**Session: Kicking Off Co-teaching**

**Facilitator:**

**Date and Time:** June 23-24th (NY & CT/RI)

**Topic:** Co-teaching

**Total Time:** 180 minutes- 2 90 min sessions

**Intended Audience:** Leaders – Turnkeyed to Teachers

**Pre-Work Estimated Time:** 180 minutes

**Pre-Work Instructions:**

New to AF: Complete the co-teaching models module prior to school-based training (NLT 2014-2015)

ALL:

1. Bring your completed readiness task for co-teaching.
2. Meet with TSS PP prior to 6/7 to review the task.

**Supporting/Table Facilitators:** Chase (NY) & Katie (CT/RI)

**Videos Used:** Hannah/Katie (BRMS) & Anna/Brekke (ENDMS)

Creating the ATT version of this PD

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| **Aims:**  |
| School leaders will be able to:* Rehearse & Plan turnkey ATT session on co-teaching given network materials to kick off co-teaching for ALL Co-teachers in 16-17'.
* See and define what strong co-teaching looks like inside and outside of the classroom.
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| **Session Description:** |
| **Key Points*** **Co-teaching is the primary way we service scholars with IEPs in an inclusive environment to achieve academically and behaviorally at high levels. (Legal Requirement)**

*Research shows and we strongly believe that scholars with IEPs do best when alongside with their general education peers. Additionally, it is our legal obligation to ensure that all of our scholars with disabilities are educated alongside their general education peers to the maximum extent possible, and for the vast majority of our scholars, that means being served in co-taught classrooms.** **Strong co-teach continuously collects, and uses data to meet the needs of ALL scholars via the various co-teaching models and targeted supports.**

*In order to ensure you are serving ALL scholars we must use data constantly to inform how we co-teach and support each scholar.** **Strong co-teachers plan from the data to meet the needs of ALL scholars*.***

*The data drives what models we use, how we focus our support on a moment to moment, daily, and weekly basis.* | **Potential Misunderstandings*** **Co-teachers who are veteran do not need as much support as co-teachers.**

*In fact returning co-teachers can hit a plateau and need coaches to ensure they are continuing to grow as teachers as well as ensuring all scholars are progressing and achieving at higher levels.** **Co-teachers who have a strong social relationship do not need support***.*

*Having a strong relationship with you co-teacher is a pre-requisite to being successful in the classroom. However professional relationship is necessary so that teachers are providing feedback as needed.** **We can’t do co-teaching at a high level because our co-teachers have varied skill levels.**

*We’ve seen across our network, that skill level doesn’t dictate the success of a co-teaching partnership. It certainly helps but it is very possible to be a strong pair if you are providing feedback to one another and coached to grow.*  |
| Framing***Where have we been?**** Last year we focused on what does it mean to plan at a high level. That is definitely needed.
* This year we want to ensure that we continue that work and set a clear vision for our teachers. The biggest piece we’ve heard is I want to see strong co-teaching examples.
* In 5 years, co-teaching has become a consistent practice in reading, writing and math classes K-12. Teachers love their partners in the classroom and are seeing the possibilities that come with strong co-teaching.
* This year, we want to equip teachers to see what strong co-teaching looks like and work with their co-teachers to use data to drive instruction.

***Why are we focusing on this right now?**** We are at a place were schools are co-teaching in many core content classes. Yet we are still falling short of the part where it leads to high achievement for all scholars.
* When we look at strong reading, math, and writing classrooms, they tend also to be strong co-teachers behind those results. We see the gap between scholars with disabilities and their general education peers to be smaller.
* In observing co-teachers, it comes back to two strong pieces – (1) Strong relationship/trust AND (2) Making joint decisions towards supporting all scholars based on data.
* At the start of the year, we want to set the bar, and foster strong relationships.

