

Figure 7.2: Preplanning and Coplanning Template

| Preplanning and Coplanning Template | | |
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| Step 1 Preplanning Considerations: How can we plan and design instruction with the needs of all learners in mind? | | Step 2 Coplanning Considerations: How can we use our collective skills, talents, and time to design and deliver instruction that maximizes the success of all students? |
| Collaborative General Education Team <p>Based on our unit plan and determination of what all students must know to master the essential standards in this unit, we should consider the following:</p> <ul style="list-style-type: none"> • Learning targets • The essential student learning outcomes—what students will know, understand, and be able to do as a result of this instruction • Students' unique learning needs • The targets that will be assessed on formative and summative assessments • Instructional activities and materials that will maximize the success of students with diverse learning needs | Interventionists or Special Education Teachers <p>Based on our unit plan and determination of what all students must know to master the essential standards in this unit, consider the following:</p> <ul style="list-style-type: none"> • The best method for supporting this unit—coplanning, coteaching, sharing resources, or other? • The individual goals of the students I serve that align to this learning target • The current performance of each student I serve in relation to this target • How the students I serve learn best • The instructional strategies that will maximize the success of the students who may have difficulty | All Team Members <p>Based on our unit plan and determination of what all students must know to master the essential standards in this unit, consider the following:</p> <ul style="list-style-type: none"> • Learning targets • The essential student learning outcomes—what students will know, understand, and be able to do as a result of this instruction • How to differentiate to maximize the learning of all of our students • How our students learn best • Strategies that maximize student success and address the learning variances in our class • Strategies that can be used with all students while specifically addressing students with unique learning needs. Examples of the types of strategies to consider: <ul style="list-style-type: none"> - Increase the amount of white space in all documents - Provide a variety of seating options - Offer audio or visual options (outlines, unit organizers, graphics, text-to-speech software) |

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| | <ul style="list-style-type: none"> • The individual goals of students and how they can be addressed in this unit of instruction | <ul style="list-style-type: none"> - Preteach vocabulary and symbols - Provide graphic representations of vocabulary - Provide lists of key terms - Offer all key information in primary language (for example, English, Spanish, American Sign Language) - Use illustrations, diagrams, and storyboards • Use examples and non-examples • Present information in incremental steps • Provide organizational tools such as checklists and timelines • Allow choice in type, design, or sequence of activities • Differentiate difficulty and complexity, such as the following: <ul style="list-style-type: none"> - Learning menus and choice boards - Tiered activities or tiered learning stations - Frequent feedback to allow for self-correction - Flexible grouping - Self-checking stations <p>The guidelines for UDL can be found at: http://udlguidelines.cast.org.</p> |
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Source: Adapted from Wolfe, P. S., & Hall, T. E. (2003). *Making inclusion a reality for students with severe disabilities*. TEACHING Exceptional Children, 35(4), 56–60. Accessed at www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/ssn_article_makinginclusionareality.pdf on February 24, 2019.