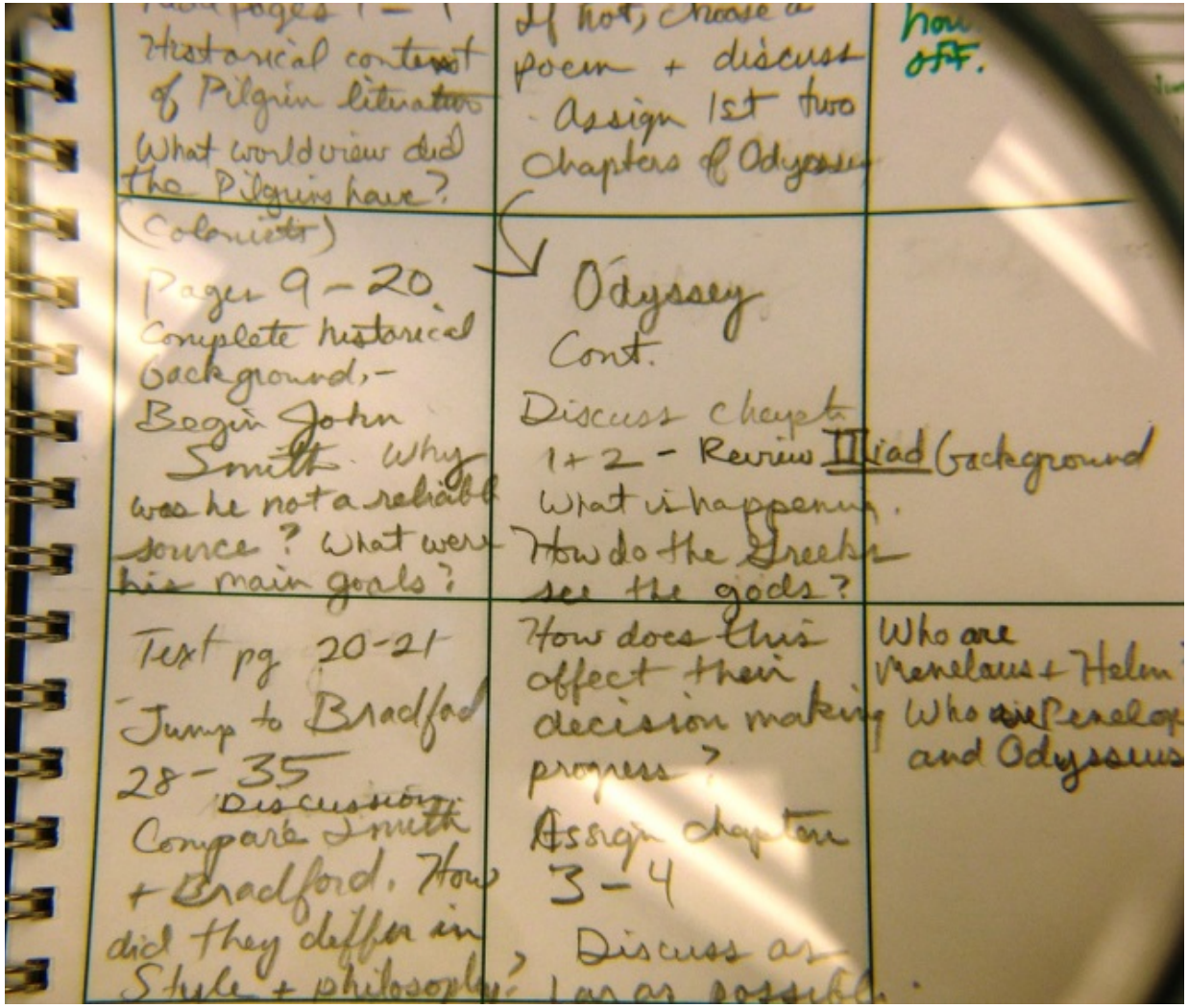
Made for teachers



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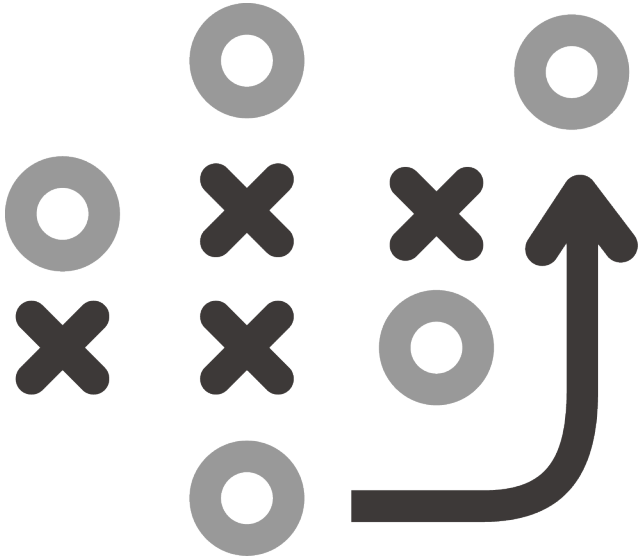
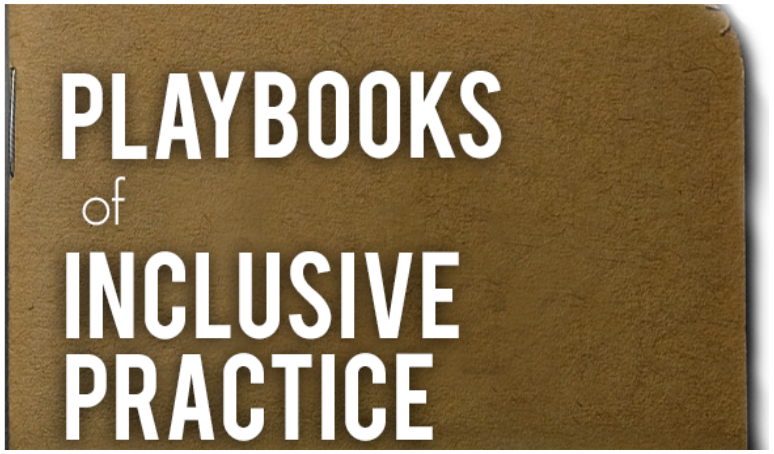
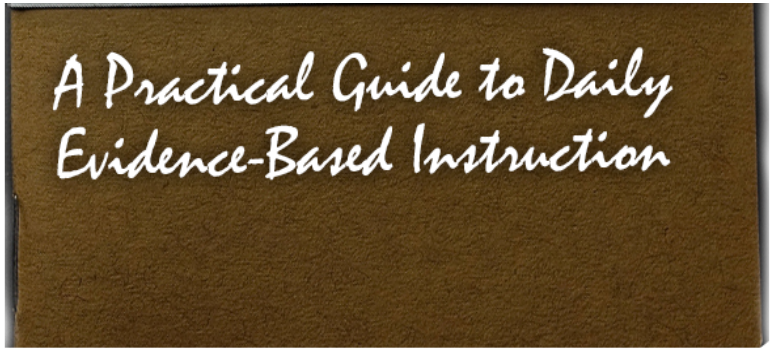
Made for the team



Problem of Whole Group Instruction

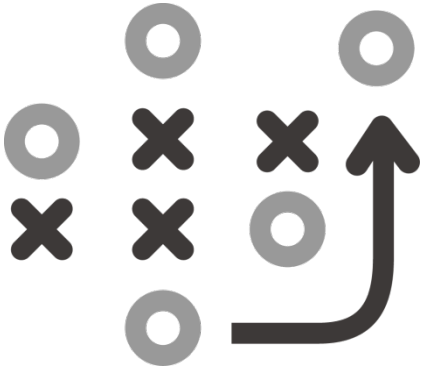

PLAYBOOKS
of
INCLUSIVE
PRACTICE

Co-Teaching


A Practical Guide to Daily
Evidence-Based Instruction

Planned Once

Used Often



Designed to Use Team's Strengths

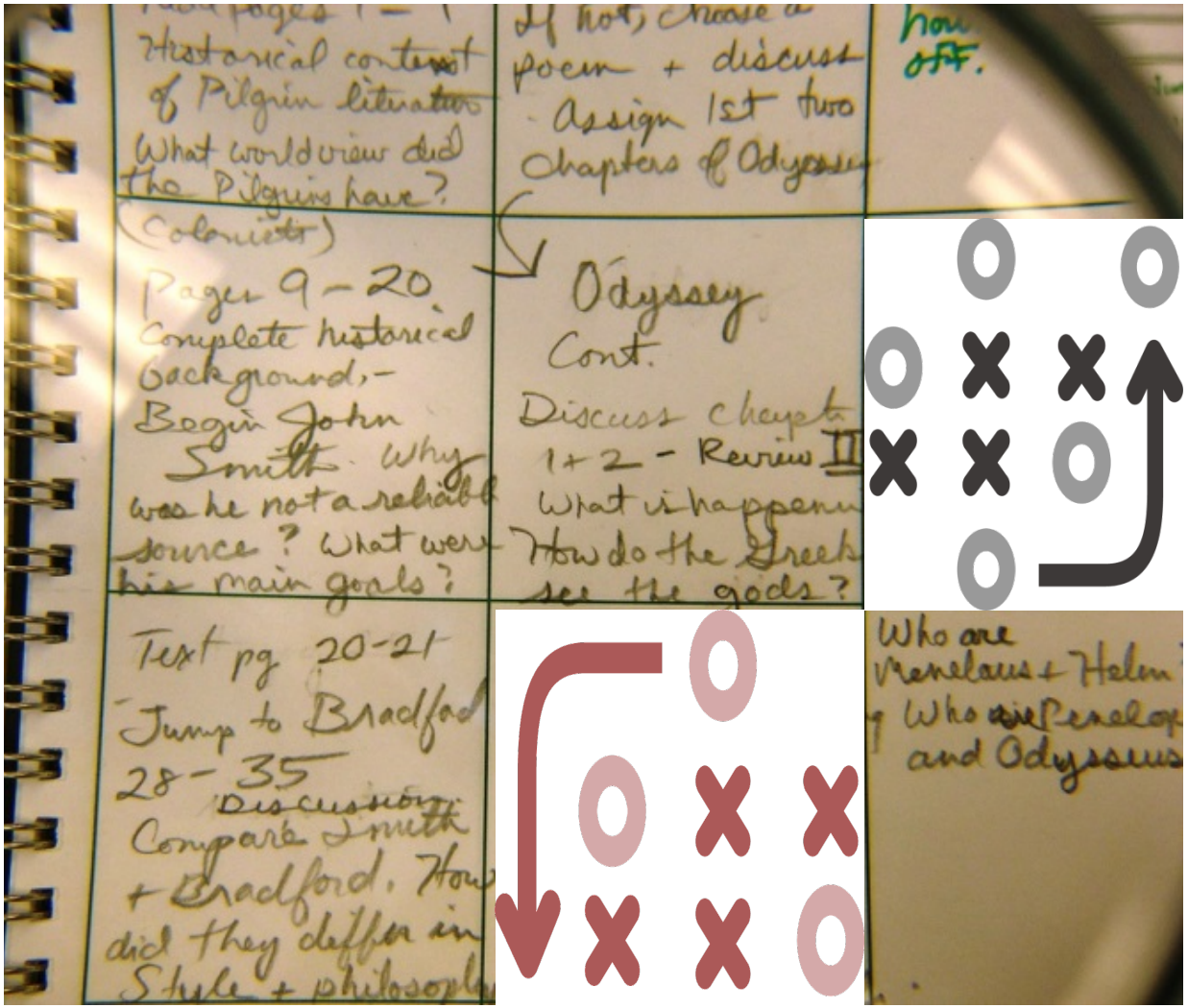
Saves planning time

Used Flexibly to Respond to Obstacles

Visual

Shared

Lesson Plan with “Plays”



Today's Agenda

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Agenda

Introduction to Co-Teaching Playbook

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Agenda

Introduction to Co-Teaching Playbook

Part I Transform a Lesson into “Plays”

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Agenda

Introduction to Co-Teaching Playbook

Part I Transform a Lesson into “Plays”

Part II Example Lesson in Seven Plays

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Introduction to Co-Teaching Playbook

Part I Transform a Lesson into “Plays”

Part II Example Lesson in Seven Plays

Part III More Plays for Your Playbook

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Introduction to Co-Teaching Playbook

Part I Transform a Lesson into “Plays”

Part II Example Lesson in Seven Plays

Part III More Plays for Your Playbook

Part IV Why Plays are Effective

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Agenda

Introduction to Co-Teaching Playbook

Part I Transform a Lesson into “Plays”

Part II Example Lesson in Seven Plays

Part III More Plays for Your Playbook

Part IV Why Plays are Effective

Next Steps & Questions

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Take the Quiz to Earn a Professional Learning Certificate

Co-Teachers create a playbook of "plays" for: *

- ○ each individual lesson.
- ○ routine parts of lessons including entrance, opening, work correction, review, vocabulary instruction, and other instructional parts that occur in most units.

The parts of an instructional "play" are: (check all that apply) *

- ☐ Learning Goal
- ☐ Starting Position
- ☐ memorable action pattern with inclusive directions (roles, turns, rules, and time)
- ☐ Quality criteria

To accomplish the instructional goal during the "play" co-teachers: (check all that apply) *

- ○ listen and observe students to collect assessment data.
- ○ offer a specific type of feedback (completion, challenge questions, or concerns and suggestions).
- ○ provide specialized instruction – specific strategy, explicit instruction, or modified instruction to a small group.
- ○ wander from group to group to repeat directions.

