

*strengthening inclusive practices through*

**COLLABORATIVE**

**PLANNING**

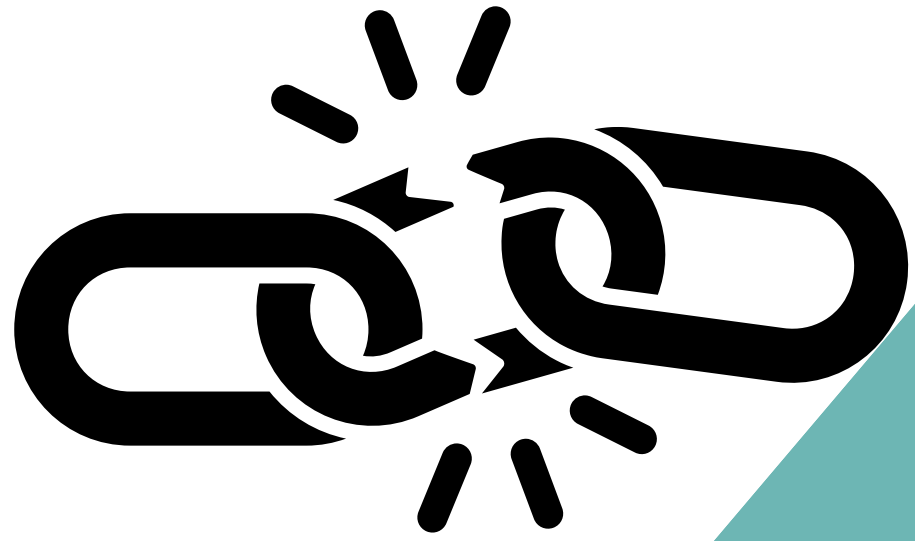
A large teal triangle pointing downwards, occupying the left half of the slide.

*Learning*

# OBJECTIVES

- Reference HLPs 1-3 and their role in collaboration
- Strengthen inclusive practices through structured planning
- Use the Co-Planning Matrix to align services and instruction
- Apply a team-based approach to IEP goal writing





**Master schedules are not built with special education services in mind**

**Special education teachers are developing IEPs on their own**

**Each professional is assessing independently during school year - various interpretations**

**Special education team members struggle to participate meaningfully in PLCs**

**Lack of trust between team members**

**Lack of rigor for identified students**

*Current Reality*

# Building the FOUNDATION

## High-Leverage Practices (HLPs):

- HLP 1: Collaboration with professionals
- HLP 2: Collaboration with families
- HLP 3: Teaming and shared problem-solving

🧠 “Collaboration allows for varied expertise and perspectives to support student learning.”



