### Appendix B
**Co-Planning Meeting Agenda Template**

Date: _________________________  
Note taker: _________________________  
Timekeeper: _________________________

<table>
<thead>
<tr>
<th>Review (20% of time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on teacher and student performance</td>
<td></td>
</tr>
<tr>
<td>- What worked well?</td>
<td></td>
</tr>
<tr>
<td>- What didn’t?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Instruction (60% of time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss “big picture” issues first</td>
<td></td>
</tr>
<tr>
<td>Discuss content</td>
<td></td>
</tr>
<tr>
<td>Plan content delivery</td>
<td></td>
</tr>
<tr>
<td>Consider variations of co-teaching</td>
<td></td>
</tr>
<tr>
<td>Design practice activities</td>
<td></td>
</tr>
<tr>
<td>Plan individual and group evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assign Responsibilities (20% of time)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify needed materials</td>
<td></td>
</tr>
<tr>
<td>Clarify teaching roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Write out responsibilities for all involved</td>
<td></td>
</tr>
</tbody>
</table>

Next Meeting Date: ________________  
Place: _________________________
Appendix C
Co-Planning Meeting Agenda Example

The following agenda example supports the teaching of SOL objective, Writing 7.8.

The student will develop narrative, expository, and persuasive writing:
   a) Apply knowledge of prewriting strategies
   b) Elaborate the central idea in an organized manner
   c) Choose vocabulary and information that will create voice and tone
   d) Use clauses and phrases to vary sentences
   e) Revise writing for clarity and effect
   f) Use a word processor to plan, draft, revise, edit, and publish selected writings

Date: January 20       Note taker: Mr. Kelly       Timekeeper: Mrs. Williams

Review (20% of time)
Reflect on teacher and student performance
   • What worked well?
   • What didn’t?

Plan Instruction (60% of time)
   • Discuss “big picture” issues first
   • Discuss content
   • Plan content delivery
   • Consider variations of Co-Teaching
   • Design practice activities
   • Plan individual and group evaluation

1. Students presented book reports. Robert and LaShandra did not perform well on their oral book reports, so they will be given an opportunity to redo their reports. Even though they were given two choices for reporting on their books, these students required more support during the planning and composing stages of writing. Mrs. Williams will review brainstorming as a planning strategy and provide a graphic organizer for composing. She will monitor their progress throughout the week.

2. Student writing samples revealed that all students need instruction on the components of narrative writing and review of the parts of a paragraph.

Big Picture: Components of narrative writing

Monday: Create a character description
Use lesson from SOL Enhanced Scope and Sequence PLUS: Grade 7 English/Writing “Our Actions Show Who We Really Are” found on www.ttaconline.org (see Appendix I)

Tuesday and Wednesday: Write a narrative paragraph
   • Topic
   • Main Idea Sentence
   • Detail Sentences
   • Concluding Sentence

Use picture of sandwich to depict make-up of a paragraph

Thursday and Friday: Write a three- to five-paragraph narrative paper
   • Opening paragraph
   • Supporting paragraphs
   • Concluding paragraph

Students will be shown how to organize content of their paper using a graphic organizer

Content:

Monday: Interactive Teaching
Discuss writer’s technique of revealing character traits through actions. Model composing sentences using the graphic organizer and the grocery store scenario.

Tuesday: One Teach, One Assist
Discuss writing a paragraph with a main idea sentence, detail sentences, and a conclusion sentence.
Model composing a paragraph by using the “I do, We do, You do” instructional sequence.

Wednesday: One Teach, One Assist
No new content. Mrs. Williams will show the students three examples of narrative paragraphs on overhead projector. Using response boards, students will write down the main idea, details, and concluding sentence of each paragraph.

Thursday: Interactive Teaching
Model composing a 3- to 5-paragraph paper by using the “I do, We do, You do” strategy. Display the completed narrative paper on a bulletin board so students can refer to it whenever they wish. Students will write a 3- to 5-paragraph paper entitled “All About Me.”

Friday: Alternative Teaching
Students will continue writing their narrative papers. A small group of students will work with Mr. Kelly to write a group narrative paper.

Warm-up, practice, and wrap-up activities will be written on the lesson plan template.