**ICS Equity Co-Planning Flowchart:   
Creating High-Quality Teaching and Learning for EVERY Student**

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| **Before the Meeting:** |  |
| 1. Is there a common understanding and agreement about the purpose of co-planning by all team members? | Evidence:  What evidence did you observe of team members intentionally developing each other’s capacity?  What evidence is there of each team member sharing expertise and co-planning lessons for all learners?  What is/are the action step(s) we can take to improve? |
| 2. Has the team reviewed the Norms of Collaboration and created Working Agreements which are followed at every meeting? | Evidence:  What norms of collaboration did you notice being used during the co-planning process?  How did the working agreements help the team successfully co-plan?  What is/are the action step(s) we can take to improve? |
| 3. Does the team have a clearly defined meeting outcome aligned with standards and the purpose of co-planning? | Evidence:  How did having clearly defined meeting outcomes aligned with standards help the team successfully co-plan?  How did the agenda support successful co-planning? What components of an agenda were apparent: timeline, roles, topics, next steps, in preparation, etc.?  What is/are the action step(s) we can take to improve? |
| 4. Do all team members come to the meeting prepared?  Have all members:   * Read the standard(s)/   learning targets/success criteria   * Reflected on past experiences teaching the standard * Used student data to reflect on what they will need * Brought ISAAGs and have them on the table * Brought materials needed to meet the outcome | Evidence:  What is the evidence of team members having read the standard/learning targets/success criteria?  What is the evidence that team members reflected on their past experiences of teaching the standard in the district or elsewhere?  What is the evidence of team members using student data to reflect on what students will need to access, engage and be successful in the lesson?  What is the evidence of team members having ISAAG’s present and on the table?  What is the evidence of team members having materials needed to meet the outcome?  What is/are the action step(s) we can take to improve? |
| **During the Meeting:** | |
| 5. Does the team have a common understanding of the applicable student-centered learning targets and success criteria? | Evidence:  How was the learning target specifically mentioned in the conversation?  What discussion was there regarding what success looks like for every student?  What is/are the action step(s) we can take to improve? |
| 6. Did the team create a collaborative plan that:   * is culturally responsive considering student profiles * refers to ISAAGs * includes frequent formative assessment | Evidence:  What evidence is there that the plan is culturally responsive?  How does the lesson address the needs of a specific student for whom someone had an ISAAG?  What evidence is there that the plan includes multiple means of action and expression, representation, and/or engagement?  What evidence is there that frequent and on-going formative assessments will occur to inform instructional decisions?  What is/are the action step(s) we can take to improve? |
| 7. Is the team confident the collaborative plan meets the needs of every student? | Evidence:  How does the lesson address the needs of the diverse normative?  What is/are the action step(s) we can take to improve? |
| 8. Does everyone have clarity about next steps? | Evidence:  What evidence is there that each member knows their responsibilities for co-serving?  What evidence is there that all members know their responsibilities for the next meeting?  What is/are the action step(s) we can take to improve? |