Effective instructional "plays" have these qualities: *

- ☐ accomplish a specific instructional goal that is shared with students.
- ☐ are efficient: the time spent is in balance with learning gains
- ☐ provides students with opportunity to monitor their own learning
- ☐ provides teachers with assessment data organized by patterns or groups
- ☐ plans for both co-teachers' to provide instruction (teach or assess, not manage)

"Zoning" is: (check all that apply) *

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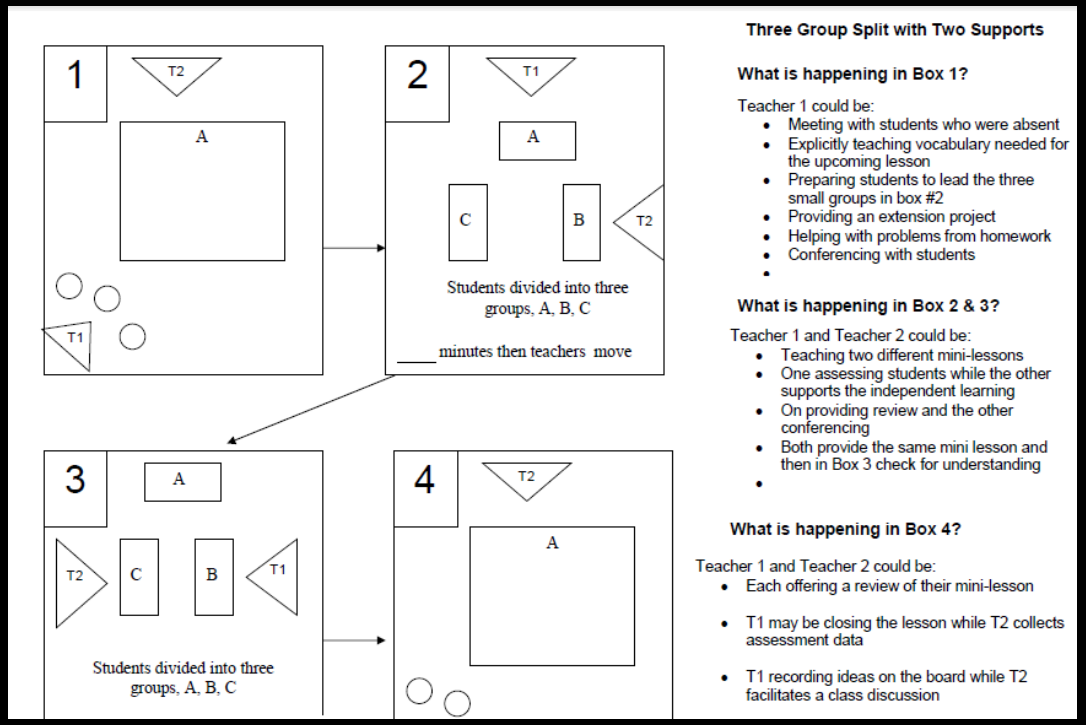
Download Our Handout for Support in Designing a Playbook



Three Group Split with Two Supports

What is happening in Box 1?

Teacher 1 could be:

- Meeting with students who were absent
- Explicitly teaching vocabulary needed for the upcoming lesson
- Preparing students to lead the three small groups in box #2
- Providing an extension project
- Helping with problems from homework
- Conferencing with students
-

What is happening in Box 2 & 3?

Teacher 1 and Teacher 2 could be:

- Teaching two different mini-lessons
- One assessing students while the other supports the independent learning
- On providing review and the other conferencing
- Both provide the same mini lesson and then in Box 3 check for understanding
-

What is happening in Box 4?

Teacher 1 and Teacher 2 could be:

- Each offering a review of their mini-lesson
- T1 may be closing the lesson while T2 collects assessment data
- T1 recording ideas on the board while T2 facilitates a class discussion

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Read about How Teachers Have Used Playbooks

Co-Teaching Playbooks: Secondary Classrooms' Solution to Limited Time and Shared Content Knowledge

Imagine the secondary inclusive classroom as a football team working toward a common goal. The game and classroom share challenges such as a clock limiting time. However, coaches and educators differ in how they prepare. Educators write text-based individual lesson plans that are hard to adjust once in motion while coaches rely on visual maps of plays that are used spontaneously in response to needs that occur during a game. Lesson plans are used once in each unit, whereas *playbooks* are planned once and used frequently in many games. Lesson plans are made for teachers, but playbooks are shared with the team, including specific roles and actions that use the strengths of each player. *Playbooks* are efficient and flexible, the qualities we needed in our co-taught lessons for students with a wide range of academic needs.

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Goal for Today

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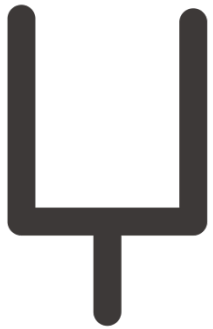
Goal for Today



- Plan and implement an “instructional play”.

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Starting Position

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ALL-ED

All Learners Learning Every Day

Domino Discover

Elbow Exchange

Think Talk Open Exchange

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ALL-ED Playbook of Practices

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Part I

Transform a Lesson into Plays

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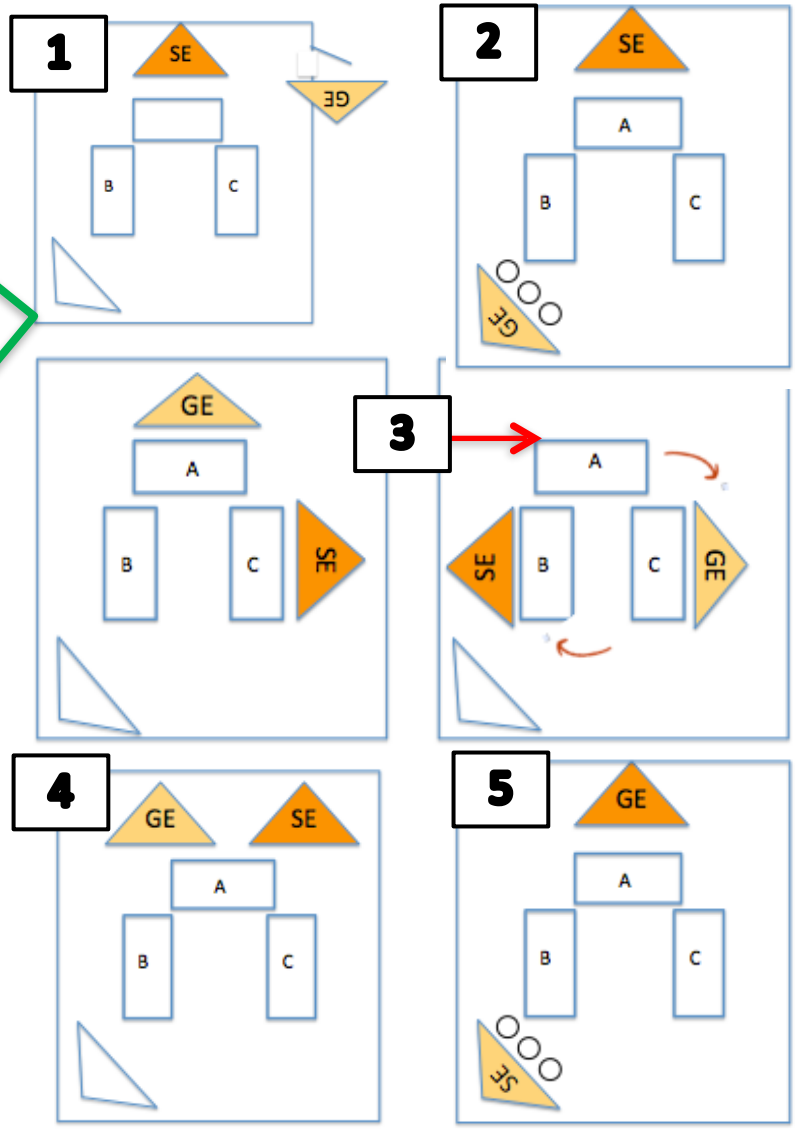
Agenda

1. Do Now
2. Mini-lesson
3. Group Work
4. Discussion
5. Closing

Agenda

1. Entrance
2. Opening
3. Group Activity
4. Discussion
5. Closing

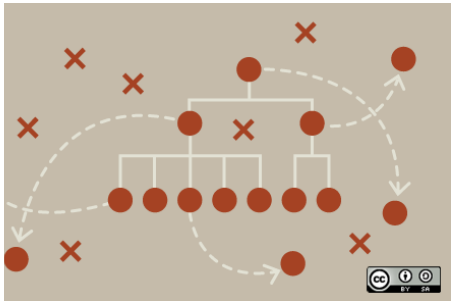


How Plays Work:

Four Parts

1. learning goals

3. action pattern



2. starting position

4. criteria

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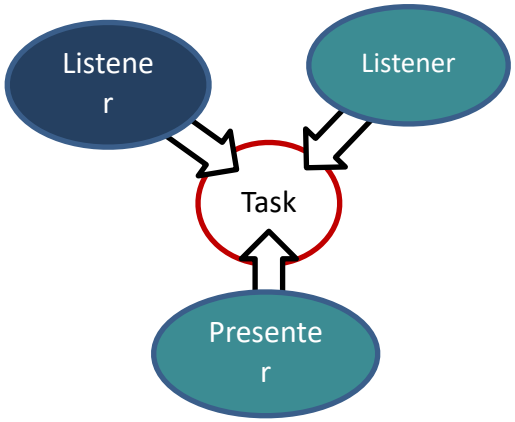
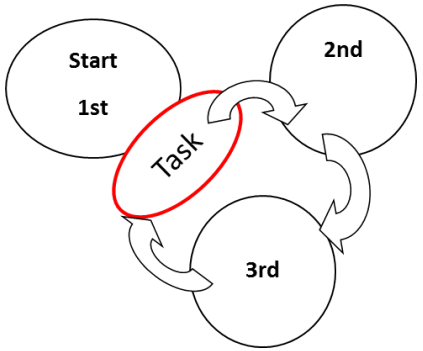
Inclusive directions for the Action Pattern

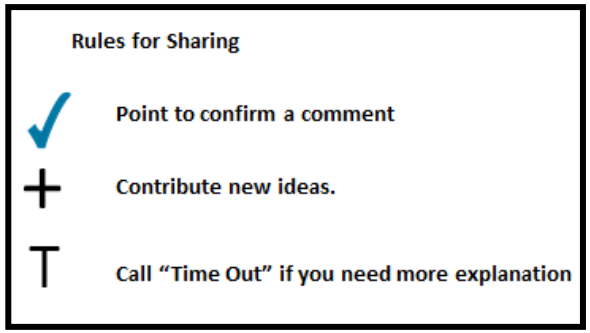
Roles



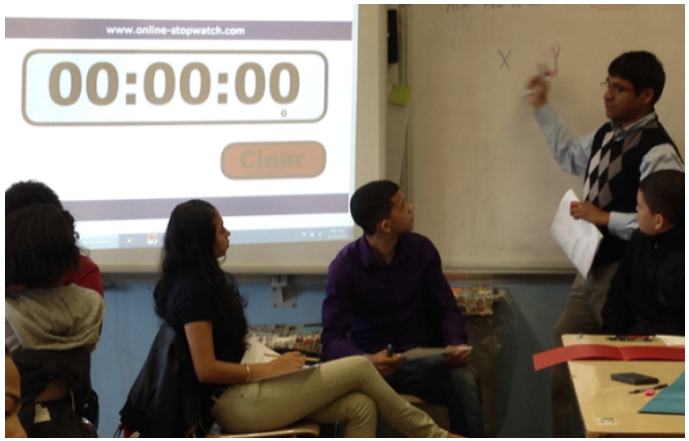
turns



Rules



Time



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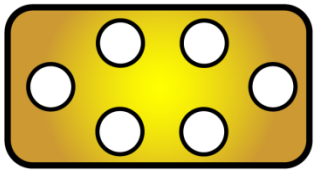
Playbooks

Educators

Special Educator

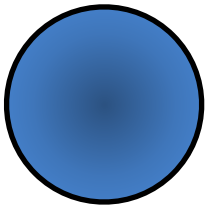
General Educator

Students



Sitting at Tables

Sitting in chairs, “knee to knee and eye to eye” or Standing in a group, “Toe to Toe”