***How will we close this Gap within Gap?**** WE will focus our time on ensuring we understand what strong co-teaching looks like.
* SSLs will be able to
	+ Plan turnkey ATT session on co-teaching given network materials to kick off co-teaching for ALL Co-teachers in 16-17'.
	+ See and define what strong co-teaching looks like inside and outside of the classroom.
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| **AGENDA AT A GLANCE*** Framing – (5)

Invest – Look at Data (10)* Session Aims and Agenda (2)
* Elements of Strong Co-teaching Airtight Activity & Key Points and Misunderstandings (10)
* Application #1 – Practice the AA (20)
	+ Plan
	+ Execute
	+ Feedback Replay (PD Delivery)
* Data-Driven Coteaching Airtight Activity & Key Points and Misunderstandings (10)
* Application #2 – Data Driven Co-teaching (20) – Practice the debrief
	+ Plan
	+ Execute
	+ Feedback Replay (PD Delivery)
* Setting up a Co-teaching Relationship Airtight Activity & Key Points and Misunderstandings (10)
* Application #3 – Coteacher relationship (20)
	+ Plan
	+ Execute
	+ Feedback Replay (PD Delivery) – facilitating the Debrief.
* Application #4 – Customize the Frame (30)
* Reflection & Closing (5)
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| ***Materials*** | ***Assessment & Follow-up*** |
| * Drill Packet for Participants
* Facilitator Drill packet & model scripts
* Cheat Sheet
* Bell
* PPT deck
* Video/Role play scripts
* Guided Notes packet
* Room to move around/practice
 | **Assessment: Exit Slip Module****Follow-up by Principals & Deans (dates):*** By 8/1, Authentic Compliance Owner will share with their TSS point person when and how they plan to do co-teaching PD in ATT.
* August/September, TSS Point People attend co-teaching PD.
* By 8/31, Authentic Compliance Owner will train all co-teachers before the start of the year or at the early start of the year.
* By 8/31, Authentic Compliance Owner will meet with each co-teacher pairs for the BOY Expectations meeting.
* By 9/30, TSS Point People, follow-up with Authentic Compliance owner to do a Walkthrough using the FOIs for co-teaching.
* By 10/31 TSS point people, will set targets with the school on co-teaching survey and will observe Co-teaching meetings using the observation checklist.
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| **Additional Instructions/Notes for Facilitator**Leaders will have all the session plans and materials to do this session with teachers. Leaders have the following choices in terms of turnkeying:Time1. School Site ATT
2. BOY

Presentation Format1. All at once
2. In a series over a few weeks

(1) Customize Frame for ATT Session: Kicking off Co-teaching PD* Co-teaching Data by subject area for your school for the specific content area.
* Use videos from your own school
* Infuse the goals, metric and focus areas from your readiness task into the PD.
* What structures will you share with teachers to help you manage co-teaching and hold folks accountable.
* Customize the exit ticket.

 (2) Plan for continued PD on co-teaching * Email principal your interest and preparation PD for Co-teaching.
* IPP in Co-teacher pairs
* Weekly LASW in Co-teaching pairs
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| Living the Learning (LtL) Legend:O= OpeningAA= Airtight ActivityK= Key PointsM= Additional ModelA= ApplicationC: Closing/Reflection |

Session Detail

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| ***Min*.** | ***Session Component*** |
| 5 | **Opening – Framing*** Today, we will spend our time together to ensure you are ready to deliver ATT Co-teaching PD to your staff. This entails setting a vision and setting and establishing strong relationships and systems/structures for Co-teaching.
* I like analogies☺ Here is a list of analogies – Pick the one that most resonates with you.
* Turn and talk with a partner 30 seconds each, why did you pick that one.
* Quick Check. Raise your hand if you chose 1, 2, 3, 4.
* As you can see by looking around there is a range of contexts at schools and why you chose different analogies.
* Underlying all of these are two major trends – Strong relationship/Expectations paired with a clear vision.
* Vision Sharing + Relationship Building 🡺 Are Complex and quit dynamic. This means you as the leader of co-teaching need to be dynamic as well. I cannot give you do this and kids will learn, but I can say for sure that if those two are there – you’re 80% of the way there.

**How did we get to this point?*** For those of you who were here last year we focused on what it mean to plan at a high level. That is definitely needed.
* This year we want to ensure that we continue that work and set a clear vision for our teachers. The biggest piece we’ve heard is I want to see strong co-teaching examples.
* In 5 years, co-teaching has become a consistent practice in reading, writing and math classes K-12. Teachers love their partners in the classroom and are seeing the possibilities that come with strong co-teaching.
* This year, we want to equip teachers to see what strong co-teaching looks like and work with their co-teachers to use data to drive instruction.

