

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
- _____