Individual Students

Part II

Example Lesson in 7 Plays

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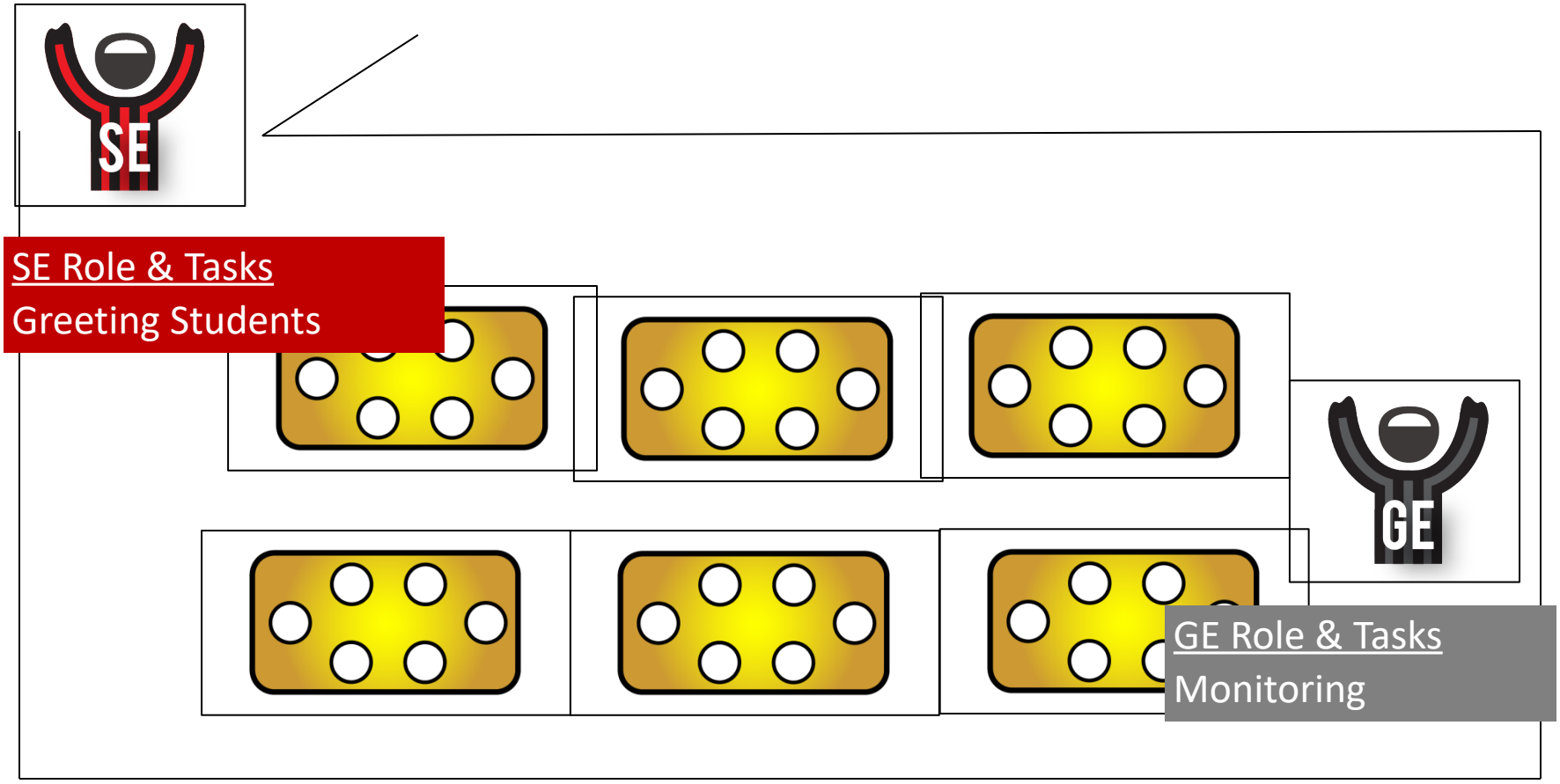
Students will understand the line of best fit and will be able to use a calculator to find the line of best fit.

Play	Time
1. Entrance	1 minute
2. Opening	5 minutes
3. Correction	7 minutes
4. Hook	5 minutes
5. Vocabulary Instruction	6 minutes
6. Team Challenge	23 minutes
7. Exit Card	3 minutes
7 Plays	50 minutes

PLAYBOOK

Entrance

1 minute



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PLAYBOOK

Entrance

1 minute

1 learning goals

2 starting position

3 action pattern

4 criteria

Find

Materials

Content

Mind on unit topic

Physical Space

Hands on pencil and notebook at home base seat

Within Group

On Your Own

Action

1. Enter
2. Greet
3. Organize

Inclusive directions

Roles

SE: *Welcomer*
GE: *Evaluator*
St: *Problem Solver*

Turns

ALL Together

Rules

1. Quiet
2. Find focus
3. Use classroom resources

Time

1 minutes

Must Haves

1. In seat before 1 min
2. Materials organized
3. On own – using help resources

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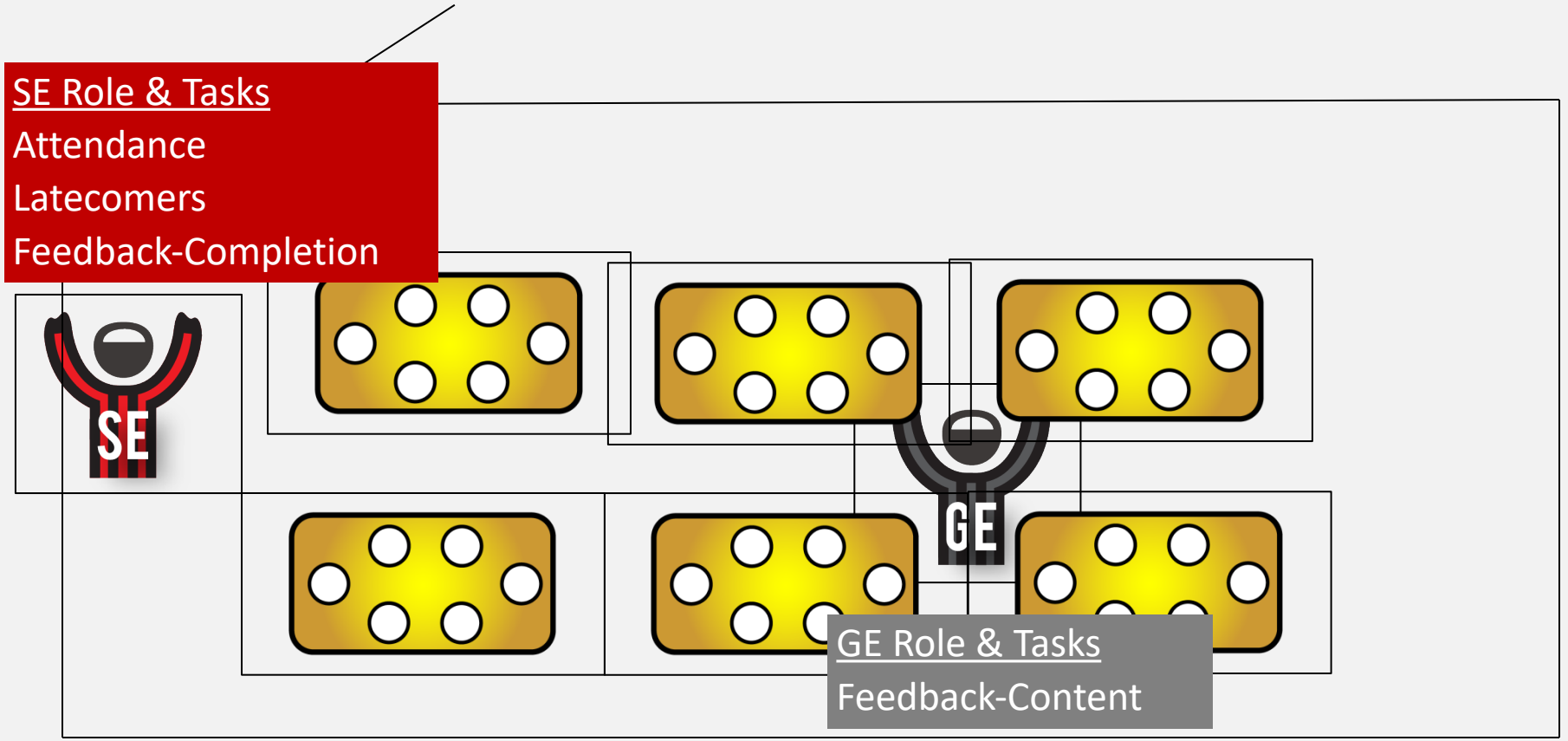
PLAYBOOK

Opening

5 minutes



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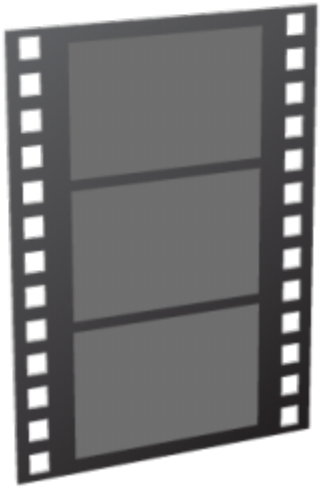
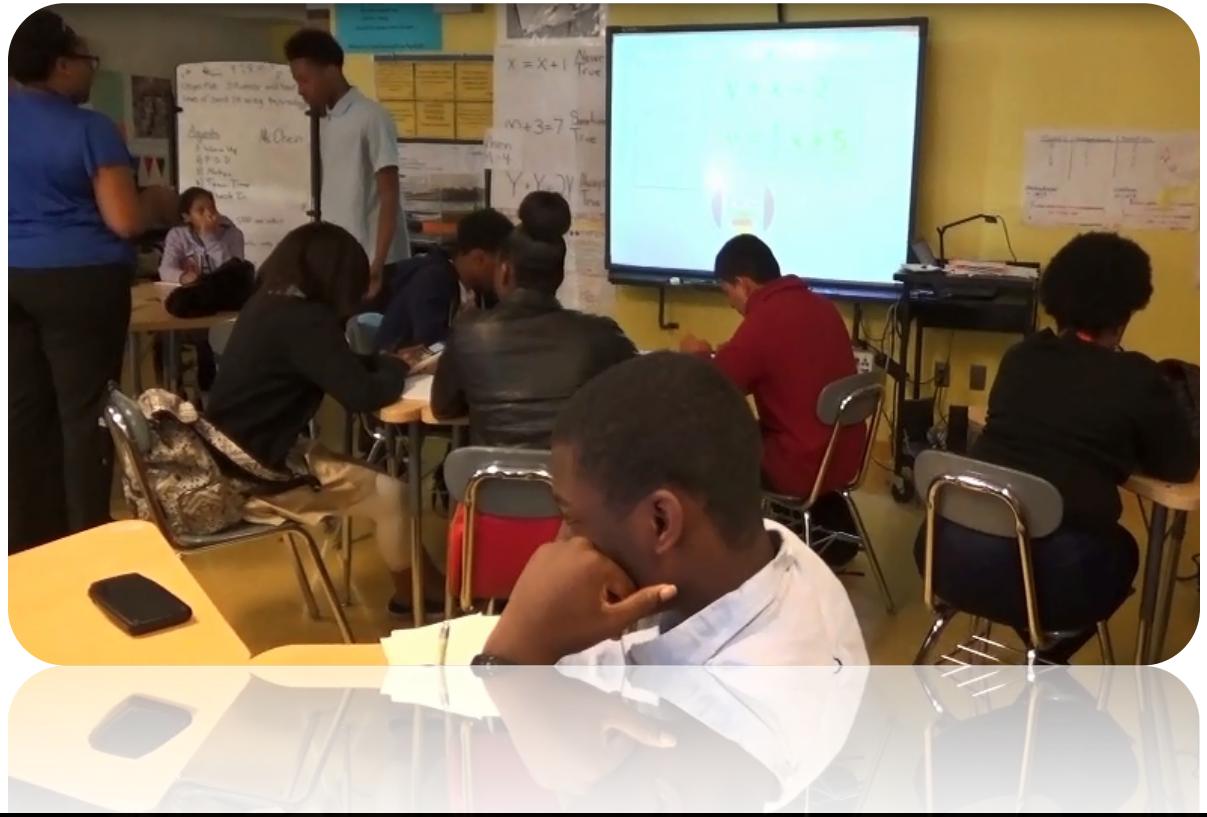
PLAYBOOK

Opening

5 minutes





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PLAYBOOK

Opening

5 minutes

1 learning goals

Find

Background Knowledge

2 starting position

Content

Mind on focus problem

Physical Space

Hands on pencil and notebook at home base seat

Within Group

On Your Own

3 action pattern

Action

1. Read
2. Think
3. Solve & Question

- Repeat another way

Inclusive directions

Roles

SE: *Admin, Feedback Completion*
GE: *Feedback Content*
St: *Problem Solver*

Turns

Unison

Rules

1. Use previous notes
2. Resources in room
3. Circle confusing parts

Time

5 minutes

4 criteria

Must Haves

1. Solve more than one way
2. Write answer in complete sentence

Amazing

- ❑ Use vocabulary
- ❑ Use “because”
- ❑ Represent in multiple ways

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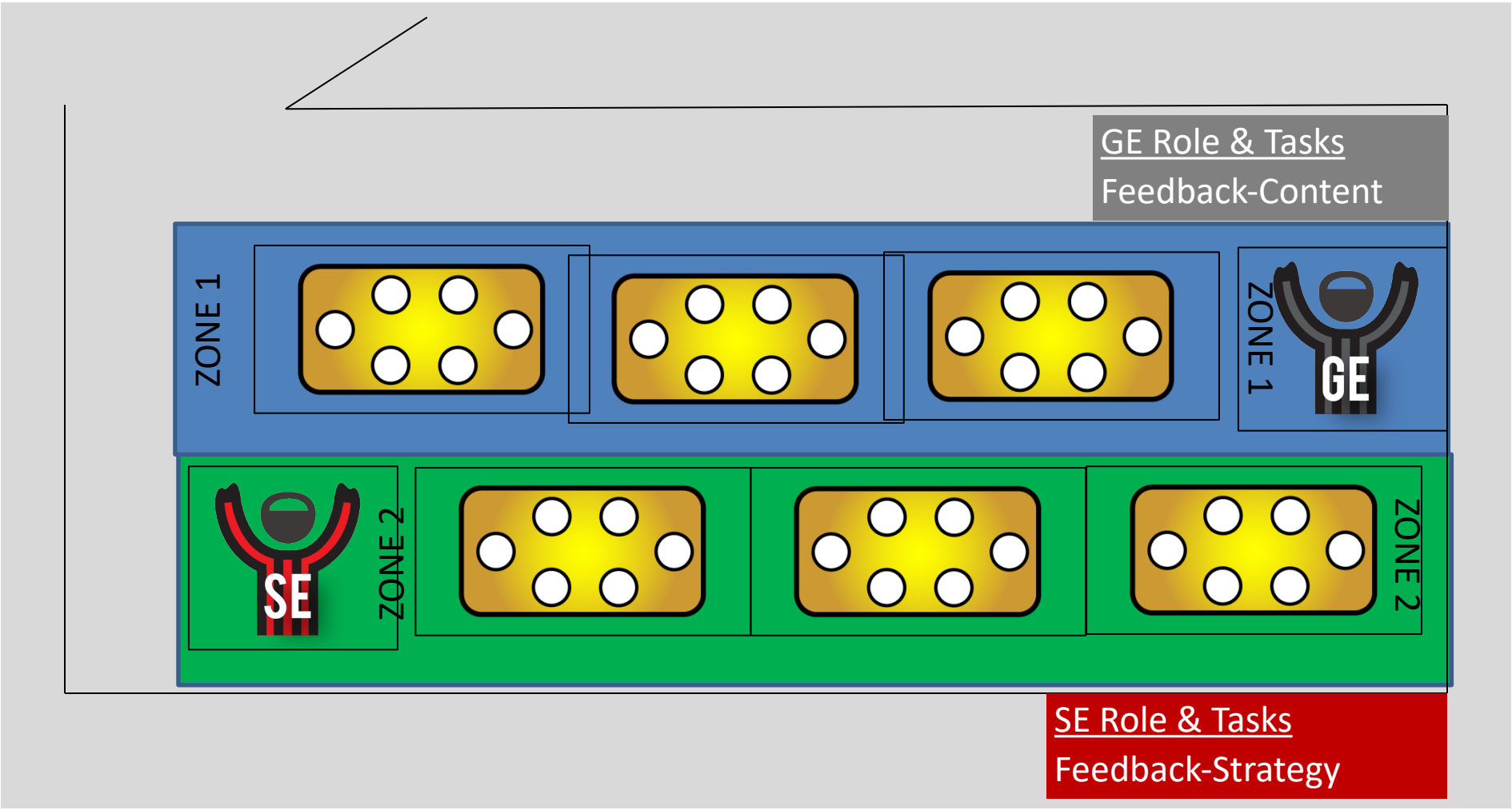
PLAYBOOK

Correction

7 minutes

Round One: Domino Discover – Share Answer or Question

Round Two: Table Talk to Help and Collaborate



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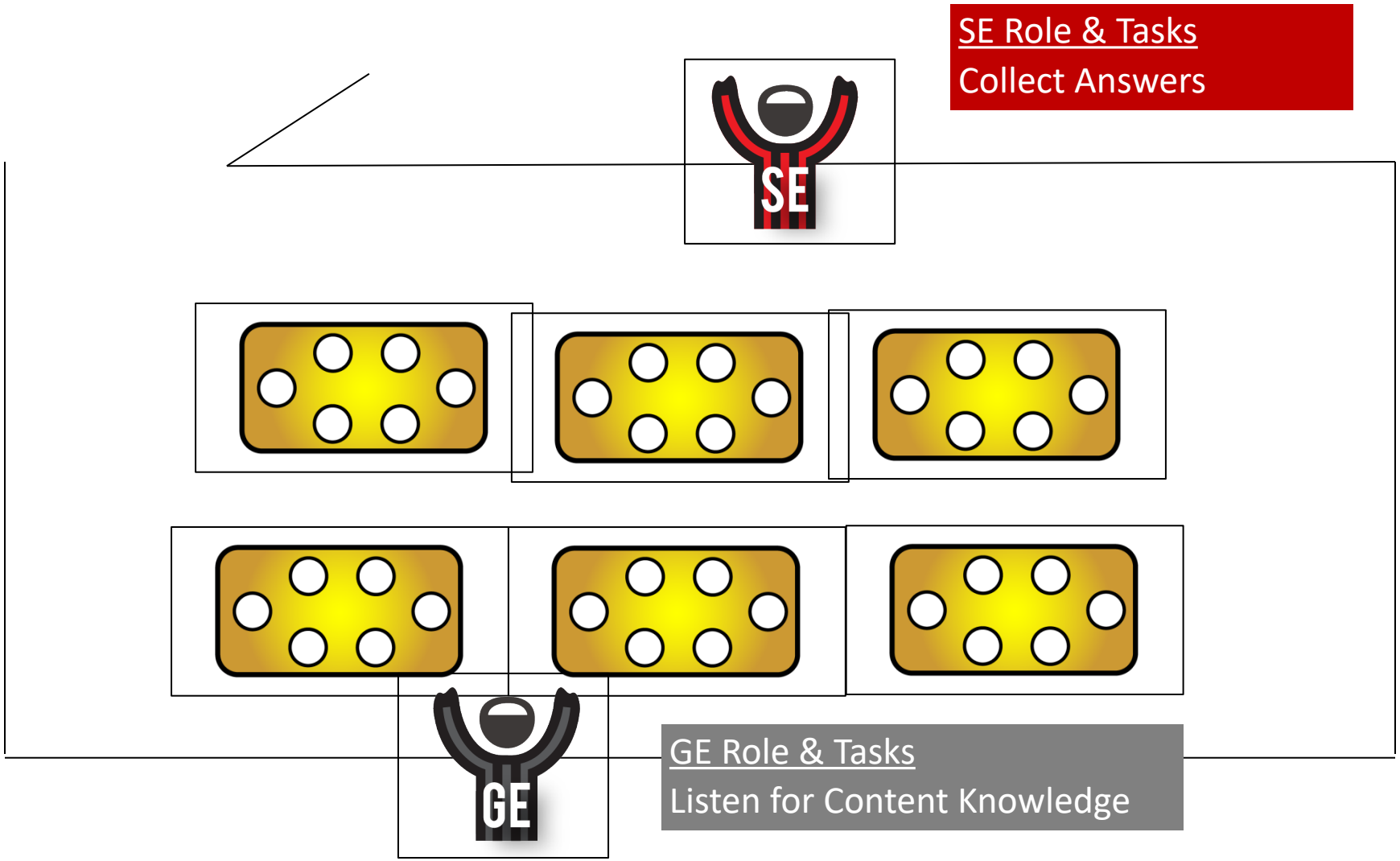
PLAYBOOK

Correction

7 minutes

Round Three: Table Reporters Share, Teacher Records



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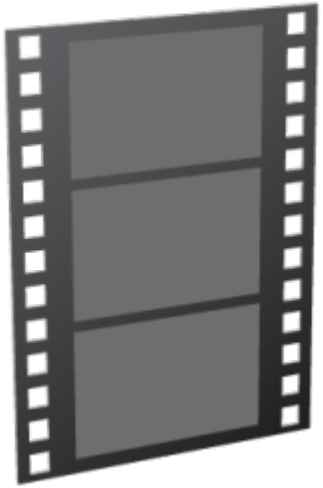
PLAYBOOK

Correction

7 minutes



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PLAYBOOK

Correction

7 minutes

1 learning goals

Help ✓

Collaborate ✓

2 starting position

Content

Use Opening Work

Physical Space

Table Teams

Within Group

Person with Answer Starts

3 action pattern

Action

Round 1: Individual
Round 2: Table Talk
Round 3: Shout Outs

Inclusive directions

Roles

GE: *Zone 1*
SE: *Zone 2*
St: *Speaker & Listener*

Turns

Round at Table

Rules

Idea to share
Two Back-Ups

Time 5 minutes

4 criteria

Must Haves

1. Solve more than one way
2. Use vocabulary words

Amazing

+ Add

Circle Vocabulary

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PLAYBOOK

Hook

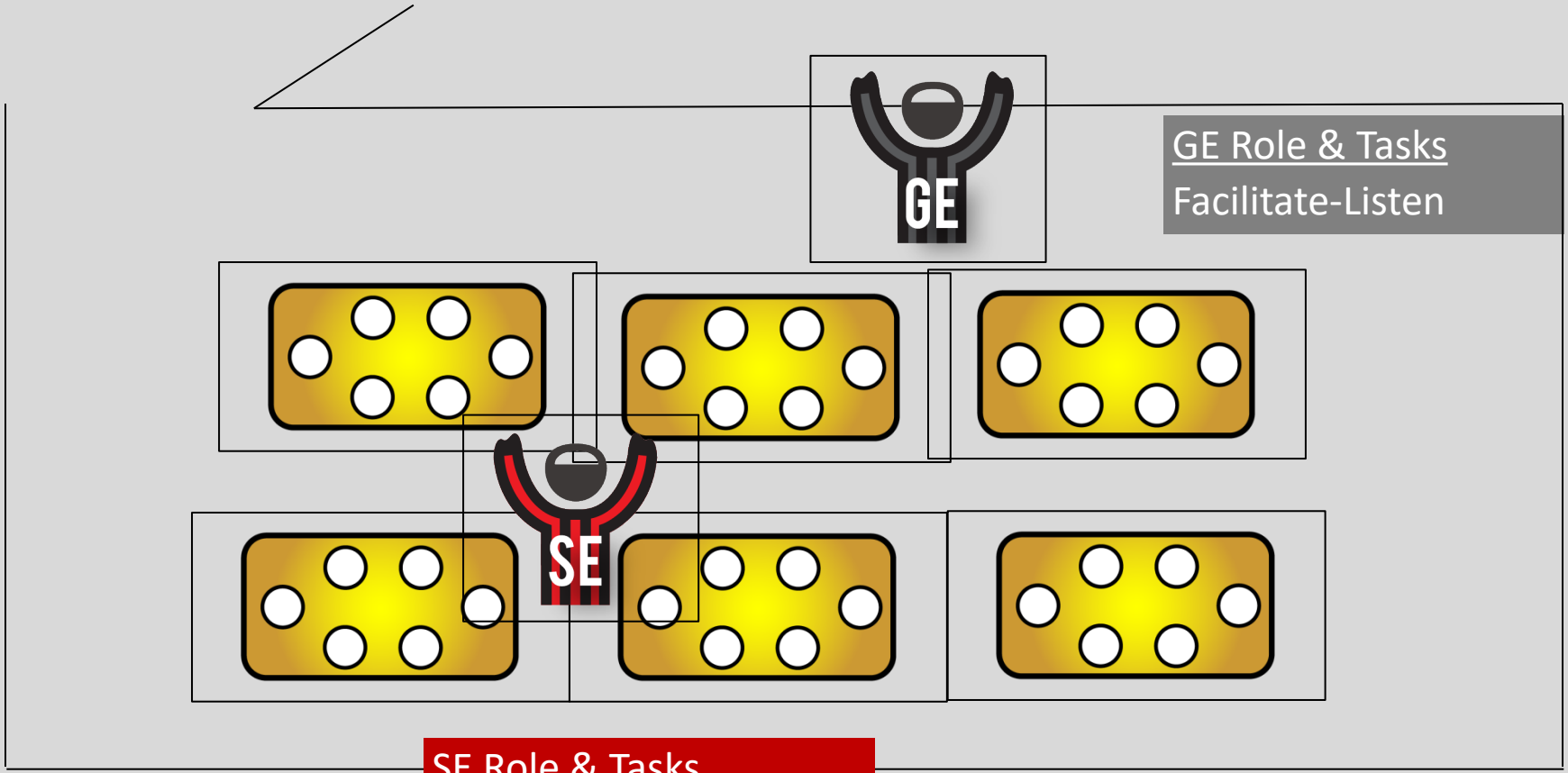
5 minutes

1 learning goals

2 starting position

3 action pattern

4 criteria



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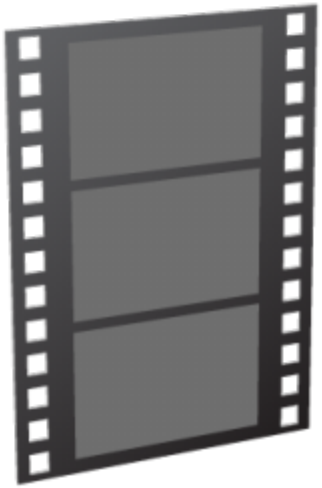
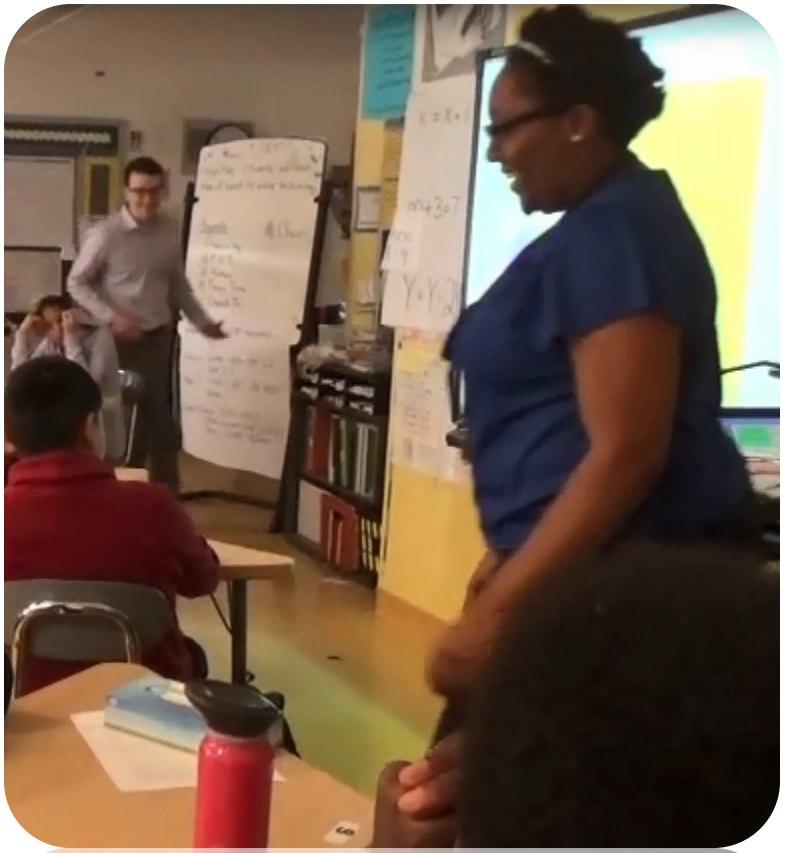
PLAYBOOK