**Why are we focusing on this right now, today?*** We are at a place where schools are co-teaching in many core content classes. Yet we are still falling short of the part where it leads to high achievement for all scholars.
* When we look at strong reading, math, and writing classrooms, they tend also to be strong co-teachers behind those results. We see the gap between scholars with disabilities and their general education peers to be smaller.
* In observing co-teachers, it comes back to two strong pieces – (1) Strong relationship/trust AND (2) Making joint decisions towards supporting all scholars based on data.
* At the start of the year, we want to set the bar, and foster strong relationships.
* This is required training for all Schools - I know folks do as they please with their ATT time. I’m here to say that I've seen what happens to co-teaching at a school that was previously strong not do this***.***
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| 10 | **Hook – Data Analysis – Gap within the Gap Data IA2*** SAY: *Our scholars with IEPs represent a gap within the larger achievement gap. Let’s look at what that means. Before I show the data, I want to name that I’m sharing this to be able to think proactively and frame why we are discussing what we are today, so please know that I believe that we want the best for ALL scholars that that this data is not a reflection of the any individual teacher or leader’s beliefs.*
* SAY: *Looking at the data, ask yourself:*
	+ *Are scholars with IEPs achieving at high academic and behavior levels?*
	+ *2 Note: This is an aggregate of all grades and only represents ELA and Math. Secondly, there are some schools whose overall achievement is higher but the gap within the gap is larger than if there is a school with a lower achievement on IAs.*

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| **School/Subject** | **Demog.**  | **IA2 - Math** | **Math Gap** | **IA2 - ELA** | **ELA Gap** |
| AF Bridgeport ES | IEP N | 72 |   | 50 |   |
| AF Bridgeport ES | IEP Y | 43 | -29 | 27 | -23 |
| AF Hartford ES | IEP N | 61 |   | 37 |   |
| AF Hartford ES | IEP Y | 44 | -17 | 21 | -16 |
| Amistad Academy ES | IEP N | 62 |   | 54 |   |
| Amistad Academy ES | IEP Y | 42 | -20 | 31 | -23 |
| Elm City College Prep ES | IEP N | 62 |   | 50 |   |
| Elm City College Prep ES | IEP Y | 33 | -29 | 33 | -17 |
| AF Apollo ES | IEP N | 62 |   | 49 |   |
| AF Apollo ES | IEP Y | 42 | -20 | 34 | -15 |
| AF Aspire ES | IEP N | 66 |   | 47 |   |
| AF Aspire ES | IEP Y | 60 | -6 | 40 | -7 |
| AF Brownsville ES | IEP N | 64 |   | 51 |   |
| AF Brownsville ES | IEP Y | 52 | -12 | 43 | -8 |
| AF Bushwick ES | IEP N | 77 |   | 52 |   |
| AF Bushwick ES | IEP Y | 65 | -12 | 41 | -11 |
| AF Crown Heights ES | IEP N | 68 |   | 51 |   |
| AF Crown Heights ES | IEP Y | 62 | -6 | 38 | -13 |
| AF East New York ES | IEP N | 70 |   | 54 |   |
| AF East New York ES | IEP Y | 53 | -17 | 36 | -18 |
| AF Endeavor ES | IEP N | 82 |   | 60 |   |
| AF Endeavor ES | IEP Y | 74 | -8 | 55 | -5 |
| AF Linden ES | IEP N | 74 |   | 46 |   |
| AF Linden ES | IEP Y | 57 | -17 | 19 | -27 |
| AF North Brooklyn Prep ES | IEP N | 78 |   | 48 |   |
| AF North Brooklyn Prep ES | IEP Y | 65 | -13 | 34 | -14 |
| AF Iluminar ES | IEP N | 71 |   |   |   |
| AF Iluminar ES | IEP Y | 62 | -9 |   |   |
| AF Providence ES | IEP N | 74 |   | 45 |   |
| AF Providence ES | IEP Y | 58 | -16 | 27 | -18 |
| AF Bridgeport MS | IEP N | 36 |   | 46 |   |
| AF Bridgeport MS | IEP Y | 21 | -15 | 30 | -16 |
| AF Hartford MS | IEP N | 26 |   | 45 |   |
| AF Hartford MS | IEP Y | 14 | -12 | 27 | -18 |
| AF Summit MS | IEP N | 34 |   | 41 |   |
| AF Summit MS | IEP Y | 23 | -11 | 27 | -14 |
| Amistad Academy MS | IEP N | 42 |   | 47 |   |
| Amistad Academy MS | IEP Y | 16 | -26 | 20 | -27 |
| Elm City College Prep MS | IEP N | 42 |   | 57 |   |
| Elm City College Prep MS | IEP Y | 16 | -26 | 33 | -24 |
| AF Apollo MS | IEP N | 58 |   | 57 |   |
| AF Apollo MS | IEP Y | 36 | -22 | 39 | -18 |
| AF Brownsville MS | IEP N | 54 |   | 62 |   |
| AF Brownsville MS | IEP Y | 28 | -26 | 44 | -18 |
| AF Bushwick MS | IEP N | 71 |   | 65 |   |
| AF Bushwick MS | IEP Y | 46 | -25 | 44 | -21 |
| AF Crown Heights MS | IEP N | 58 |   | 62 |   |
| AF Crown Heights MS | IEP Y | 37 | -21 | 47 | -15 |
| AF East New York MS | IEP N | 62 |   | 68 |   |
| AF East New York MS | IEP Y | 46 | -16 | 47 | -21 |
| AF Endeavor MS | IEP N | 57 |   | 58 |   |
| AF Endeavor MS | IEP Y | 34 | -23 | 44 | -14 |
| **TOTAL** |  |  | **-17.5** |  | **-17** |