**structured system and PLC Culture**

**prioritized time for planning**

**high expectations for all**

**builds classroom community**

**team efficacy**

*Foundation for*  
**INLCUSION**

 *Inclusion isn't extra—it's how we operate.*

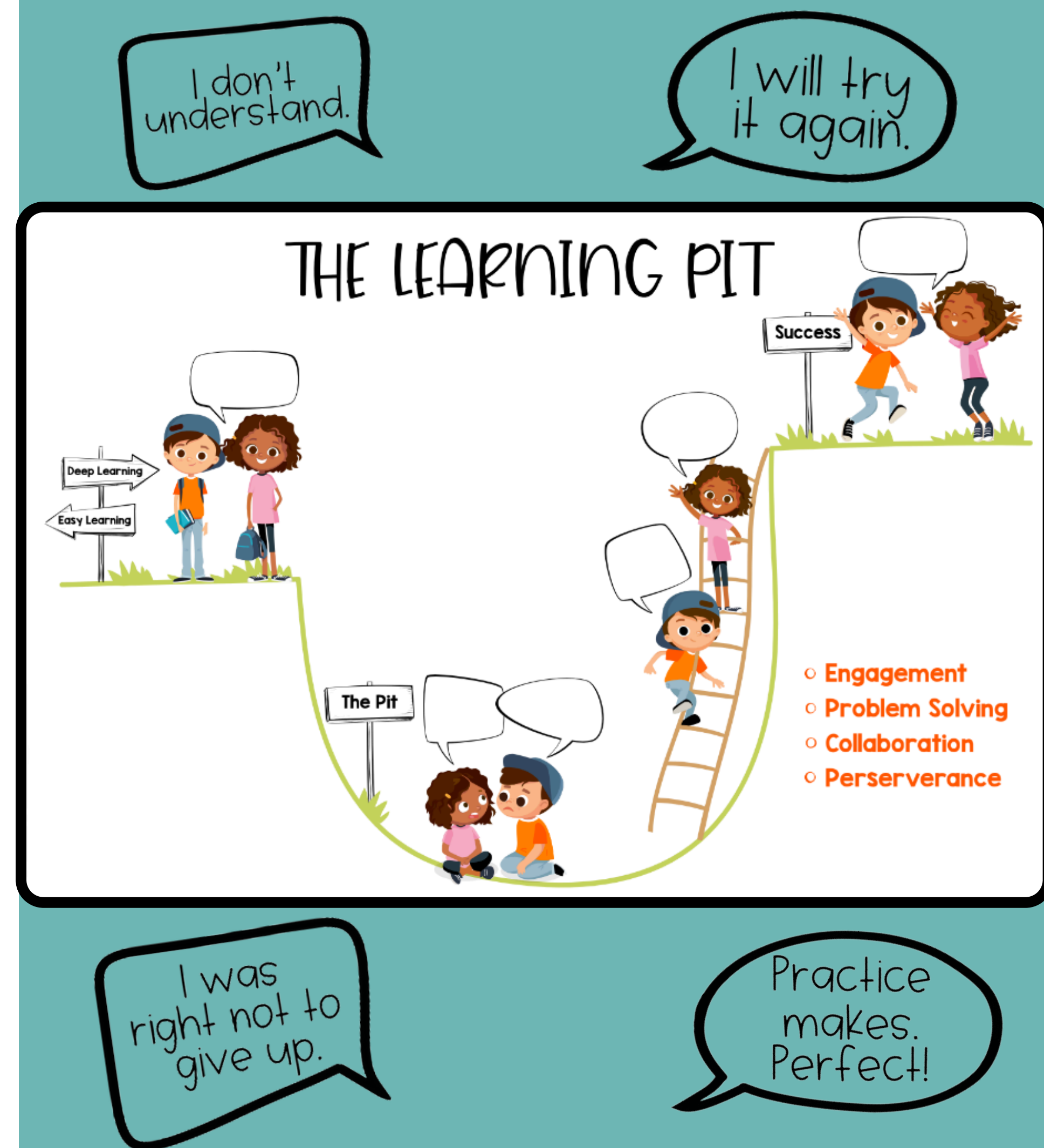
# What does it **LOOK LIKE?**



- **Planning**
  - Special Education Specialist Role in PLCs
- **Teaching**
  - Co-teaching models
  - Co-planned lessons
  - Quality indicators for SDI based on role
  - Springdale lesson plan example
  - Bentonville lesson plan example
- **Assessing**
  - Springdale proficiency scale
  - Bentonville proficiency scale

# What are the CHALLENGES?

- Flexibility
- Grade Level Pacing & Trust
- Roster and Space
- Common Planning Time
- Behaviors
- Re-evaluating Minutes





# PLC PROCESS



## Before the Learning

- ✓ Gen Ed + SPED collaborate to:
  - Identify essential standards & prerequisite skills
  - Plan accommodations and scaffolds
  - Design universally accessible lessons

💬 "Everyone sits at the table."

## During the Learning

- Keep pace with grade-level content
- Use common formative data to identify needs
- Apply small groups, scaffolds, and targeted strategies

🎯 Focus on what's essential—support what's needed.

## After the Learning

- 📊 Analyze summative data to:
- Identify mastery trends
- Plan next steps for students not yet proficient
- Use small groups or pull-out as needed