Hook

5 minutes





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PLAYBOOK

Hook

5 minutes

1 learning goals

Find

2 starting position

Content

Individual Thinking

Physical Space

Table Teams

Within Group

Popcorn

3 action pattern

Action

1. *Think*
2. *Open Exchange*

Inclusive directions

Roles

GE: *Listener*
SE: *Recorder*
St: *Reporter/Listener*

Turns

Random

Rules

1. *Use Peers for Help*

4 criteria

Must Haves

Each person shares their thinking

Amazing

Use Vocabulary

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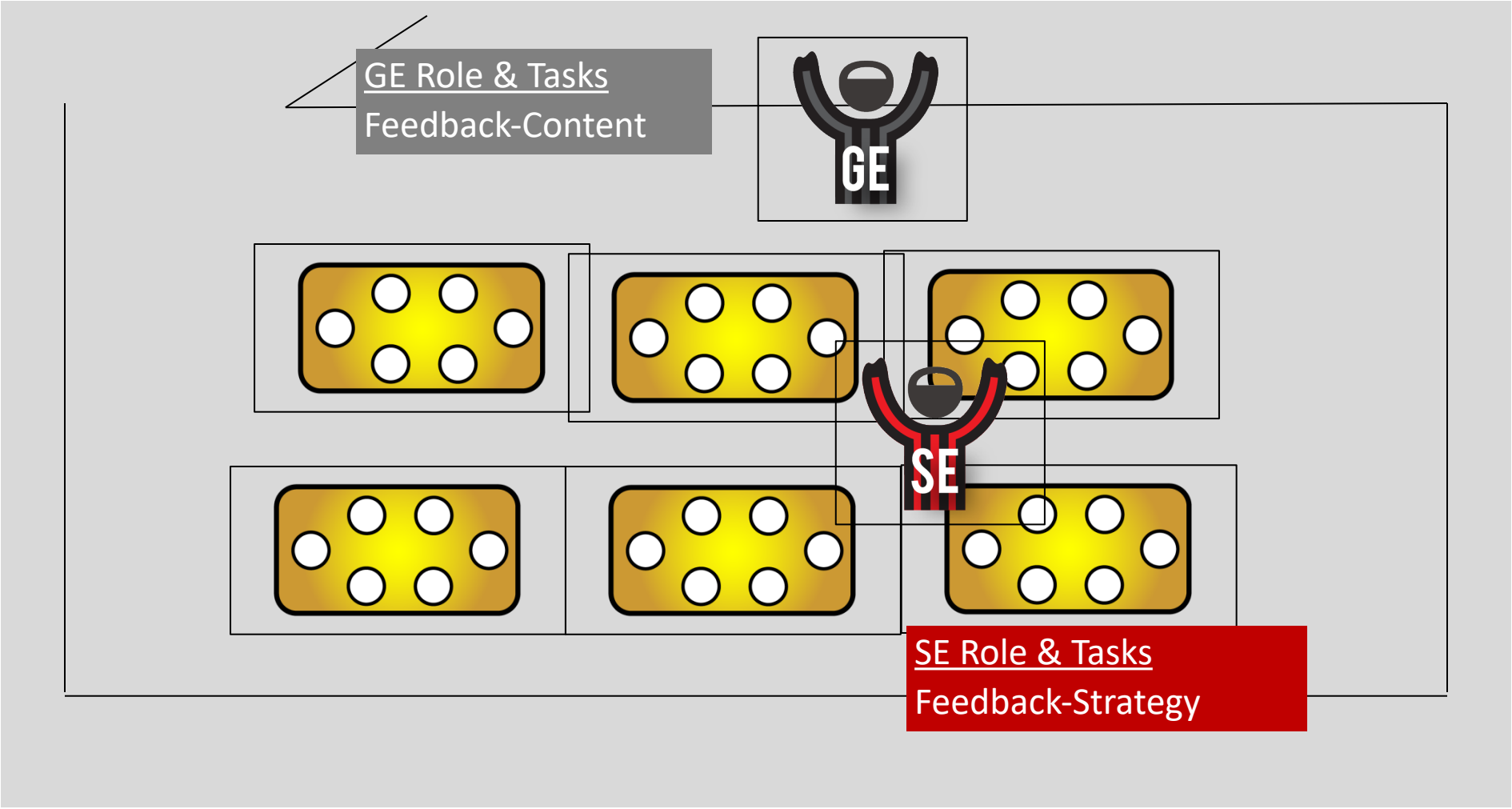
PLAYBOOK

Vocabulary Instruction

6 minutes

1. Whole Group: Explicit Instruction of Vocabulary Word



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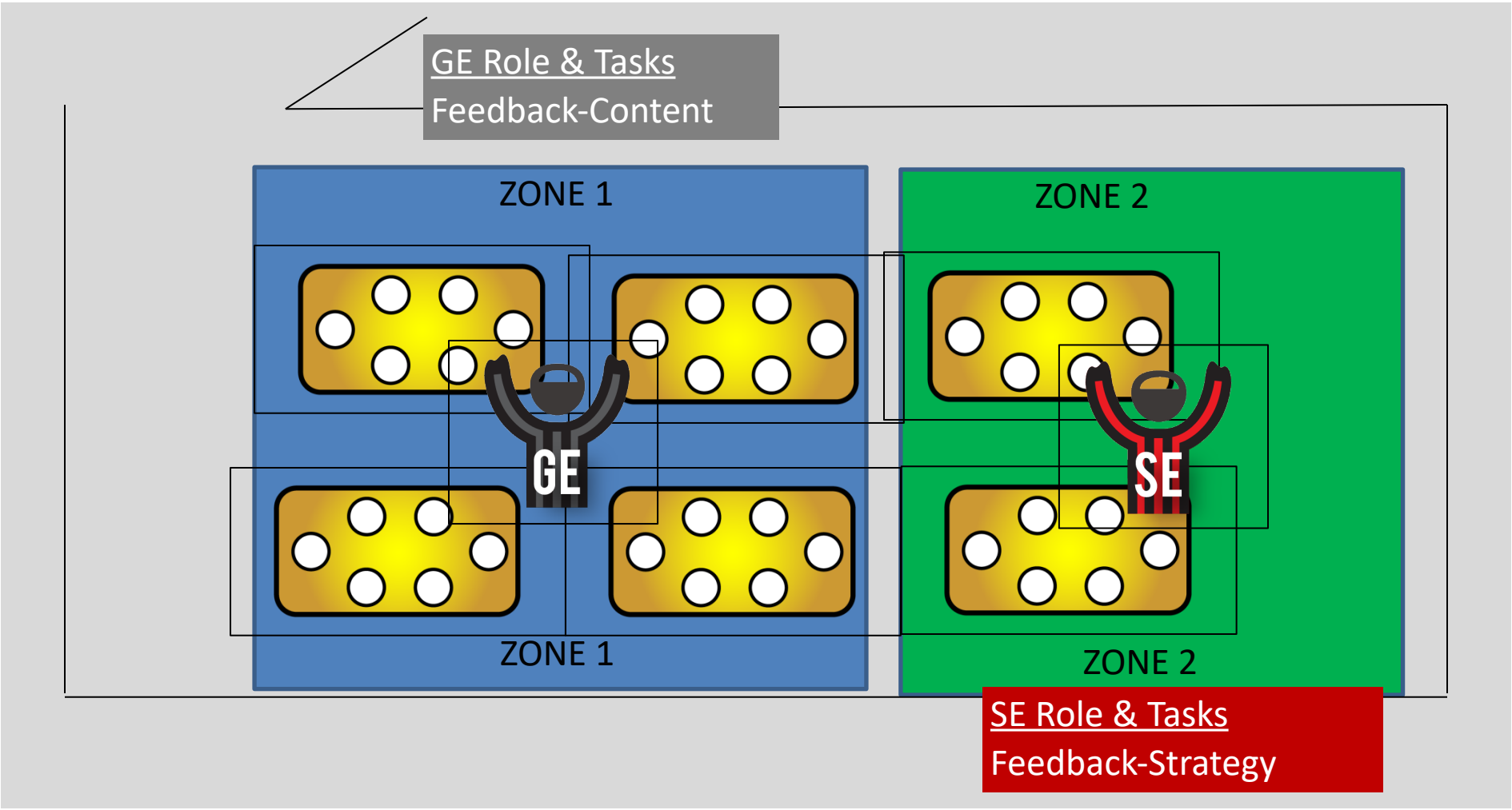
2. Whole Group: Monitoring of Writing Definition



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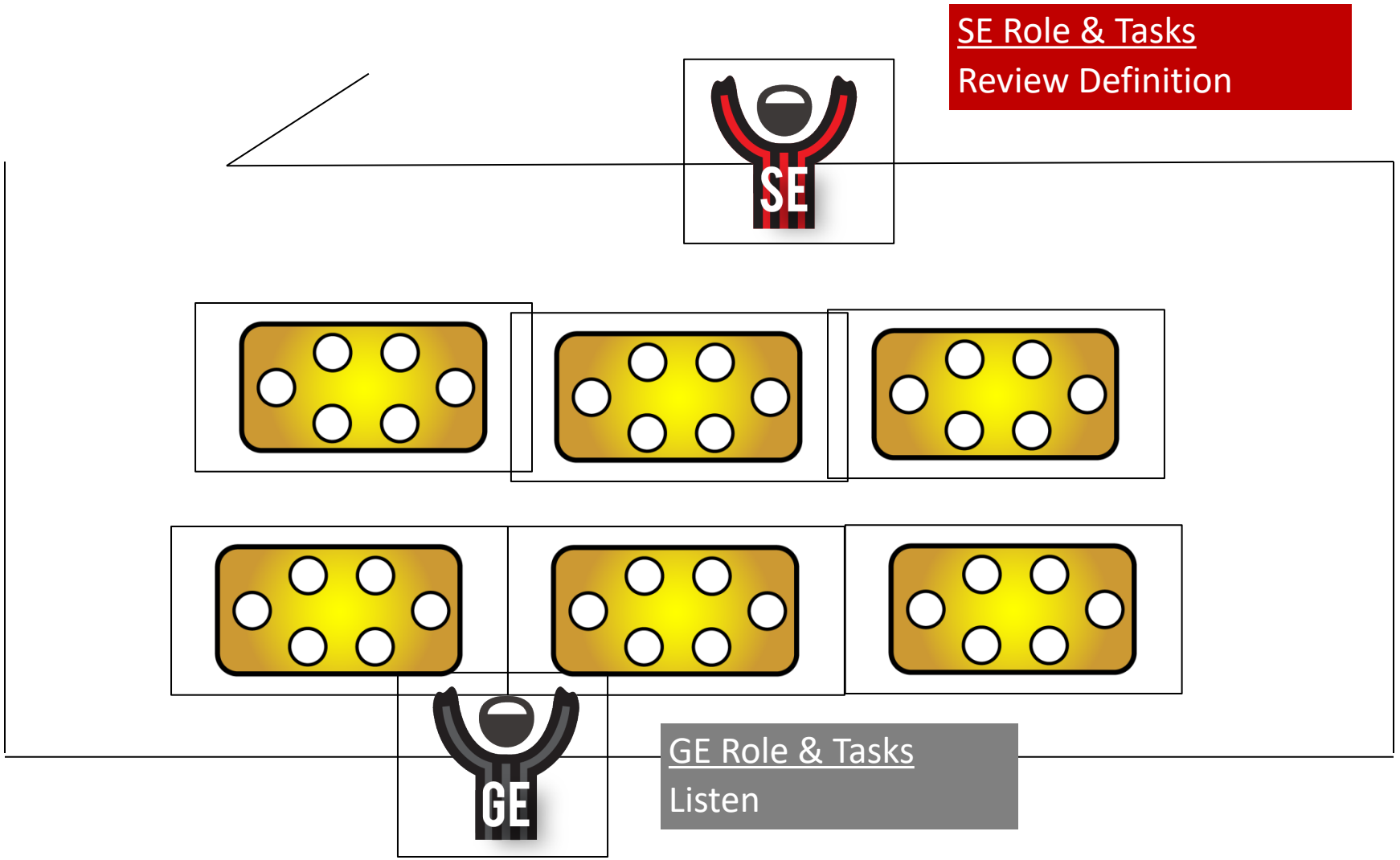
PLAYBOOK Vocabulary Instruction