* + 14%-25% gap between scholars with disabilities with an average of 17% Gap
	+ SAY: *Turn do you elbow partner and discuss - What is contributing to this gap?*

**Facilitation Notes**: Hunt don’t fish for these responses. May need facilitation support to get around to everyone. Plan to highlight two folks that said two of them and probe on what is the impact.* + - * Co-teacher relationships are not strong
			* Not a prioritized lever
			* Skill level of teachers
			* Focus on this data has been lacking
			* Mindset work
	+ SAY: *I heard a few folks say x, y, z. In particular, I hear x, say this. Can you share more why this is a contributing factor.*
* **This is why this year we are setting targets for each subject and grade level to begin to close this gap. TSS PP will be using this to help support teams of schools to look at this gap regularly and make decisions around the highest leverage action steps.**
* Today I will be showing you 2 co-teacher. They are two pairs co-teachers (Hannah and Katie) + (Anna and Brekke) – where relationship + solid eye for data has made difference for the gap within the gap.

**Key Point #1**: Co-teaching is the primary way we service scholars with IEPs in an inclusive environment to achieve academically and behaviorally at high levels. We serve the vast majority of our scholars in this setting.  |
| 2 | **Session Aims and Agenda*** SAY: *Today (Y’all) SSLs will be able to*
	+ *Rehearse & Plan turnkey ATT session on co-teaching given network materials to kick off co-teaching for ALL Co-teachers in 16-17'. We will ask for your commitment at the end.*
	+ *See and define what strong co-teaching looks like inside and outside of the classroom.*
* SAY: *I’m attempting to do two things. Build knowledge on the vision of Co-teaching & build facilitation skills. Because of this I’ll delivery the portion of PD that you will do at ATT.*
 |
| 10 | **AA#1 – Elements of Strong Co-teaching*** Observe video of Alternative Teaching from BRMS of Hannah and Katie and then Second video of Alterative Teaching and Team Teaching at ENDMS of Anna and Katie.
* KEY QUESTION: What are 3 things that theses co-teachers did to drive towards stronger scholar learning?
	+ - SAY: *To start I want you to see what strong co-teachers in action, in order to see what strong co-teaching looks like. You will observe two sets of teachers co-teaching. One is a video of Anna and Brekke at ENDMS teaching 5th grade Writing and another of Hannah and Katie teaching 6th grade math. Both are new co-teacher pairs this year. In the typical co-taught class the range is larger, and we believe with two teachers we can meet the needs of all the scholars.* *As you watch think about this question: “What are 3 things that these co-teachers did to drive towards stronger scholar learning?”*
* <1 min.>Turn and Talk with a partner.
* SAY: *Just share 1 thing you observed these co-teachers do that drove towards stronger scholar learning?*
* **EXEMPLAR RESPONSE**:

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| **Teacher Actions** | **Evidence** | **BPQs** |
| Rapid Feedback | * + Hannah is going around and checking during Skill Fluency
	+ Simultaneously Katie is looking at each student’s paper and giving feedback.
	+ Hannah and Katie give feedback to every scholar in the 8 mins they do skill fluency
 | * + - How are they noting misunderstanding?
		- How do the teachers respond to misunderstanding?
		- Where did you see that occur in the video?
		- What is the short and long term impact of the scholar doing a question wrong and not getting feedback?
 |
| Targeted Support | * + Hannah and Katie pull groups based on data not based on IEPs.
	+ Anna and Brekke – know the scholars work intimately an can provide very efficient feedback because of this knowledge.
 | * + - How do the teachers respond to misunderstanding?
		- How do they pinpoint misunderstanding?
		- What would not be true about their support if they did not use data.
		- What is the impact on scholar learning?
 |
| Data Collection | * + Anna and Brekke give very targeted
 | * + - What information do these teachers now have about scholar learning?
		- Where did they get that information from?
		- Why is this important?
 |

**Facilitation Notes**: Hunt don’t fish for these responses. May need facilitation support to get around to everyone. Ensure in the debrief that you include wait time for hands and responses before prompting.* Cold call 2 participants from the hunting. Ask the follow-up questions below to push rigor.
* Secondary Question: How are these different or similar than the crescendo plan for rapid feedback?

**Key Point #2**: Strong co-teach continuously collects, and uses data to meet the needs of ALL scholars via the various co-teaching models and targeted supports.* Point out facilitation moves and Elicit Feedback.
* SAY: *What is 1 facilitation move you saw me employ in the debrief that was strong and what is 1 that I could improve? See the cheat sheet in your guided notes.*

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| **Facilitation Moves** | **Evidence** |
| Crafting a broad opening question or Statement | * + What are 3 things that these co-teachers did to increase scholar learning?
 |
| Scripting out and utilizing BPQs | * + Why is this important?
	+ What is the impact on scholar learning?
 |
| Encouraging participants to re-voice key points stated by other participants. | * + X, can you rephrase what Y said and then add on?
 |
| Ending by Formally re-stating the key points that participants pulled out in discussion. | * + Key Point #2
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|  20 | **Application -#1 – Discussing the Airtight Activity*** SAY: *You will be facilitating this session just as I did for the AA#1. In a moment you’ll, take turns delivering this AA#1. The key here is in the debrief and having your BPQs and prompts ready for the debrief.*
* SAY: *You’ll have 3 min. to read through and internalize the BPQ and prompts. Then each of you will deliver the AA#1 and each will get facilitation feedback using AA cheat sheet (focused on discussing an AA) in your guided notes. Normally, you’d be writing the Key Points, Evidence, and BPQs to ensure that you have strong facilitation.* **Given that we are providing this material for ATT – you’re work will be focus on internalization.**
* SAY:The participants role in the practice will be so that the two that are not facilitating. One will be a coach and both will choose a role for the list of their liking at each switch without telling the facilitator:
	+ Participant who is lost.
	+ Participant who provides the element but not evidence
	+ Participant who provides the element, evidence and cannot respond to the impact/importance.
	+ Participant who nails it!

