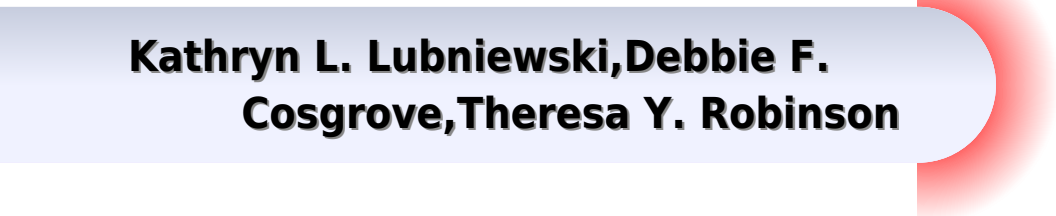


Collaborative Lesson Plan Template

Name of Collaborative Project: Fractured Fairy Tales		Grade Level: 2	Curricular Connections: language arts, social studies
	Library Media Teacher:	Technology Teacher:	Classroom Teacher:
Name:	Matthew C. Winner	Lisa Wenzel	
Lesson Source:	n/a	Urban, Suburban, and Rural (Lesson #255)	
Length of Unit:	2 classes	3 classes	
Approx. Start Date:	Quarter 4	Quarter 4	
Objectives:	1a. Identify relationships between text and situations in real life.	Goal 3.a.1 Use technology tools including software and hardware from a range of teacher-selected options to learn new content and reinforce skills.	Goal III.A.2.b. Identify and explain the elements of a story including characters, setting, problem, sequence of events, and solution to the problem. c. Identify the setting and explain its importance in the story.
Essential Question(s), Goal(s), Objectives <i>What do we want students to know and be able to do? Should be same or related and content driven.</i>	Students will apply knowledge of urban, suburban, and rural regions to a familiar fairy tale and adapt fairy tale to a new setting.	Students will explore their neighborhood/world using GoogleEarth, will investigate urban, suburban, and rural communities.	Allow for teacher input
Type of Collaboration: Dependent or Independent	Dependent Tech must teach Urban Suburban Rural lesson before library media lesson begins. Library media must have fairy tale maps complete before tech can begin writing class fractured fairy tale.		
Cross Curricular Skills Attained: <i>How will students benefit from this collaboration?</i>	Students will be able to communicate how setting impacts the story and plot.	Students will be able to identify and describe communities as urban, suburban, and rural.	
Teaching Responsibilities:	n/a	Week 1 - Urban, Suburban, and Rural • Use GoogleEarth to learn about specific regions • Record observations on a class blog	
Assessment Tool:	n/a	Blog response	

Collaborative Planning Templates For Teachers

**Kathryn L. Lubniewski, Debbie F.
Cosgrove, Theresa Y. Robinson**



Collaborative Planning Templates For Teachers:

Supervision Modules to Support Educators in Collaborative Teaching Kathryn L. Lubniewski, Debbie F. Cosgrove, Theresa Y. Robinson, 2019-08-01 The classroom teacher in the 21st century is no longer a solo practitioner What can school leaders use to facilitate on going job embedded intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan teach and assess student learning in a co teaching context Supervision Modules to Support Educators in Collaborative Teaching is a research based supervisory handbook designed to promote on going teacher reflection and development in collaborative teaching contexts It is a tool for school leaders and teacher preparation supervisors to use for in service and pre service teacher development at all grade levels PK 12 The handbook s many resources provide practical guidance for meaningful teacher development that is field based relevant to daily teacher work and artfully presented to build collaboration among teachers as they reflect and learn together Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored The handbook contains a collection of eighteen interactive activity based modules that focus on topical content knowledge and productive teaching practices Embedded in the modules are pair and team activities that address problem solving dimensions of collaborative teaching communication and collaboration skill development understanding of diversity cultural responsiveness and shared understanding of evidence based practices This resource is easy to use Once school leaders and supervisors select a module topic to address the needs of a particular pair or team they are supported with foundational knowledge of the most current research on the topic discussion questions about the topic suggestions of productive practices questions to deepen personal and group understanding reflective professional growth activities critical analysis of teaching scenarios and monitoring follow up and goal setting strategies Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally

Co-Planning Andrea Honigsfeld, Maria G. Dove, 2021-09-22 Pool your collective wisdom in support of your English learners Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that compliments and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas

Co-Teaching in Teacher Education Christina M. Tschida, Elizabeth A. Fogarty, Joy N. Stapleton, Kristen Cuthrell, Diana