6 minutes

3. Whole Group: Example of Vocabulary Word



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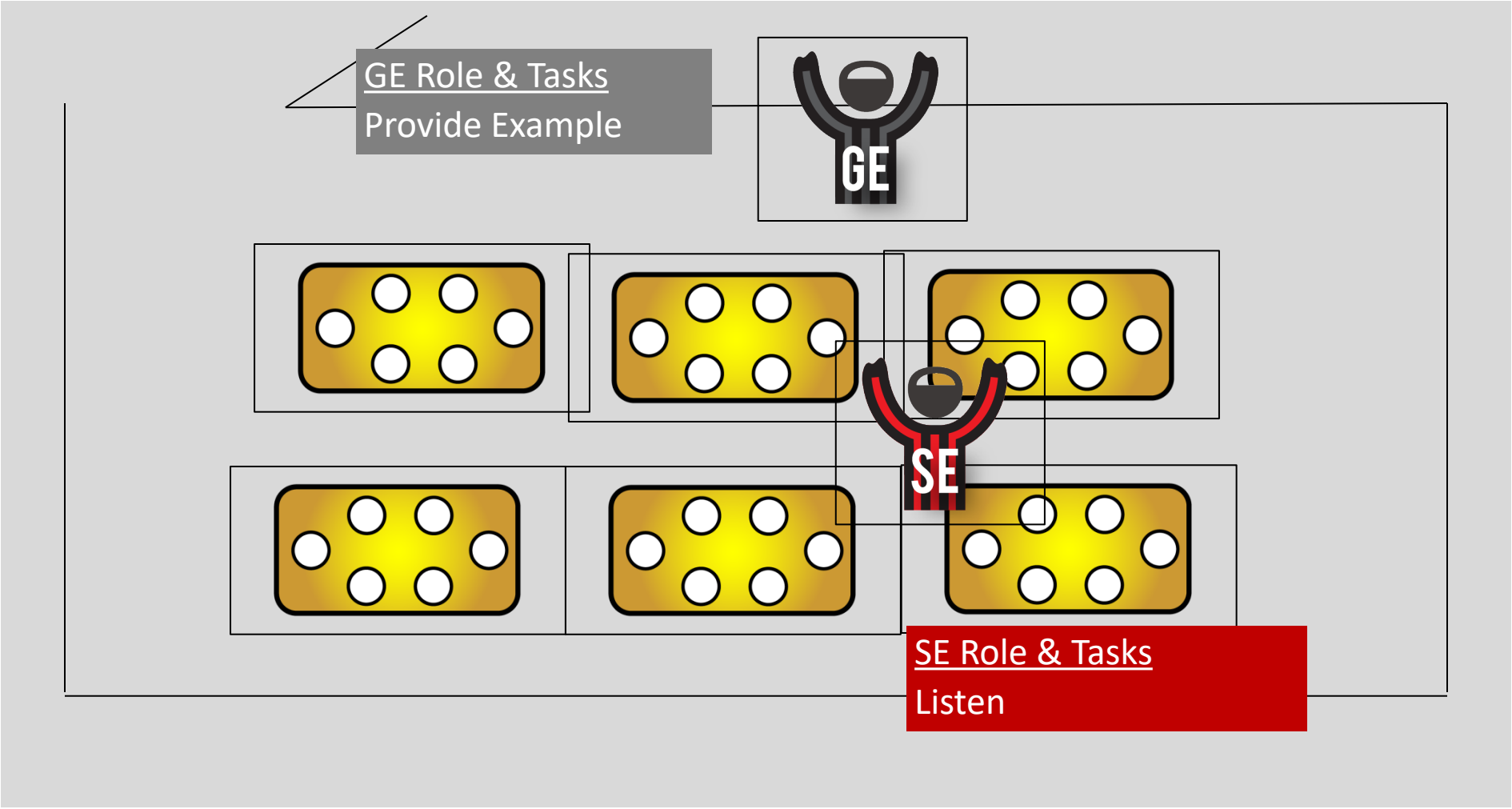
4. Table Talk: Apply Definition to Evaluate Argument



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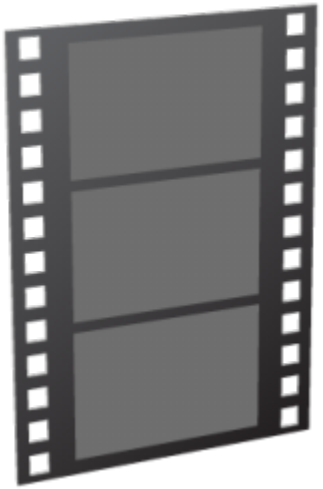
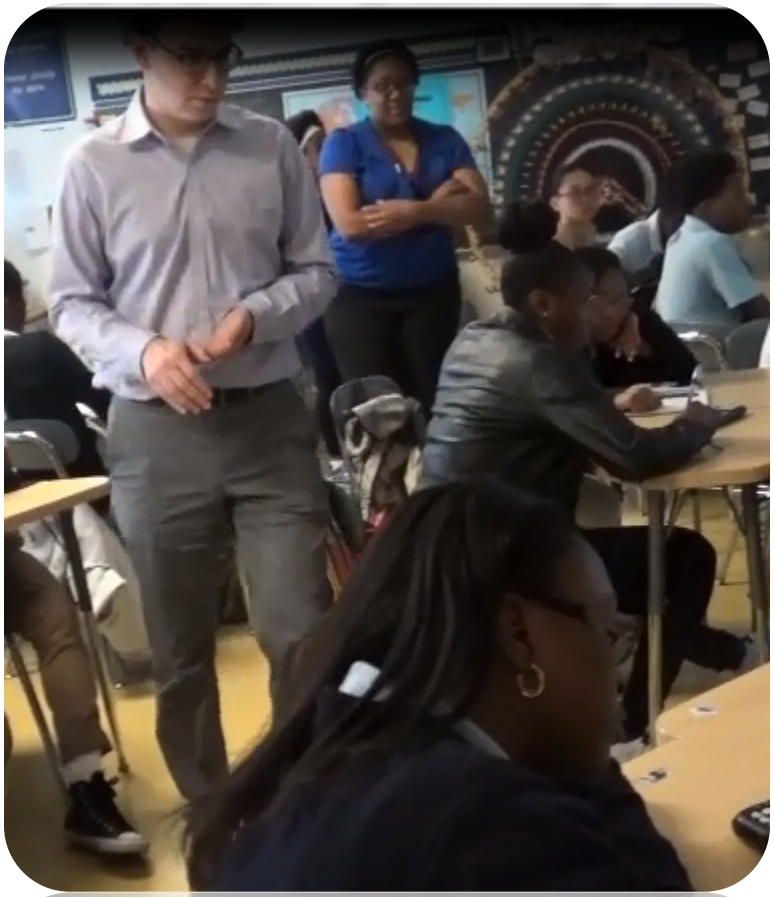
PLAYBOOK

Vocabulary Instruction

6 minutes





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PLAYBOOK Vocabulary Instruction

6 minutes

1 learning goals

Find ✓

Help

Collaborate

2 starting position

Content

Write definition

Physical Space

On Your Own

Within Group

Unison

3 action pattern

Action

Write
Think
Evaluate

Inclusive directions

Roles

GE: *Facilitator-Listener*
SE: *Listener-Facilitator*
St: *Thinker & Note Taker*

Turns

Unison

Rules

1. *On Your Own*
2. *Use notebook*

Time 5 minutes

4 criteria

Must Haves

1. Copy completely
2. Each person shares

Amazing

1. Use word "because" in explanation

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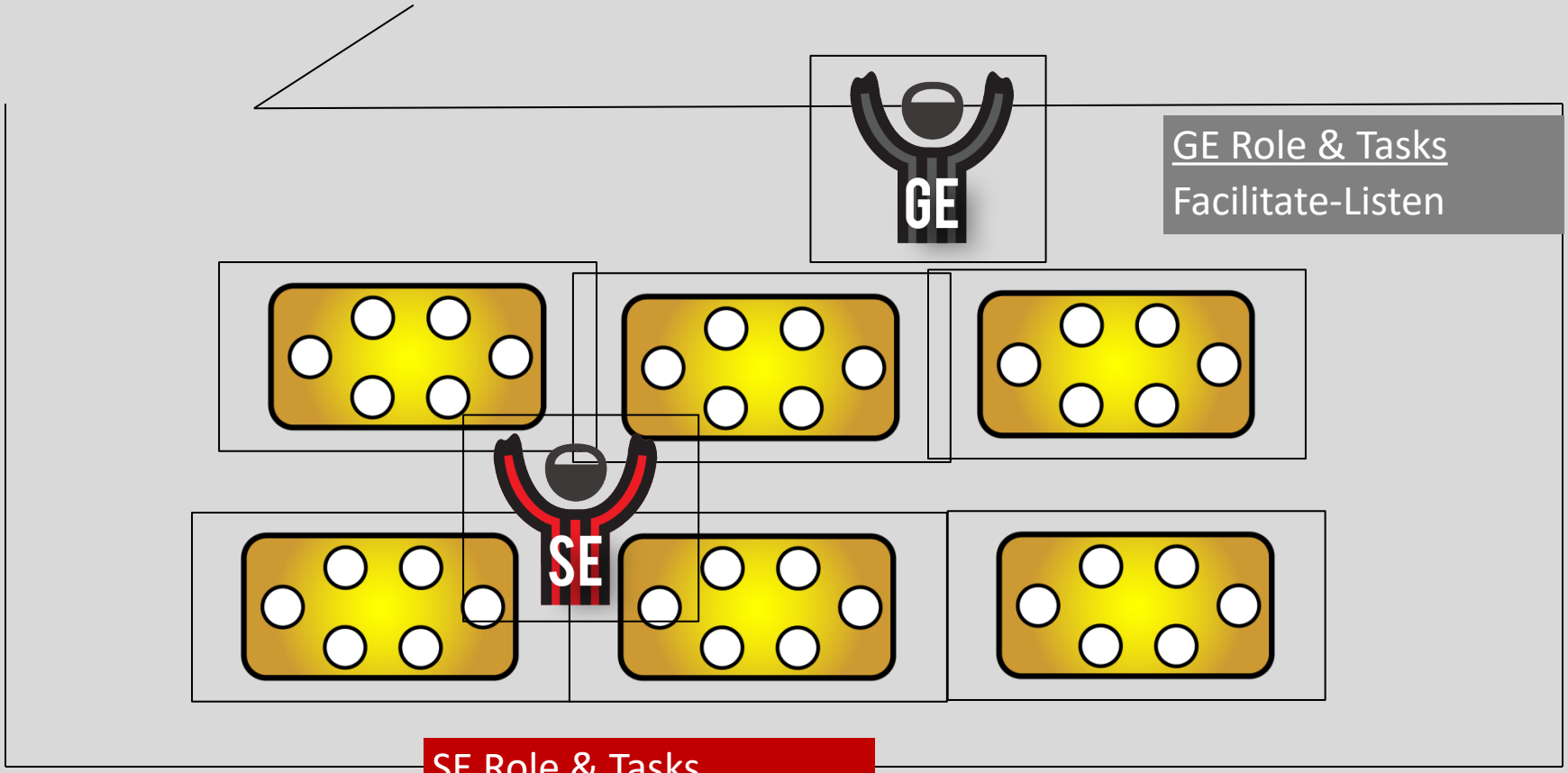
PLAYBOOK

Team Challenge

23 minutes



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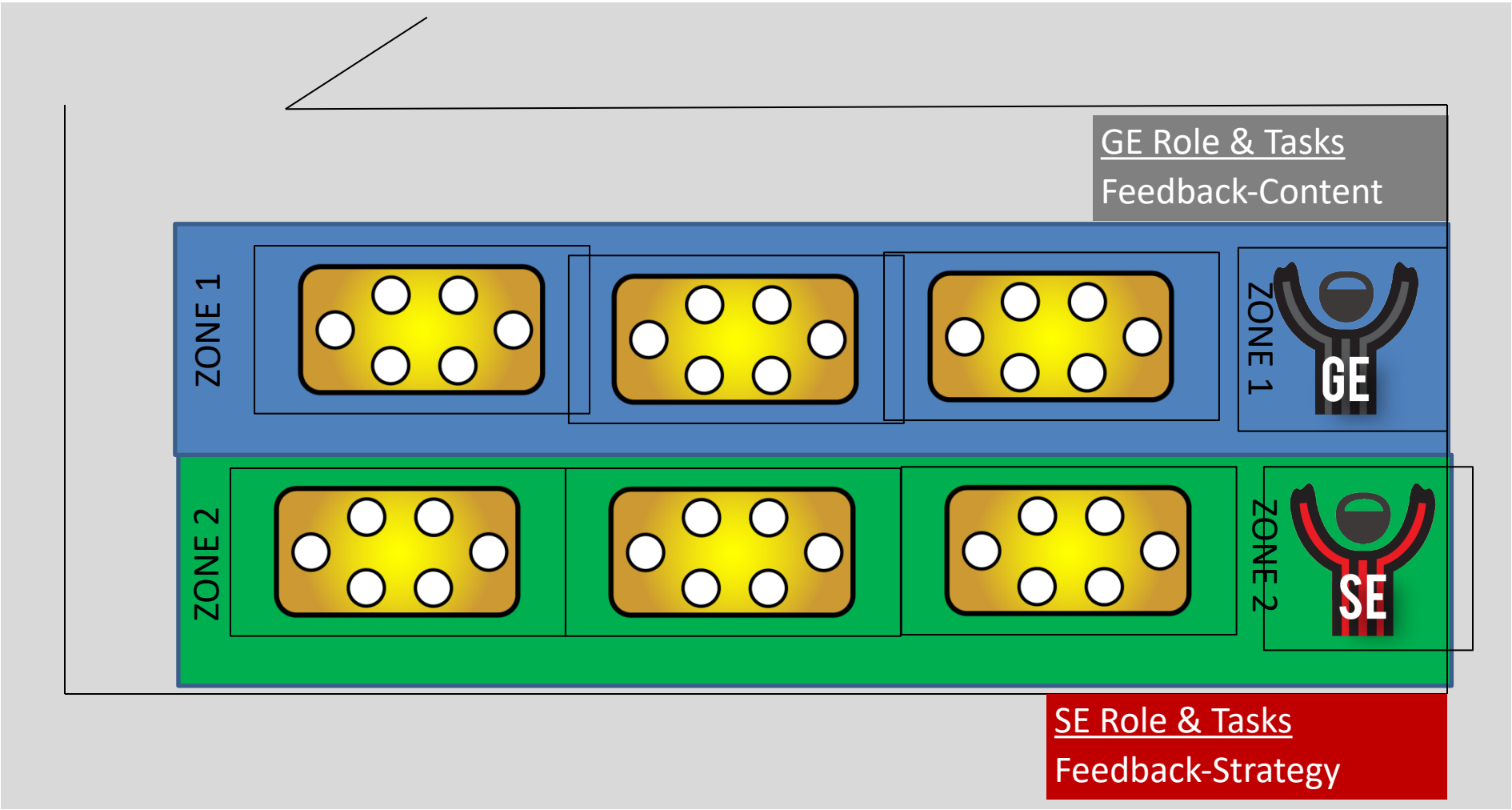
PLAYBOOK