🧩 Adjust support—don't lower expectations

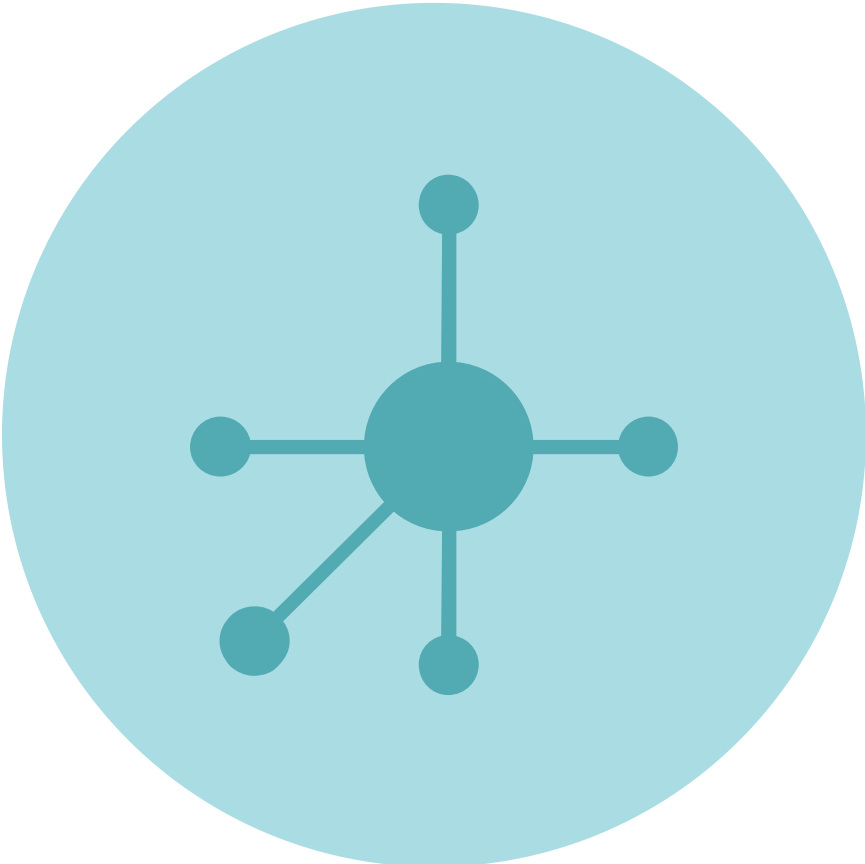


# co-planning matrix

## USE TO:

- Clarify who is doing what, when, and how
  - Align strategies with IEP goals
  - Promote consistent collaboration
- Efficiency comes from clarity*

Co-planning  
Matrix Link



Time	Activity	participate without supports	Accomodation / Modification	Peer Support	and/or environmental items needed	Pull out support	Push in support	Indirect support	Para Support	Assistive Tech	support needed fro sped
8:15-9:00	Phonics	No	extended time Reduced reading list Flexible seating Breaks if requested	Peer modeling for new concepts when independent work begins	Lanyard show 'n go Individualized token board Established 'break space' in gen ed room	Yes	Yes - Alternative	No	No	No	15 m/day push-in 30 m/day pull out Literacy Goal Obj 3
9:00-9:20	Recess	No	Explicit repeat of hallway rules and frontloading of changes in recess (i.e., rain, schedule change)	Peer network arrangement will support in arranged social group and access to structured games (i.e., four square, basketball)	show 'n go lanyards for staff	No	No	No	No	No	n/a
9:20-9:25	Transition	No	Task analysis / visual schedule	Peers will remind student of schedule and where next transition is to	Lanyard show 'n go Individualized token board	No	No	No	No	No	n/a
9:25-10:15	Activity	No	Task analysis / visual schedule Front loading of changes in schedule Explicit reteach of expectation and model	Peer model of expectation	Lanyard show 'n go Individualized token board Established 'break space' in gen ed room	No	No	Yes	Needed for Global Connections	No	Adaptive Bx 30m/week
10:15-10:45	Oral Language & Reading comp.	No	Modified reponse options Simple question phrases for student response	No	Lanyard show 'n go Individualized token board Established 'break space' in gen ed room	Yes	No	No	No	highlighter strip for text follow along	30 m/day Literacy Goal Obj 1 & 2
10:45-11:15	Writing	No	Reduced assignments sentence frames	No - focus student escalates during this time	Lanyard show 'n go Individualized token board	Yes	No	No	No	Pencil grip	30 m/day Literacy Goal