B. Lys, Ann Bullock, 2024 This volume examines teacher preparation programs that have successfully used a co teaching model to improve the clinical experience for teacher candidates and to instill a disposition for equitable practice Co teaching in K 12 classrooms is a well established practice especially in inclusive settings but it is far less common in teacher education programs Blending research and practitioner voices this book presents co teaching as a viable and valuable framework that provides support for teacher candidates allowing them to grow and learn through reciprocal relationships Offering their experiences and perspectives chapter authors share promising practices for centering equity in co teaching situations Co Teaching in Teacher Education challenges teacher preparation programs to prepare educators to work together to support all students in today s diverse classrooms Book Features Utilizes an equity lens to examine how co teaching can benefit both teacher education and practicing teachers Describes how co teaching is being used to elevate instruction in K 12 and higher education Explores a wide variety of contexts in which co teaching is being used to train teacher candidates and improve student learning including traditional alternative and online programs and rural and urban settings Provides an Equity Checklist to help educators examine equity considerations that arise throughout the co teaching cycle co planning co instruction co assessment and co reflection Activating and Engaging Learners and Teachers Carmen Amerstorfer, Max von Blanckenburg, 2023-03-13 This book offers a nuanced integrated understanding of EFL learning and instruction and investigates both learner and teacher perspectives on four thematically interconnected parts Part I encompasses chapters on psychological aspects related to teaching and learning and presents the latest research on positive language education teacher empathy and well being Part II deals with EFL teaching methodology specifically related to teaching pronunciation language assessment peer response and strategy instruction Part III addresses aspects of cultural learning including inter and transculturality digital citizenship global learning and cosmopolitanism Part IV concerns teaching with literary texts for instance to reflect on social and political discourse facilitate empowerment imagine utopian or dystopian futures and to bring non Western narratives into language classrooms *Handbook of Research on Training Teachers for Bilingual Education in Primary Schools* Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education teachers On this basis it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and

primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students Mastering the Art of Lesson Planning: A Practitioner Guide for Teachers (Backed by Scientific Evidence) Yang Li,2024-08-16 Lesson planning is a crucial skill for teachers as it helps them align their teaching with the learning outcomes cater to the diverse needs and preferences of their students and create a positive and productive learning environment However lesson planning can also be challenging and time consuming especially for new or busy teachers who must juggle multiple tasks and responsibilities In this book we share some effective ways to improve lesson planning for teachers based on research and best practices We cover the following topics How to define clear and specific learning objectives for your lesson and how to use a framework such as Bloom s taxonomy or SMART goals to do so How to choose the best methods and strategies to teach your objectives and how to vary them to suit the different learning styles preferences and needs of your students We will explore some popular methods such as direct instruction inquiry based learning cooperative learning project based learning and flipped learning How can you structure your lesson in a logical and coherent way and how can you plan for transitions feedback and assessment We will provide a typical lesson structure that consists of an introduction development and conclusion and explain how to use each phase effectively How to prepare the materials and resources that you will use to support your teaching and learning and how to ensure that they are clear accurate appropriate and engaging We will also give you tips on how to check and troubleshoot your materials before using them How to anticipate and overcome the possible challenges that you might face during your lesson and how to be flexible and adaptable to adjust your lesson according to the situation and feedback from your students We will also help you plan for contingencies and emergencies that might occur How to evaluate and reflect on your lesson after delivering it how to identify the strengths and weaknesses of your lesson and the areas that need more attention or revision We will also show you how to use various sources of evidence to assess the effectiveness of your lesson such as student work feedback observation and self evaluation By reading this book you can learn how to plan your lessons in a more efficient and effective way and how to improve your teaching and learning outcomes You will also gain more confidence and satisfaction as teachers and enjoy your teaching more This book is suitable for teachers of any subject level or context whether teaching in a classroom online or in a hybrid setting It is also useful for teacher educators mentors coaches and anyone who wants to support teachers in improving their lesson planning skills **It's Possible!** Pati Montgomery,Angela Hanlin,2024-12-17 Applying the findings from the science of reading as well as the research on school leadership and highly effective schools authors Pati Montgomery and Angela Hanlin guide principals and leaders on how to build systems and structures needed to ensure quality literacy instruction Principals and leaders can implement the science of reading support teachers and increase literacy proficiency for all K 8 educational leaders will use this book to Understand how to design a tiered literacy intervention program Gather and interpret assessment data to ensure student literacy is on target Provide

