

EDITABLE

One set of planning paper for the two teachers who share a class: a chooser across the six co-teaching arrangements, a partnership agreement, a weekly co-planning sheet, a lesson plan template for each arrangement, accommodations at a glance, a data sheet, a roles checklist, a debrief and a self-check rubric. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

Which Template for Which Lesson

Six ways two teachers can share a lesson, described as arrangements, not as rankings. Pick by what the lesson needs, write the arrangement on the weekly sheet, and stop deciding.

ARRANGEMENT	WHAT IT LOOKS LIKE	PICK IT WHEN THE LESSON IS	TEMPLATE	WHERE
One teach, one observe	One teacher leads the whole group; the other watches named students and writes down what they see.	New content, and the team needs data on specific students (page 13).	Two-column plan	Page 7
One teach, one assist	One teacher leads; the other circulates, prompts, and provides the accommodations on page 12.	Direct instruction with guided practice; a lesson with a lot of materials.	Two-column plan	Page 7
Station teaching	Content split into three or four stations; each teacher leads one, one may be independent; groups rotate.	Review or practice across several skills; a class that needs a low adult-to-student ratio.	Station rotation plan	Page 8
Parallel teaching	The class in two halves; both teachers teach the same objective, each in their own way.	Discussion, practice, or a lab where half the class is easier to hear and to check.	Parallel teaching plan	Page 9
Alternative teaching	One teacher takes the large group; the other takes a small group to pre-teach, re-teach, enrich or assess.	Some students need a different entry point today, as yesterday's data showed.	Alternative teaching plan	Page 10
Team teaching	Both teachers lead together, taking turns: one models, the other questions; one writes, the other thinks aloud.	A demonstration, a think-aloud, a debate, or a lesson the pair has rehearsed.	Team teaching script	Page 11

What this file is not

Not a curriculum, and not a ranking of the six arrangements. They are described here as ways to split a lesson between two adults; which one fits is decided by the lesson and by the pair, on page 6, every week. Nothing here says how a school has to grade, manage a room or schedule planning time; your school's own plan goes on the lines on page 5, and these templates are the working paper behind it.

The three habits the file assumes

- ☐ Both names are on every plan. The column for the second teacher is never "helps."
- ☐ The accommodations on page 12 are built into the plan on Monday, not added on Thursday.
- ☐ Every lesson produces one row of data (page 13) and every week produces one debrief (page 15).

How the paper moves

WHEN	WHAT
First week	Partnership agreement (5), roles checklist (14), accommodations at a glance for the class (12)
Every week	Weekly co-planning sheet (6) at the planning meeting; one lesson template per lesson that needs it (7 to 11)
Every lesson	The plan in hand, the accommodations column filled, a data sheet (13) for the students the plan named
Every Friday, every quarter	Weekly debrief (15) with next week's arrangement; the self-check rubric (16) once a quarter, both teachers in the room

Weekly Co-Planning Sheet

One page for the week, filled in at the planning meeting. Objective, arrangement from page 3, each teacher's role, the accommodations to build in, and the data to take.

CLASS / PERIOD

WEEK OF

TEACHER A

TEACHER B

DAY	OBJECTIVE	ARRANGEMENT (PAGE 3)	TEACHER A ROLE	TEACHER B ROLE	ACCOMMODATIONS TO BUILD IN (PAGE 12)	DATA TO TAKE (PAGE 13)
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Materials to prepare this week, and who

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Students to watch this week (first names) and what we are watching for

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Single Lesson Plan, Two Columns

The template for one teach / one observe and one teach / one assist. Both teachers have a column down every part of the lesson; nobody is “the helper.”

CLASS / PERIOD

DATE

OBJECTIVE

ARRANGEMENT (PAGE 3)

LESSON PART	MIN	TEACHER A: WHAT I DO AND SAY	TEACHER B: WHAT I DO AND SAY
Opening hook, objective, warm-up			
Model I do			
Guided practice we do			
Independent practice you do			
Check for understanding exit ticket, quick check			
Close summary, next step			

Accommodations built in (student, short form from page 12, in which part)

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Materials (who brings what)

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After the lesson: what to keep, what to change (copy the decision to page 15)

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Station Rotation Plan

Three or four stations, each with a leader, a task and a time. Add the minutes at the bottom before the bell; the example on page 17 shows the sum.

CLASS / PERIOD DATE OBJECTIVE PERIOD LENGTH (MINUTES)

STATION	WHO LEADS (A / B / INDEPENDENT / PARA)	TASK (WHAT STUDENTS DO, WHAT DONE LOOKS LIKE)	MATERIALS	GROUP ORDER	MINUTES
Station 1					
Station 2					
Station 3					
Station 4					

GROUPS (FIRST NAMES) AND ROTATION ORDER

GROUP 1	GROUP 2	GROUP 3	GROUP 4

Add it up before the bell

Opening + (rotations × minutes per station) +
(transitions × minutes each) + close = the period.
Write the sum here and fix the plan, not the clock, if
it is over. The transition cue (a word, a chime, a raised
hand) is the same every rotation.