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| **Min.** | **Practice** |
| 3 min. | Everyone – Reads Plan and Internalizes |
| 3+1 min.  | Deliver AA #1 + Feedback + Replay |
| 1 min. | Reflection –What needs to be true for successful facilitation at ATT? (Note this on the last page of the GN, which you will rip off and take with you) |
| **Total** | **16 min.** |

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| 10 | **AA#2 – Data Driven Co-teaching Airtight Activity*** Part A: Observe Hannah and Katie go through exit tickets and adjust their lesson to make changes to their lesson. Also watch them discuss their planning and grouping.
* KEY QUESTION: What made this co-teaching meeting strong?
* SAY: (Show picture of behind the scenes) *We are not shifting gears from execution and delivery to the planning stages and what does it look like to do this in a strong way. As you’re watching, I want you to think about, “What made this co-teaching meeting strong?” On pg. x, you’ll find space to record your thinking.*
* <1 min.> Write down the top 3 things that theses co –teachers did during this meeting to make it strong.

**Facilitation Notes**: Hunt don’t fish for these responses. May need facilitation support to get around to everyone. Tracker in hand of the teacher actions.* SAY: *Just share 1 element that made this strong and why?*

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| **Teacher Actions** | **Evidence** | **BPQs** |
| Use of current data | * + Hannah and Katie took the exit slips from the days lesson and sorted them by understanding.
	+ They honed in on the common mistakes across a group of scholars in their middle pile.
 | * + - What do Hannah and Katie do first?
		- What did Hannah and Katie do once they identified the common mistakes?
		- Where did you see that occur in the video?
		- Why did they need both of them there?
		- What is the impact on scholar learning?
 |
| Flexible and fixed Groupings | * + Hannah and Katie are not only adjusting their strategies but also who and when they will re-teach.
	+ Specifically Hannah – said that I can do another example with my group and Katie can circulate to x who is not in the group.
 | * + - How did Hannah and Katie determine what to do with the data?
		- What did they do after they figured out the quick fixes?
		- How did they balance existing groups and being flexible with the most current data?
 |
| Equally Sharing the thinking | * + Hannah and Katie both provide suggestions: Hannah regarding checking the arrows; Katie of how this skill is needed.
 | * + - What do you notice about airtime?
		- How do they negotiate the decision making?
		- What d
 |

* Follow up question: What is the impact on student achievement by doing this? What is the impact on teacher skill/content?

**Key Point #3**: Strong co-teachers plan from the data to meet the needs of ALL scholars.* Point out facilitation moves and Elicit Feedback.
* SAY: *What is 1 facilitation move you saw me employ in the debrief that was strong and what is 1 that I could improve? See the cheat sheet in your guided notes.*

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| --- | --- |
| **Facilitation Moves** | **Evidence** |
| Starting Cue | * + Once I start the timer.. . .
 |
| Specifying how | * + Individually and then with partners
 |
| Including how long the work should take | * + You will have 3 min.
 |
| Direction participants to the correct materials | * + On pg. x.
 |
| Utilizing CFU | * + X can you repeat back what we are doing, so that I know I’ve been clear.
 |
| Clarify misconceptions | * + If applicable.
 |

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| 20 | **Application #2** * SAY: *You will be facilitating this session just as I did for the AA#2. In a moment you’ll, take turns delivering this AA#2 Part B. The key here is in the clear and precise directions and CFUs. Let’s look at your cheat sheet and identify the key pieces here.*
* SAY: *You’ll have 3 min. to prepare 1) read through and 2) internalize the directions and CFUs. Then each of you will deliver the AA#2 up until the video. You will get facilitation feedback using AA cheat sheet. Let’s look at the timing for this practice.* **Can I have a volunteer repeat back the directions?**

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| --- | --- |
| **Min.** | **Practice** |
| 3 min. | Everyone – Reads Plan and Directions |
| 3+1 min.  | Deliver AA #2 + Feedback + Replay |
| 1 min. | Reflection –What needs to be true for successful facilitation at ATT? (Note this on the last page of the GN, which you will rip off and take with you) |
| **Total** | **16 min.** |