professional development that best supports teachers Create a quality master schedule Collaborate with colleagues to provide equitable reading instruction for all students Contents Foreword by Jan Hasbrouck Introduction Chapter 1 Getting Started With Structured Literacy Instruction Chapter 2 Implementing Universal Instruction Chapter 3 Creating a Comprehensive Assessment Plan Chapter 4 Intervening Quickly Chapter 5 Conducting Effective Data Analysis Chapter 6 Aligning Instructional Strategies With Data Chapter 7 Prioritizing Ongoing Professional Development for Educators Chapter 8 Collaborating Through Shared Leadership Epilogue It s Possible Appendix A Science of Reading Overview Appendix B Lesson Plan Template Appendix C Performance Level Profiles With Small Group Suggestions References and Resources Index

Debates in Second Language Education Ernesto Macaro, Robert Woore, 2021-11-29 Debates in Second Language Education provides an up to date account of the key debates and areas of controversy in the field of second language learning and teaching Adopting a broad and comparative perspective and emphasising the importance of considering a variety of learning contexts it encourages students and practising teachers to engage with contemporary issues and developments in learning and teaching Chapters are designed to stimulate thinking and understanding in relation to theory and practice and help language educators to make informed judgements by arguing from a position based on theoretical knowledge and understanding Bringing together leading contributors in the field the book discusses a wide range of issues relating to second language learning and teaching including the relationship between age and success in language learning aptitude versus motivation as predictors of successful language learning linguistic diversity and plurilingualism the teaching of grammar and vocabulary the value of phonics learning pronunciation the second language only versus the multilingual debate With reflective points in every chapter *Debates in Second Language Education* will be a valuable resource for any student or practising teacher as well as for those engaged in initial teacher education continuing professional development or Master s level study It will also be of interest to second language acquisition researchers and those studying applied linguistics

The Inclusion Toolbox Jennifer A. Kurth, Megan Gross, 2014-10-10 The tools you need to build meaningful inclusive practices into your education program Even the most experienced educators struggle with the challenge of designing and delivering meaningful inclusive practices in their school communities and classrooms How can you deliver meaningful learning experiences that meet the needs of ALL students The Inclusion Toolbox is an all in one resource that combines research based strategies and practical tools to help you design and implement a truly inclusive education program The Inclusion Toolbox features materials relevant to all grades disabilities and stages of implementation and is organized in a way that allows you to start at multiple entry points You ll discover Step by step plans for implementing new programs through teambuilding and leadership Guidance on how to maintain strengthen and expand existing inclusive programs Strategies to empower and involve families students with disabilities and their peers Techniques to create effective and complementary schedules Tools to assess student interests develop adaptation plans encourage students to participate in

extracurricular activities and more With user friendly online resources and practical strategies this comprehensive guide will help you expand your toolbox inspire your students and make inclusion a reality Planning an IEP Need to provide more support for your paraeducators Unsure of how to get everyone on the same page when it comes to adaptations and modifications If you answered yes to any of these questions you need this book All of these topics and more are covered in the pages of this practical resource rich text The Inclusion Toolkit will undoubtedly be the new go to manual for any stakeholder interested in creating high quality schools for all students If you are looking for answers beyond the why and the what of teaching diverse learners look no further than this powerful how to guide written by two savvy educators who clearly understand the research and the practices associated with inclusive education in today s K 12 schools Paula Kluth Educational Consultant For schools implementing inclusion or improving the way students are served this book is a must read Pam Wall Guidance Counselor Riverside Middle School

Librarians and Educators Collaborating for Success

Marcia A. Mardis, 2016-12-05 The first in the IASL Libraries Unlimited partnership series this book features contributions written by authors from around the world about their effective collaboration experiences Collaboration between teachers and school librarians is a topic that is often discussed in the quest for educational excellence but the international perspective is something that is rarely explored This text documents the collaboration endeavors in international school libraries and drawing upon research and direct experience demonstrates effective collaboration experiences in a range of countries It also features selected brief case studies as well as several original essays on the topic of collaboration between teachers and teacher librarians in curriculum planning The result of a joint effort between Libraries Unlimited and the International Association of School Librarianship IASL this book shows how collaboration with teachers looks in the international arena It addresses topics such as collaborating for success with student searching the roles of librarians and teachers in the research process principal involvement information literacy inquiry based learning use of digital resources models of collaboration for diversity and evaluation of collaboration Additionally the current research findings presented will offer readers new insights into their profession

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