**ALTERNATIVE TEACHING PLANNING TOOL**

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| **Definition**  | **Visual**  | **Strengths**  | **Barriers to Plan For**  |
| **Definition:**  Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different. **Example**: One teacher leads the group in predicting the plot of a story by looking at the book cover and illustrations; the other teacher leads a small group in predicting the plot by pulling specific items and/or story clues from the bag.  |  | 1. Minimal planning.
2. Can be done using a variance of class times to suit needs and pacing.
3. Allows the ability to provide tier 3 instruction.
4. Allows repeated practice.
5. Allows direct instruction of strategies for students who need more intense teaching (mnemonics,calculator strategies, etc.).
6. Allows direct instruction of tools provided to help thought development or assignment completion (rubric, checklist, graphic organizer, editing checklist, use of notes, etc.).
7. Students can be taught the same content using their learning style (kinesthetic, visual, etc.)
 | **Size of room and class size** - Have a space set up within the classroom or practice the movement of seating to facilitate the class model *(pull out is not alternative teaching)*. * **Students feeling singled out** - *Teach what alternative teaching is by name to your students and that grouping is determined by data and it could be either teacher doing it*. Don’t always use the model for struggling students, also use it for gifted students or students with mastery to enrich or expand the content while the other teacher teaches to those who haven’t.
* **Pacing and Programs** - Both *Collections, Summit* and *EnVisions* provide materials and suggestions to use for students within the content that can be used to help you stay true to district requirements while supporting each other in an alternative teaching model.

Ex. *Collections* - Language Workshop, Level Up Tutorials, Suggestions in the teacher's guide for students, etc.*Ex. EnVisions -* Re-teaching tools, Practice Problems, Video Tutorials, etc.*Ex. Summit -* This can be used to support your workshop model structure more effectively with two certified teachers across all content areas.  |

**PARALLEL TEACHING PLANNING TOOL**

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| **Definition**  | **Visual**  | **Strengths**  | **Barriers to Plan For**  |
| **Definition:**  **1.** Each teacher instructs half of the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is the reduction of the student-teacher ratio. **2.** Two teachers can teach differing components of the content using the same setup as example one. **Example**:  **1.** Both teachers lead a question and answer discussion on specific and current events and the impact they have on our economy.**Example 2:** One teacher teaches character traits and another teachers tone/mood with the same story. |  | 1. Smaller teacher to student ratio.
2. Smaller teacher to student ratio helps teachers to identify misconceptions and correct them.
3. More student to teacher interaction with more opportunities for cues and questioning for increased engagement and student participation.
4. Ability to separate behavior issues with smaller grouping capabilities and a smaller to student ratio.
5. Can alter the material if needed based on ability to teach the same content.
6. Can cover more content in a shorter period of time due to smaller teacher to student ratio.
 | * **Size of room, noise of the groups, and class size** - Have a space set up within the classroom or practice the movement of desks as you i*ntentionally teach students what parallel teaching is by name and expectations*. Also, on days you plan to use this method utilize other spaces within your building if possible (library, gym, etc.). Use visuals during the lesson as much as possible to convey ideas (whiteboards, movement, etc.)
* **Homogeneous Ability Grouping** - Mix the type of groupings with the co-teaching model. If homogeneous grouping is always used students will begin to notice that there is a lower group and higher group.
* **Content Knowledge/Preparation -** General Ed and SPED teacher must plan together to ensure each teacher understands the content and lesson before the parallel teaching lesson. General Ed. teacher may need to teach the SPED teacher the lesson because they are not content certified.
* **Pacing and Programs** - Both *Collections*, *Summit* and *EnVisions* provide materials and suggestions to use for students within the content that can be used to help you stay true to district requirements. Intentionally plan to teach the content more effectively with two lessons.