Team Challenge

23 minutes



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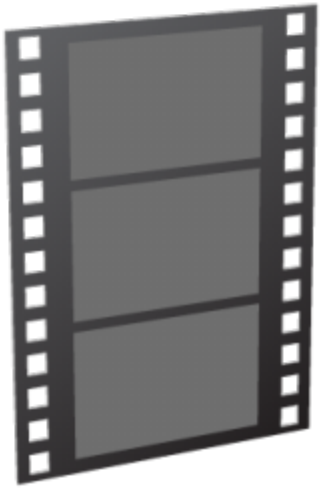
PLAYBOOK

Team Challenge

23 minutes



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PLAYBOOK

Team Challenge

23 minutes

1 learning goals

Find

Help

Collaborate

2 starting position

Content

Notes from Vocabulary

Physical Space

Table Teams

Within Group

Random

3 action pattern

Action

Use technology to find line of best fit

Solve Problems

Inclusive directions

Roles

GE: *Listen - Feedback*
SE: *Listen - Feedback*
St: *Problem Solvers*

Turns

Random

Rules

1. Use video, directions, and peers

Time 5 minutes

4 criteria

Must Haves

Check things confirmed

Amazing

+ Add Ideas to definition

Circle Vocabulary

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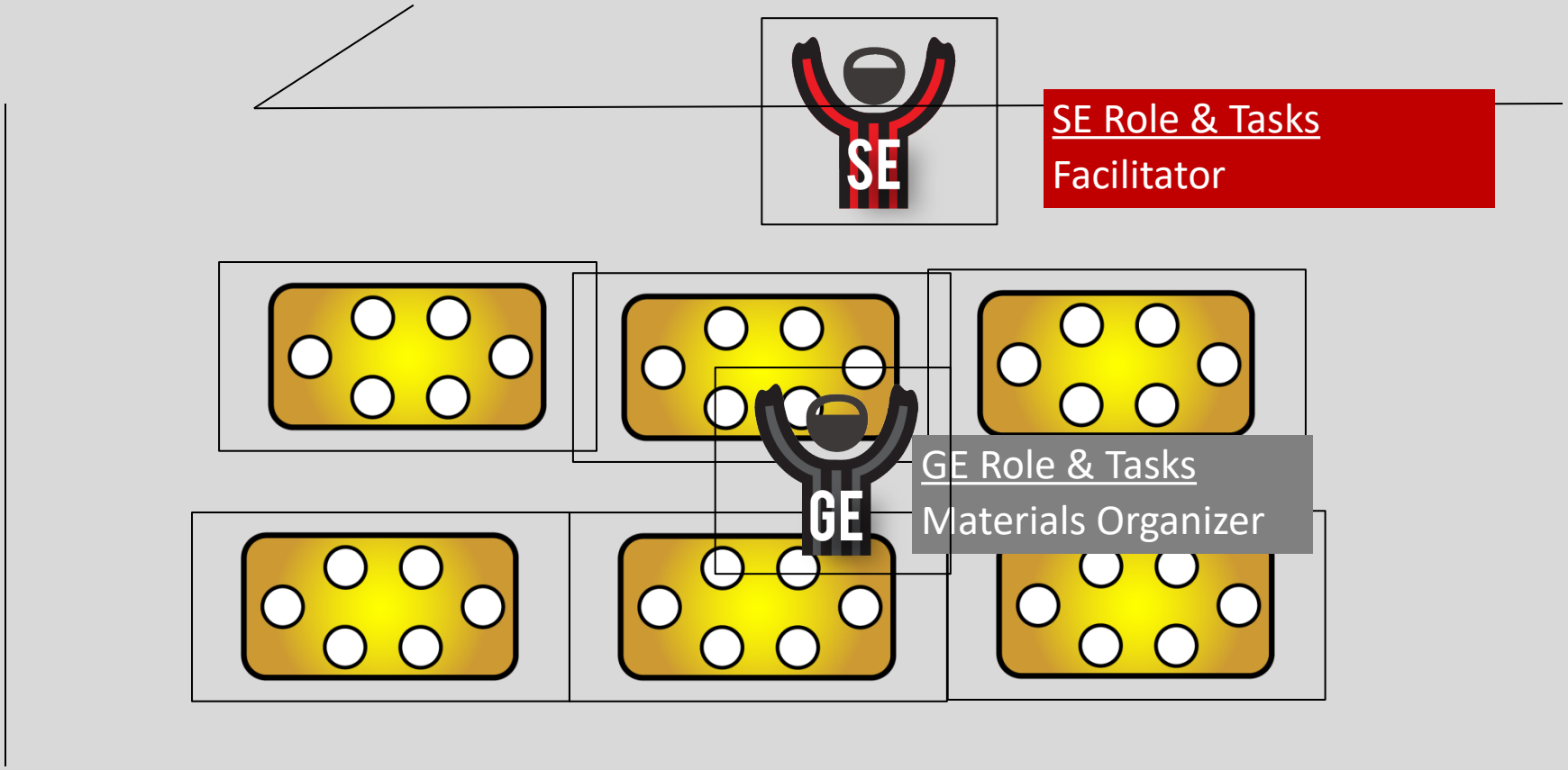
PLAYBOOK

Exit Card

3 minutes



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PLAYBOOK

Exit Card

3 minutes

1 learning goals

Find ✓

Help

Collaborate

2 starting position

Content

Answer questions

Physical Space

On Your Own

Within Group

Unison

3 action pattern

Action

Think
Answer
Rank

Inclusive directions

Roles

GE: *Materials Collector*
SE: *Facilitator*
St: *Problem Solvers*

Turns

Unison

Rules

1. Circle confusing parts

Time 5 minutes

4 criteria

Must Haves

Complete sentences

Amazing

Circle Vocabulary

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Part III

More Plays for Your Playbook

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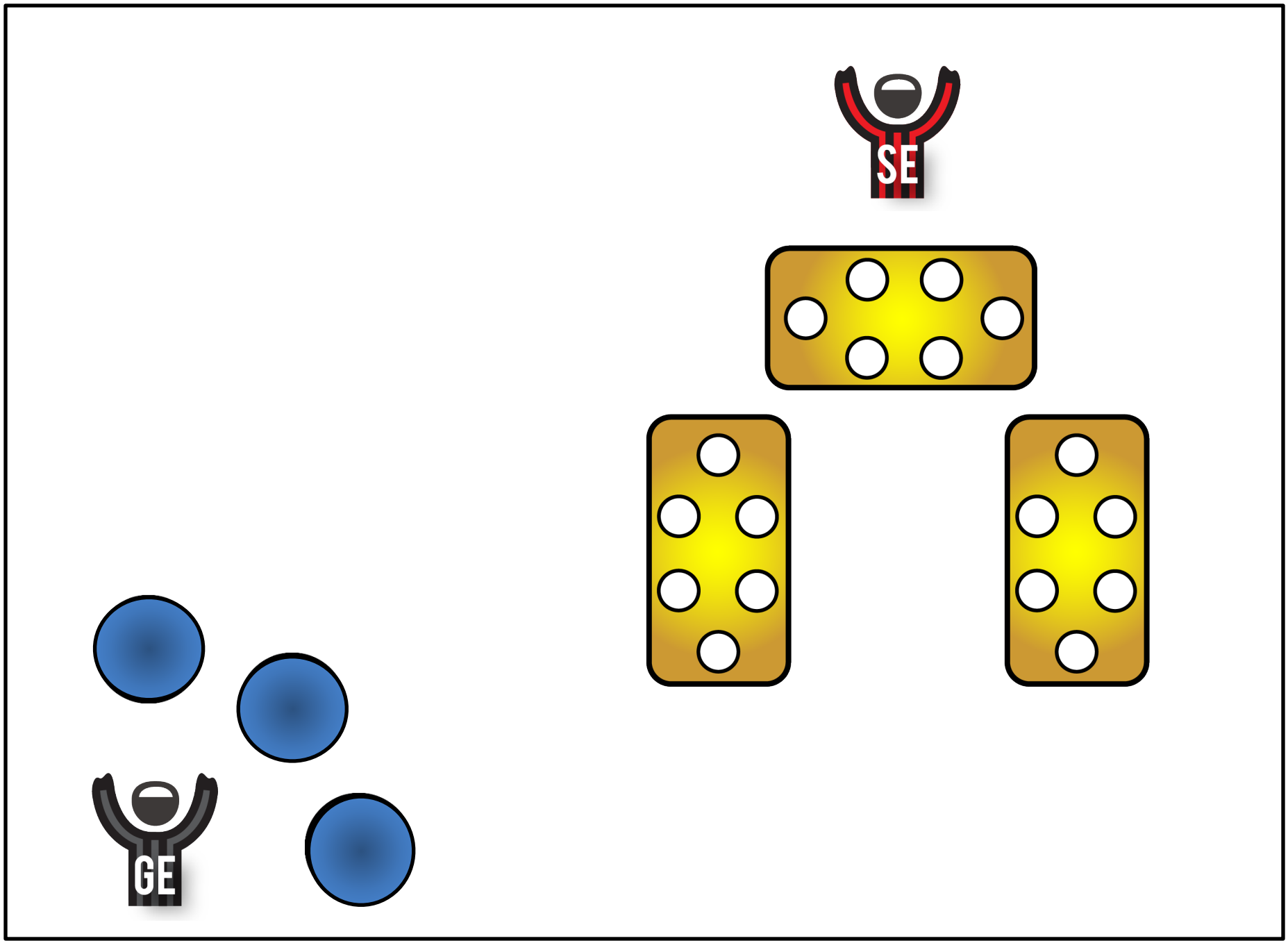
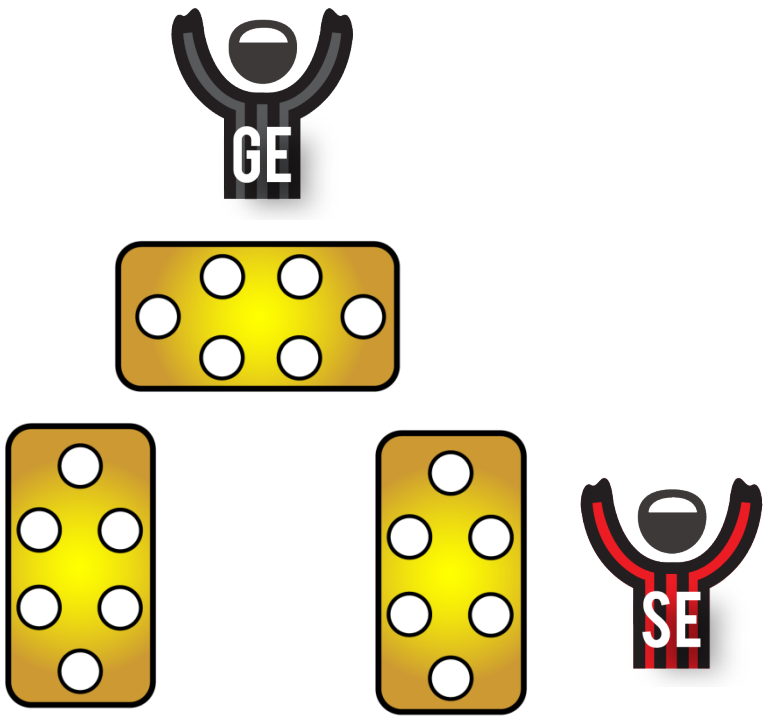
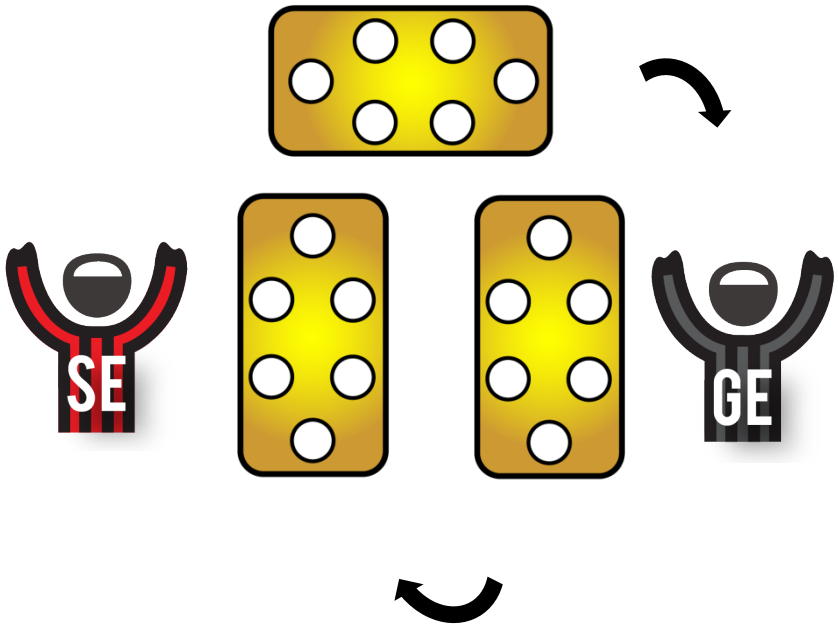
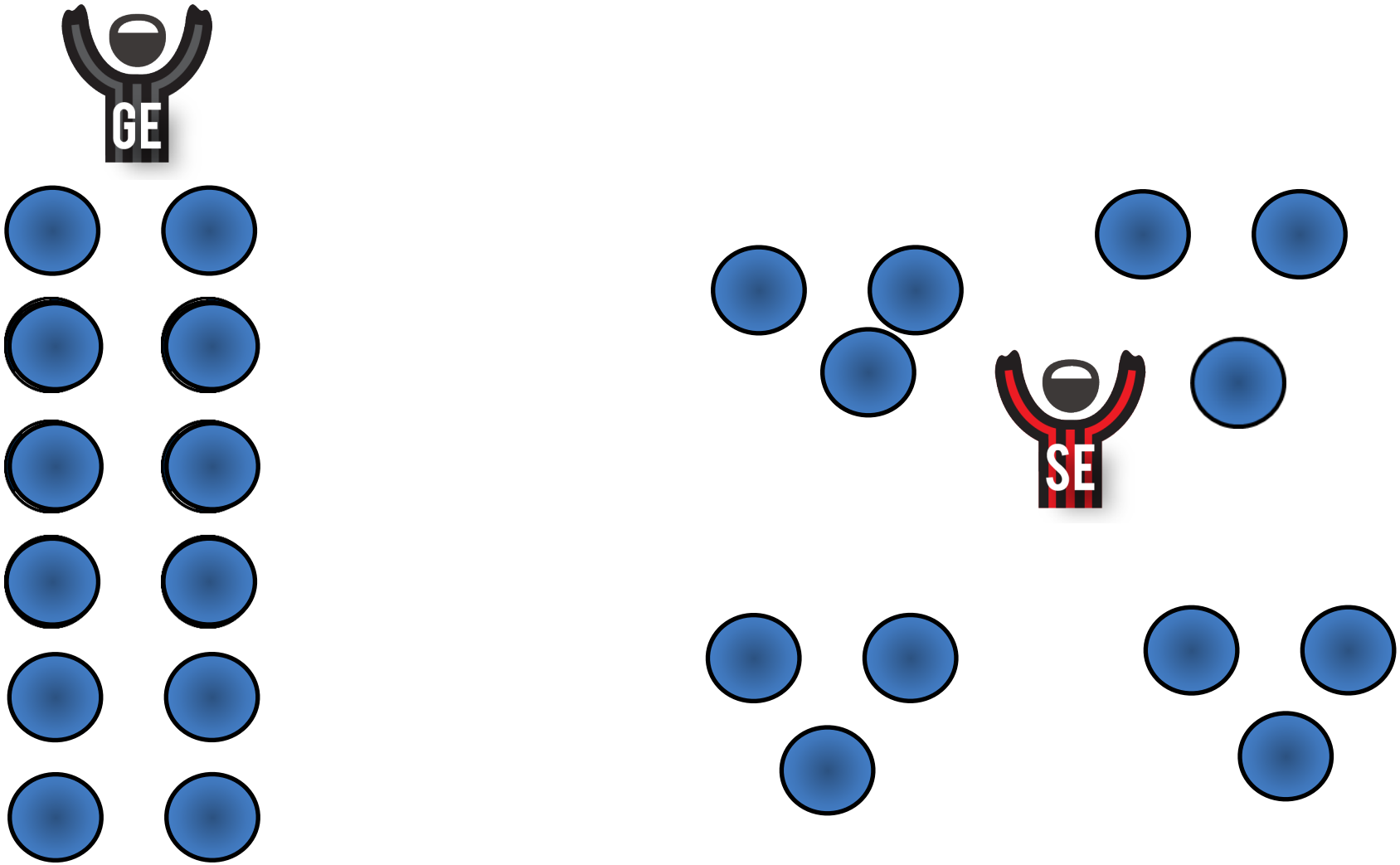

