



COLLABORATIVE TEACHING

Session **A**

# Reflect & Refine



# Reflect & Refine

## PURPOSE



In this session, the facilitator helps teams identify the rewards and challenges of their collaborative teaching efforts and develop *Action Plans* to refine inclusive practices. A school administrator should accompany each team for this session, as teams will need support for creating a viable *Action Plan*.

## Activities



The 90-minute agenda includes three activities and objectives:

**Activity 1: *Simile Sacks*** (15 minutes)–To reflect upon and share positive experiences with collaborative planning and teaching

**Activity 2: *Challenges of Collaborative Teaching*** (45 minutes)–To identify and prioritize challenges and needs related to collaborative planning and teaching.

**Activity 3: *Action Plan*** development (30 minutes)–To identify goals, steps and resources needed to refine and improve collaborative teaching.

## Materials



- Chart paper
- Chart stand
- Nametags
- Markers (one per table group)
- Simile Sacks* (1 for each table or group or pair) and 1 item for each bag. The bag can be any small paper shopping bag, which can be ordered or bought at a party supply store (see Appendix A)
- Small plastic bowls (one per table group)
- Avery dots - 6 to 10 per person
- Sticky Notes
- Hand Clappers (optional)
- Handout 1: *Simile Sack* worksheet

(continued on next page)

## Materials, *continued*

- Handout 2: *Our Challenges* worksheet
- Handout 3: *Action Plan* form
- Team Follow-Up Form*
- Appendix A: *Simile Sack Items*
- Appendix B: *Looking at School-Wide Student Data*
- Appendix C: *Asking the Right Questions*
- Appendix D: *Finding Time for Collaborative Planning*

## PREPARATION

### *Before the session:*



- Contact the administrator(s) of participating school(s) to:
  - Describe the purpose of the session.
  - Schedule the session.
  - Confirm attendance by the team members and administrator(s).
  - Discuss funding sources for substitute teachers or stipends (if needed).
  - Request that the team bring a copy of their FCAT/AYP report for the past two years (to use in developing their *Action Plan*).
- Copy and organize all participant handouts and materials.
- Gather all facilitator materials (see Materials list above).
- Confirm location and room availability.
- Send reminder notices (location, date, time, session objectives) to all registered participants.

### *The day of the session:*

- Arrange furniture to facilitate small group work.
- Provide nametags for each participant.
- Instruct participants to sit with their team members for the day.
- Place a *Simile Sack* with one item in it and a *Simile Sack Worksheet* on each table.
- Place one plastic bowl in the center of each table and provide one sticky note for each participant.
- Prepare charts as noted by chart icons for the following activities.
- Place hand clappers at each table (optional).



## ACTIVITY 3: Developing Team Action Plans

Total time: 30 min



**Purpose:** To create an *Action Plan* including goals, next steps, resources, and supports for refining the collaborative teaching process for each team.



### Materials:

- Handout 3: *Action Plan* form
- Wall charts with challenges and solutions
- School FCAT/AYP* report (student data)
- Team Follow-Up* form



**Preparation:** Give each group an *Action Plan* form.

### Activity steps:

1

1 min

Explain that the collaborative teaching partners/teams and administrator(s) will work together to create an *Action Plan* that includes goals and next steps using the “challenges and ideas for addressing them” found on the wall charts.

2

5 min

Ask teams to spend five minutes reviewing the school/student data points found in Appendix B. These data should be taken into consideration as teams develop their *Action Plans* and determine “how they know it’s working”.

3

20 min

Direct the teams to begin their *Action Plan* with the ONE challenge identified in Activity 2 that MOST AFFECTS their partnership, taking student data into consideration as they develop their goals and activities. For example, if the team identified a major challenge as “we need more time to plan together”, the team would then review their student data to determine how that planning time should be used. The goal statement might say “daily/weekly common planning time to create lessons and activities related to reading in the content areas.” The team could then use the ideas for “finding common planning time” generated in Activity 2 (and posted on charts) to create its *Action Plan*. If the team completes one goal, it can move on to another priority challenge from those posted on the charts.

**Note:** Tell participants that their *Action Plan* should include steps to address their challenge(s) with immediate and long-term activities (e.g., scheduling for the next school year). Inform participants that Appendix D contains helpful information about finding common planning time if needed.



## 4

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Move from group to group, reviewing progress, until every group has an *Action Plan* for at least one goal. If time permits, encourage teams to address another challenge from the chart lists.

**Note:** *If student data is not available for this activity, obtaining and analyzing data might become one of the team's goals.*

### Session Follow-Up

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4 min

The facilitator asks each team to complete a *Team Follow-Up Form*, scheduling future technical assistance and training activities related to their *Action Plan*. As teams leave the session, they provide one copy of the follow-up form to the \*facilitator, one copy to the school administrator, and keep one copy for their team.

Thank all the groups for working together today!

**Note:** *Develop a follow-up schedule based on individual team/partner Action Plan activities and needs.*



# COLLABORATIVE TEACHING

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# HANDOUTS



# Action Plan

Collaborative team members: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Date: \_\_\_\_\_

Goal(s)	Regularly plan instruction together.		
Activities	Schedule ½ day subs once per month for collaborative planning time. Change the master schedule to reflect common planning periods with collaborative partners.		
Next Steps/ Resources/ Supports Needed		Who?	When?
	Check the school calendar.	Jack	Next week
	Select monthly planning dates from now until the end of the school year.	Jack and Marcy	Next week
	Schedule subs (use two full day subs to cover for two collaborative teams – one team plans a.m., one team plans p.m.).	Mrs. Principal	Next week
	Analyze current master schedule to determine when/where changes can be made.	Jack and Marcy FIN Facilitator	Next month
	Adjust student schedules to coincide with new master schedule.	Jack, Marcy, FIN, Mrs. Principal	Before the end of semester
	Change the master schedule in the school's computerized system	Mrs. Principal, Data Prep	Before the start of new semester
How will we know it's working? What data do we have?	<p>We've kept all our planning dates sacred!</p> <p>We have instructional plans for our collaborative classroom(s), including appropriate accommodations and modifications for all students who need them.</p> <p>Teachers have a daily or weekly (block schedule) common planning period(s) and use this time to plan instruction for all students.</p>		



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# APPENDICES



# Appendix B

## Looking at School-Wide Student Data

Essential questions to guide school improvement:

*As a result of examining our data, what do we*

- want to know?
- think we need?
- not know?
- want to know more about?

*and* ● How do we find out?

### Explicit Questions:

### What data can we collect/analyze?

**(Please note:** unless otherwise specified, the term “student” refers to those with disabilities enrolled in ESE programs).

1. *Do students in inclusive classrooms have greater achievement levels than those in segregated classrooms?*

- FCAT reading and math scores grades 3, 8, & 10.
- Comparison of FCAT scores for students in self-contained or resource and those in general education classes.
- Number and percent of students performing at or below level 2 (FCAT reading & math).
- Individual student grades – comparison of students in self-contained or resource and those in general education classes.
- Nine-week and semester grades.
- Classroom-based assessments.
- Comparison of individual student achievement data before and after instruction in collaborative teaching classrooms.
- Comparison of learning gains for students with and without disabilities (FCAT and FAAR data)
- Other:

