

PLANNING TOOL - STUDENT GROUPS

Grade Level: _____ Date: _____ Teacher #1: _____ Teacher #2: _____

Self-Starters

Follow directions & task(s) on their own
 Adult periodically checks in to provide feedback
 Student to student feedback might work

Students:

Staff: _____

Resources to be used:

Location: _____

Guided Self-Starters

Explain directions; complete task(s) on their own
 Example Needed
 Adult periodically checks in to provide feedback

Students:

Staff: _____

Resources to be used:

Location: _____

Adult Presence Required to Start

Explain directions & task(s)
 Some Examples Needed
 Adult nearby for support

Students:

Staff: _____

Resources to be used:

Location: _____

Adult Presence Required to Start and Maintain Interest

Explain directions & task(s)
 Several Examples Needed
 Adult nearby for support & to redirect attention to task(s)

Students:

Staff: _____

Resources to be used:

Location: _____

PLANNING TOOL: NON-NEGOTIABLE ELEMENTS

Grade Level: _____ Date: _____ Teacher #1: _____ Teacher #2: _____

For every lesson, each teacher must:

- ☐ become familiar with the content; read the content refresher
- ☐ become familiar with the instructional tasks; paper, digital or inquiry
- ☐ utilize curricula assessment OR modify curricula assessment OR design their own curricula assessment OR combination of these three options
- ☐ read the student materials
- ☐ seek support if unclear with content or process; see Glover or Purice

For every lesson, both teachers must:

- ☐ determine the appropriate seating arrangement
- ☐ determine the length of lesson segments
- ☐ determine student groupings
- ☐ determine the sequence of instructional tasks
- ☐ construct at least two assessment instruments
- ☐ construct at least two opportunities for student to student discussion
- ☐ prepare all materials pertaining to the lesson OR components each individual teacher is responsible for
- ☐ _____