SE
GE

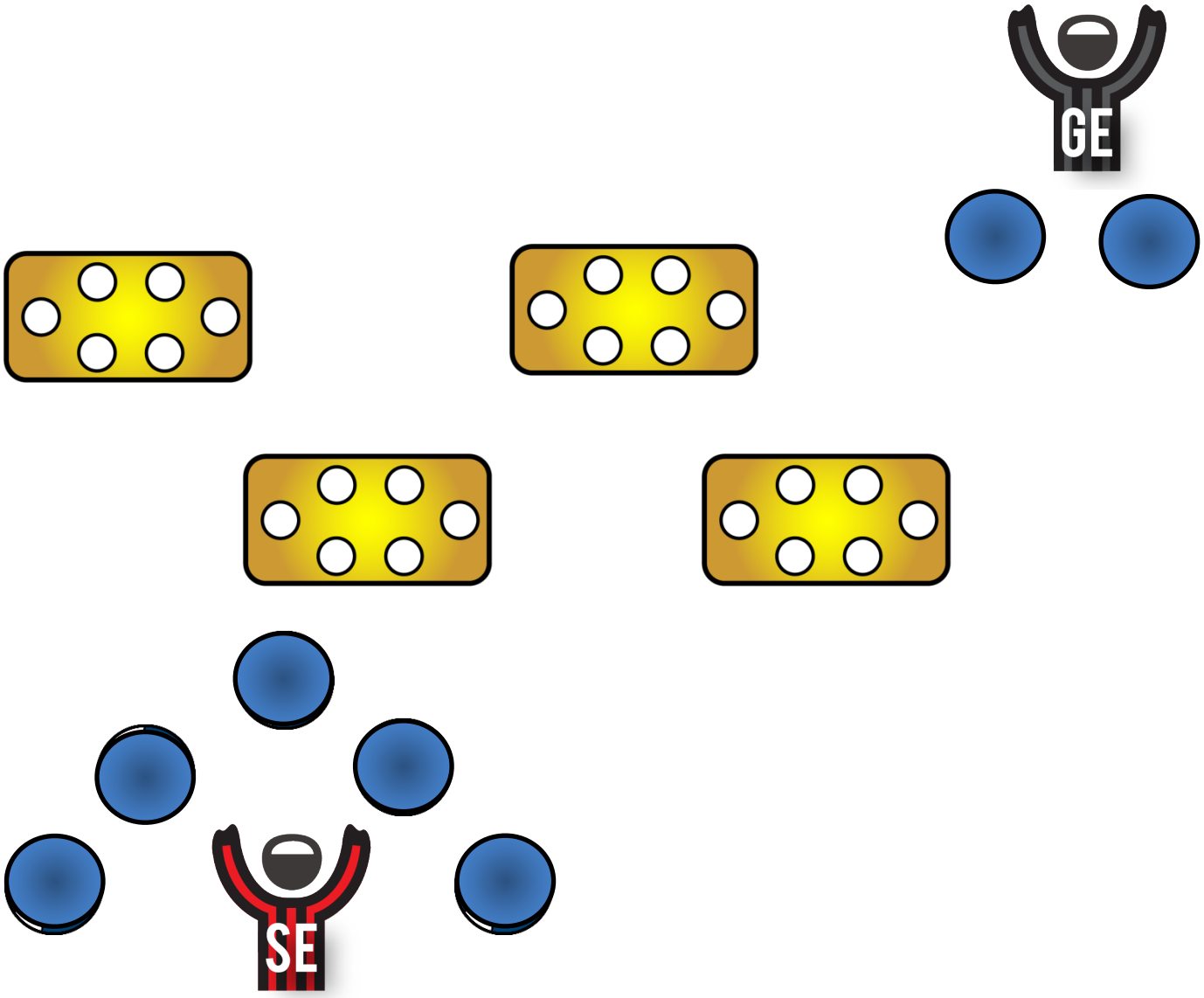

GE
SE


SE
GE

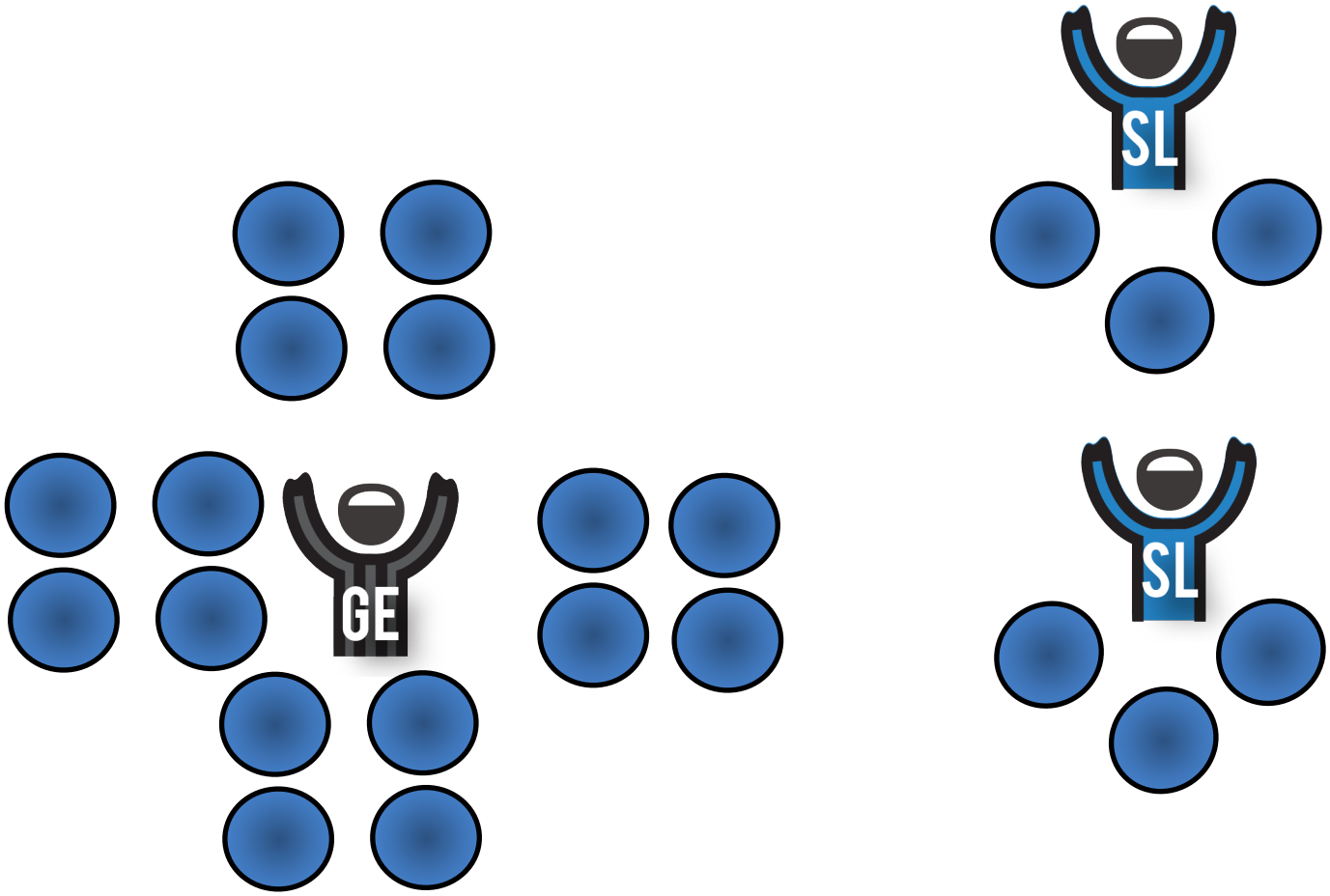
Homework Rounds



Test Review



Student Roles



Part IV

Effective Plays

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Effective instructional “plays” have five qualities:

- ❑ accomplish a specific instructional goal that is shared with students.
- ❑ are efficient: the time spent is in balance with learning gains
- ❑ provides students with opportunity to monitor their own learning
- ❑ provides teachers with assessment data organizad by patterns or groups
- ❑ plans for both co-teachers’ to provide instruction *(teach or assess, not manage)*

Playbook Advantages

- ✓ Focus on what's happening, not thinking about what you are supposed to be doing
- ✓ Time to think about the quality, how you are doing – not just what to do next
- ✓ More flexibility to respond to what is occurring, particularly if students are not engaged or understanding
- ✓ Less wasted time and confusion during transitions

Part V

Next Steps for your Co-Teaching

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Next Step Actions

- ❑ 1. Explain and implement zoning to a co-teacher.

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Next Step Actions

- ❑ 1. Explain and implement zoning to a co-teacher.
- ❑ 2. Define independent learning, include getting help.

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Next Step Actions

- ❑ 1. Explain and implement zoning to a co-teacher.
- ❑ 2. Define independent learning, include getting help.
- ❑ 3. Create and use a team challenge.

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Next Step Actions

- ❑ 1. Explain zoning to a co-teacher.
- ❑ 2. Define independent learning, include getting help.
- ❑ 3. Create and use a team challenge.
- ❑ 4. Design and implement instructional “play”.

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Complete the Quiz for Credit

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Join us for our next webinar!

Save the Date: 1/7
Literacy through Small Group Text-based Rigorous Discussions

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Questions

What do I do when student with disabilities need more time during the plays than other students?

What do I do when students with disabilities are at a much lower math/reading/cognitive level?

What do I do with students who have significant behavioral problems?

Does this work with Marilyn Friends models of co-teaching?