

Collaborative Planning Between General and Special Education Teachers

Preplanning involves preparing a lesson or a set of learning experiences: gathering and reading relevant background materials, thinking through procedures and grouping, and considering factors that can enhance learning. Preplanning also includes writing objectives, outlining procedures, and specifying desired outcomes and evaluation plans.



Interactive planning involves monitoring plan implementation and making adaptations in response to student progress. It is often concurrent with teaching, making adjustments on an incidental basis during ongoing instruction.



Postplanning involves planning for the next lesson or projecting for the next unit or even the next year. This is follow-up planning. Incorporate student reactions (including their performance on assignments and tests) into postplanning, and use this information to inform and guide upcoming lessons.

We will use this cycle of collaborative planning (please select one):

- | | |
|---------------------------------|------------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Unit |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Long Term |

Notes:

Preplanning: Actions Taken

- Design agenda (sequence, activities)
- Set goals/objectives
- Determine information sources and materials
- Design assessment
- Plan the physical environment and grouping
- Identify adaptations (for example, academic or social)

Interactive Planning: Actions Taken

- Adjust level of adherence to the written plan
- Monitor student understanding and behavior
- Make adaptations

Postplanning: Actions Taken

- Develop immediate plans
- Develop plans for next year
- Revise plans

Source: Adapted from Schumm, J. S., Vaughn, S., Haager, D., McDowell, J., Rothlein, L., & Saumell, L. (1995). *General education teacher planning: What can students with learning disabilities expect?* *Exceptional Children*, 61(4), 335–352.