* SAY:*The participants role in the practice will be so that the two that are not facilitating. One will be a coach and the other can choose to either:*
	+ *Understand the full direction and repeat back.*
	+ *Provide partial directions*
	+ *No direction.*
 |
| 10 | **AA #3 - Setting up a Co-teaching Relationship*** Observe Hannah and Katie discuss their co-teaching relationship.
* QUESTION: What needs to be present in order for these co-teachers to have a strong co-teaching relationship?
* SAY: *We’ve looked at what the vision looks like for strong co-teaching in execution, then we backed up to looking at the planning that achieves the execution, and now we will look at the relationship that needs to exist in order to get to the planning, vision and in turn results. In this video clip you will observe Hannah and Katie discuss their co-teaching relationship and how it came to be where it is. As you watch on pg. x, record your response to this question, “What needs to be present in order for these co-teachers to have a strong co-teaching relationship?”*

**Facilitation Notes**: Hunt don’t fish for these responses. May need facilitation support to get around to everyone. Tracker in hand recording who is getting what responses.* SAY: *Share one thing that is present that makes their relationship strong*.
* EXEMPLAR RESPONSE:

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| --- | --- | --- |
| **Teacher Actions** | **Evidence** | **BPQs** |
| Trust | * + Hannah and Katie know each other’s strengths and weaknesses.
	+ They clearly recognize what each one brings to the table.
	+ They check with one another before any decision making is made.
 | * + - What does Hannah about Katie? What is the impact of that?
		- How are decisions made?
		- What do you think happened prior to getting to this moment?
 |
| Constant Communication | * + Hannah and Katie use mini-conferences in the moment to adjust
	+ Hannah and Katie meet daily
	+ Hannah modifies work whenever possible based on data that is currently valid.
 | * + - How often do they check-in?
		- Why do they check-in so frequently
		- How do they work together in terms of being on the same page when it comes to class time and work?
 |
| Honest Feedback/Co-Learning | * + Hannah and Katie both provide suggestions: Hannah regarding checking the arrows; Katie of how this skill is needed.
 | * + - Who speaks the most?
		- What does that indicate?
		- What is the impact of them co-doing and working?
 |

* Follow up question: How do you begin to build that?

**Key Point #3**: **Strong co-teacher relationships lead is 50%+ of the work**.* SAY: *At this point in our PD we are shifting, but you should Note: During ATT - This is where teachers will determine the when, where, and how they will co-implement at least once weekly for the 16-17 SY by creating a working agreement.*
* *They will send this to their coach and schedule time with the coach for the BOY Expectations Meeting.*
* *They will also be asked to put a 2 week, 4 week, and 6 week check points/pace lines for their working agreement.*
 |
| 20 | **Application #3 – Setting up co-teaching relationships*** SAY: *You will be facilitating this session just as I did for the AA#3. In a moment you’ll, take turns delivering this AA#3. The key here is circulating and monitoring worktime by utlizing data collection. This will be helpful in guiding teachers to the end result & inform coaching.*
* SAY:*Flip to the Cheat Sheet and see where it says Circulating and prepping for AA Debrief. Take 2 min. to read through it. You’ll be using your time in a moment to prep for the worktime co-teachers will have.*
* SAY: *You’ll have 3 min. to read through and internalize work that teachers will be doing. Then create a common pitfalls list and BPQs/facilitation moves you’ll utilize for this portion of the PD. These pitfalls come from the 5 Dysfunctions of a Team. These apply to co-teaching as it does to teams. If co-teaching is an area of growth and you have returning pairs, then I would suggest giving them the self-assessment to determine what dysfunctions they are most prone to.*

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| **Min.** | **Practice** |
| 7 min. | Everyone – Reads & Plans |
| 5 min. | Switch with a Partner and give feedback  |
| 1 min. | Reflection –What needs to be true for successful facilitation at ATT? (Note this on the last page of the GN, which you will rip off and take with you) |
| **Total** | **13 min.** |