Ex. *Collections* - Language Workshop, Level Up Tutorials, Suggestions in the teacher's guide for students, etc.*Ex.EnVisions -* Re-teaching tools, Practice Problems, Video Tutorials, etc. |

**STATION TEACHING PLANNING TOOL**

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| **Definition**  | **Visual**  | **Strengths**  | **Barriers to Plan For**  |
| **Definition:** The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend designated time at each station. Often an independent station will be used along with the two teacher stations**Example**: One teacher leads the station where the students review multi step equations processes, the other teacher runs a vocabulary station supporting all math content vocab words, and an independent station is created using technology for students to work on PLT within the *Summit* platform.  |  | * Station Teaching is beneficial during a review before a test or re-teaching opportunity using data and content standards.
* More content is covered in a smaller teacher to student ratio to promote internalization and to correct misconceptions.
* Various instructional methods can be implemented (teacher led small group, individual, partners, collaborative group, etc.).
* Both teachers can share planning to teach content already taught.
* Grading/data collection can be shared by teachers within their own station for better formative assessment results.
 | * **Size of room, noise of the groups, and class size** - *Intentionally teach students what station teaching is by name* and common expectations for all types of groups (independent, partner, collaborative groupings, teacher led, etc.). Teach students transition rules (use timers, direction of movement, how to clean up materials,etc.)
* **Homogeneous Ability Grouping** - Mix the groupings with the co-teaching model so students do not begin to notice that there is a lower group and higher group.
* **Content Knowledge/Preparation -** General Ed and SPED teacher must plan together to ensure each teacher understands the content and lesson before the parallel teaching lesson. General Ed. teacher may need to teach the SPED teacher the lesson because they are not content certified.
* **Pacing and Programs** - Both *Collections*, *Summit, and EnVisions* provide materials and suggestions to use for students within the content that can be used to help you stay true to district requirements. Intentionally plan to teach the content more effectively by breaking down content.

Ex. *Collections* - *Language Workshop*, Level Up Tutorials, suggestions in the teacher's guide for students, required stories, required writing pieces, vocabulary, or taught comprehension strategies. etc.Ex. *EnVisions -* Re-teaching tools, Practice Problems, Video Tutorials, Knewton/IXL, Successmaker, etc. |

**ONE TEACH, ONE OBSERVE PLANNING TOOL**

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| **Definition**  | **Visual**  | **Strengths**  | **Barriers to Plan For**  |
| **Definition:** One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation. **Example**: **1.** One teacher observes students to determine how well they understand directions while the other leads instruction.**2.** One teacher observes students to take data on who understands the content and who does not to drive the next steps for instruction.**3**. One teacher performs a frequency recording in order to determine baseline data.  |  | 1. Allows teachers to get formative data quickly without students noticing to drive instruction and planning.
2. Allows teachers to take anecdotal notes to record specific misconceptions (integer rules, figurative language, etc.) to immediately drive instruction or planning to quickly correct where needed.
3. Allows special education to take data collection when needed for IEP goals (behavior, baseline, frequency recordings, etc.).
 | * **Content Knowledge/Preparation -** General Ed and SPED teacher must plan together to ensure each teacher understands the content and common misconceptions that students may have. Each teacher should be aware of pre-requisites so they can formatively assess what content students are missing. This is something each teacher can do through intentional planning and chosen data collection items. *General Ed. teacher may need to teach the SPED teacher these because they are not content certified and have limited content knowledge.*
* **IEP Data Collection/ IEP Writing -** Special Ed teacher will need to explain the purpose of their data collection (behavior monitoring, baseline gathering, identifying triggers, etc.) and intentionally plan the time period with the General Ed. teacher for mutual understanding/respect. Planning is imperative so it is does effectively in a time frame that does not impede instruction and does not interfere with the special education teachers ability to be an effective co-teacher.
* **Pacing and Programs** - Both *Collections, Summit* and *EnVisions* provide materials and suggestions to use for students within the content that can be used to help you stay true to district requirements. Intentionally plan to teach the content more effectively with intentional data collection planned by either teacher.

Ex. *Collections* - Language Workshop, Level Up Tutorials, Suggestions in the teacher's guide for students, etc.Ex*. EnVisions -* Re-teaching tools, Practice Problems, Video Tutorials, etc. |