# collaborative **GOAL WRITING**



## ***Collaborative goals are:***

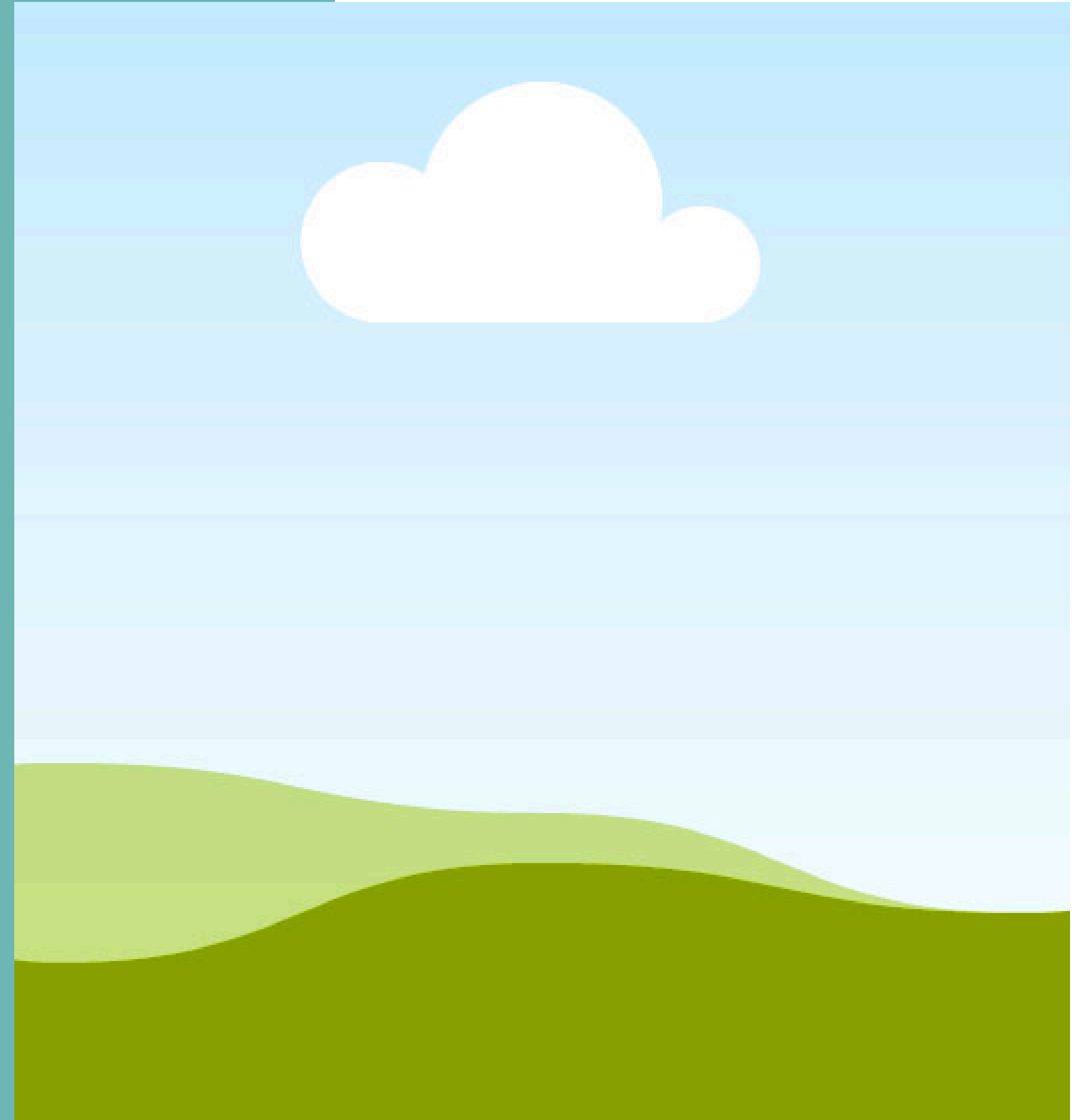
- Developed by the IEP team
- Grounded in present levels and essential standards
- Designed to be shared across providers



Collaboration ≠ extra meetings—it's shared purpose

# *Partnering with* **FAMILIES**

- Keeping parents informed at each step of the journey
- Consistent communication from general education and special education teachers
- Increased involvement has led to general education teachers feeling more confident and equipped to share in IEP meetings and other conferences





- ✓ Collaboration is essential
- ✓ Co-Planning drives inclusive success
- ✓ Goal writing must be purposeful and team-based
- ✓ Every student deserves access to Tier 1
- ✓ Ancillary benefits for ALL

*key*

**TAKEAWAYS**

*Reach out with*  
**QUESTIONS**

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