Figure 4.1: Day of Instruction Chart

Steps	Actions	Examples
Step 1: Launch the lesson.	• Clarify the learning target. • Review scaffolds and tools prepared for the lesson.	Share an "I can" statement; highlight graphic organizers, manipulatives, or anchor charts to use.
Step 2: Apply a co-teaching model.	• Choose a model (for example, parallel teaching, station teaching, team teaching, alternative teaching, and one teach–one support). • Divide tasks based on the model.	Split the class for parallel teaching or group students into stations for rotation.
Step 3: Implement preplanned scaffolds and SDI.	• Introduce preplanned scaffolds like graphic organizers, manipulatives, or sentence stems. • Introduce preplanned SDI for students entitled to an IEP.	Use Venn diagrams for organizing ideas or provide hands-on tools such as base 10 blocks for mathematics tasks.
Step 4: Monitor student engagement.	• Observe participation and assess understanding. • Adjust pacing based on observed needs.	Circulate to check body language or student work; slow down or reteach as needed.
Step 5: Differentiate instruction.	• Adjust instructional approaches to meet diverse learner needs. • Provide small-group or individualized support.	Use tiered questioning for varying skill levels. Pull aside a group for reteaching or offer advanced tasks.
Step 6: Collaborate during instruction.	Use signals (for example, gestures, notes, quick check-ins) to dynamically adjust roles as needed.	Switch roles mid-lesson if one teacher needs to reteach while the other continues instruction.
Step 7: Conclude the lesson.	• Review key points with students. • Check for misunderstandings and address them. • Use student exemplars or final questions to consolidate learning.	Highlight strong student work, use an exit ticket, or have students share their reflections.