Transition cue, and what a student who finishes early does

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Alternative Teaching Plan

A large group and a small group at the same time. Type the pull criteria first, so the small group is chosen by what the data said and not by who is on a plan.

CLASS / PERIOD

DATE

OBJECTIVE (LARGE GROUP)

PART	LARGE GROUP	SMALL GROUP
Students large: everyone else; small: first names		
Purpose of the small group pre-teach, re-teach, enrich, assess		
Teacher who leads which group today		
Objective the same, or the small group's version		
What happens the steps, in order		
Materials what each group uses		
Check for understanding how each group shows it		
Rejoining how and when the small group comes back		

Pull criteria: who is in the small group today, and the evidence (a score, a page 13 row, a missed check)

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Who led the small group on which date (both teachers take turns, so the small group is not one teacher's room)

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EXAMPLE

A Station Rotation Day, Filled In

Ms. Cho, Mr. Diaz and every student are invented. Notice that the minutes add up to the period on the plan, not in the hallway, and that every role for the day is written down.

Station rotation plan (page 8): Ms. Cho and Mr. Diaz, grade 4 math, 60-minute period (invented)

Objective: multiply a two-digit number by a one-digit number and use it in a word problem. Three groups of 8, 24 students, each group visits each station once.

STATION	LEADS	TASK, AND WHAT DONE LOOKS LIKE	MATERIALS	MIN
Station 1	Ms. Cho	Two-digit by one-digit with base-ten blocks, then written; done = 3 checked	Blocks, whiteboards, problem strip A	15
Station 2	Mr. Diaz	Two-step word problems with the strategy card; underline the question first	Problem set B, strategy cards	15
Station 3	Independent (para checks in)	Fact fluency game, facts 6 to 9, partner cards, self-checked	Fact cards, answer keys, sand timer	15

Group 1 Amir, Bea, Caleb, Dani, Ezra, Fatima, Gus, Hana (stations 1, 2, 3) · **Group 2** Iris, Jonah, Kai, Lena, Mateo, Nia, Omar, Priya (stations 2, 3, 1) · **Group 3** Quinn, Rosa, Sam, Tess, Uma, Vic, Wren, Yusuf (stations 3, 1, 2)

The day, minute by minute: the roles for one day, written as the team script on page 11 does

MINUTE	PART	WHO	WHAT, AND THE CUE
0–6	Opening, whole group	Both	Ms. Cho poses the warm-up; Mr. Diaz records, names the groups, cues stations
6–21	Rotation 1	A at station 1, B at 2, para at 3	Leaders check done; chime at the last minute, Mr. Diaz calls the next station
21–22	Transition	Both	Groups move; Ms. Cho door side, Mr. Diaz window side; chime when seated
22–37	Rotation 2	A at station 1, B at 2, para at 3	Leaders check done; chime at the last minute, Mr. Diaz calls the next station
37–38	Transition	Both	Groups move; Ms. Cho door side, Mr. Diaz window side; chime when seated
38–53	Rotation 3	A at station 1, B at 2, para at 3	Leaders check done; chime at the last minute, Mr. Diaz calls the next station
53–54	Transition	Both	Groups move; Ms. Cho door side, Mr. Diaz window side; chime when seated
54–60	Close: exit ticket	Ms. Cho leads; Mr. Diaz takes data	Exit ticket for all; Mr. Diaz records the four named students (page 13)

Adds up: opening 6, 3 rotations at 15 (45), 3 transitions at 1 (3), close 6: $6 + 45 + 3 + 6 = 60$ minutes, the period length at the top of the plan.

Accommodations built in (page 12) and the data taken (page 13): 4 named students

STUDENT	GROUP	ACCOMMODATION (SHORT FORM, PAGE 12)	WHO PROVIDES
Amir	Group 1	Multiplication chart at every station	Mr. Diaz puts it in the folder
Lena	Group 2	Fewer items: 6 of the 10 word problems	Mr. Diaz, station 2
Sam	Group 3	Seat nearest the station leader	Both, every station
Wren	Group 3	Directions read aloud at each station	Station leader; para at station 3

Data: every student turns in the two-problem exit ticket (Ms. Cho: how many of 24 got both). Mr. Diaz writes one page 13 row for each of the 4 named students: problems tried and correct at station 2, accommodation in place or not. **Friday (page 15):** the page 10 small group comes from the exit tickets.