EXEMPLAR:

|  |  |  |
| --- | --- | --- |
| **Pitfall** | **Evidence** | **BPQs** |
| Absence of Trust | - staying at the surface- not willing to be vulnerable- not open about own weaknesses | * + How do you feel about this plan?
	+ Stating the strengths of each co-teacher to each of them.
	+ Asking each co-teacher – what is one area you want to improve to as a co-teacher?
 |
| Fear of Conflict | -no debates- guarded comments-veiled discussion | * + I’ve talked to each of you separately and you’ve each shared with me x as a concern. Have you discussed this?
	+ Can you explain how you will do x?
	+ What happens when x happens?
 |
| Lack of Commitment | - no prior debate or passionate discussion- not invested in co-teaching structure | * + Providing an example of successful co-teaching and ask if it would be helpful for them to see this in action or talk to a co-teaching pair.
	+ Have you discussed x?
	+ X was an area that each of you have raised as concerns to me previously have you discussed it?
 |
| Avoidance of Accountability | - decisions lack details; vague- not airing past errors- no clear plan to make decisions be implemented | * + Probe around the details.
	+ I’ve heard you mention blank in the past, have you discussed this.
	+ Do you have a back-up plan for when x will happen if y happens?
 |
| Inattention to results | - dividing up all the work- trying to get recognition- focused on their own development | * + What are your goals for your scholars in terms of the gap within the gap?
	+ If they are successful with co-teaching what do they hope they will see in the results?
	+ How will you present a united front as you divide up the work?
 |

 |
| 30 | **Application #4 – Customize the Frame**Now you will have 20 min. to customize and commit to co-teaching PD. (1) Customize Frame for ATT Session: Kicking off Co-teaching PD* Co-teaching Data by subject area for your school for the specific content area.
* Use videos from your own school
* Infuse the goals, metric and focus areas from your readiness task into the PD.
* What structures will you share with teachers to help you manage co-teaching and hold folks accountable.

 (2) Plan for continued PD on co-teaching * Email principal your interest and preparation PD for Co-teaching for BOY. Resource from Charlotte around communicating vision.
* IPP in Co-teacher pairs
* Weekly LASW in Co-teaching pairs
 |
| 5 | Reflection & Closing (5)* 3 min. to capture next steps and answer the question. What needs to be true about my PD to ensure I set-up co-teachers for the strongest year yet?
* We will share out to the group. (EVERYONE) – You should listen for synergies.

Leaders will have all the session plans and materials to do this session with teachers. Leaders have the following choices in terms of turnkeying:Time1. School Site ATT (End of August)
2. BOY (September)

Presentation Format1. All at once
2. In a series over a few weeks

Date if KnownNext StepsSAY: *Today’s PD will have life beyond just ATT/BOY. This is what follow-up will look like post ATT:** *By 8/1, Authentic Compliance Owner will share with their TSS point person when and how they plan to do co-teaching PD in ATT.*
* *August/September, TSS Point People attend co-teaching PD.*
* *By 8/31, Authentic Compliance Owner will train all co-teachers before the start of the year or at the early start of the year.*
* *By 8/31, Authentic Compliance Owner will meet with each co-teacher pairs for the BOY Expectations meeting.*
* *By 9/30, TSS Point People, follow-up with Authentic Compliance owner to do a Walkthrough using the FOIs for co-teaching.*
* *By 10/31 TSS point people, will set targets with the school on co-teaching survey and will observe Co-teaching meetings using the observation checklist.*
 |

**ADDITIONAL NOTES/REFERENCE:**

***Facilitating Effective Airtight Activities* Feedback Cheat Sheet**

|  |
| --- |
| **Priority Points (focus on the mastery of these points first):**1. Leader clearly frames thinking/work participants will focus on during the AA.
2. Leader utilizes effective circulation and data gathering to plan for discussion.
3. Leaderuses back pocket questions to guide participants to clearly name the key points.
 |

|  |  |
| --- | --- |
|  | **Constructive Feedback (“Next time try…”)** |
| **Framing an AA** **(Clear Directions)** | * Including a starting cue
* “I will set the timer…” “Four minutes, go!”
* “ As you watch, I want you to focus on \_\_\_”
* Specifying how (volume and individual/group) work should be completed
* Including how long the work should take
* Directing participants to the correct materials
* “On page 4 of your guided notes…,” “On the pink page in your supplemental packet…”
* Show a slide that presents a visual of the needed material.
* Utilizing a CFU (check for understanding)
* “X, to make sure I was clear, can you repeat back what we’re doing now?”
* Clarify any misconceptions that a participants shares.
 |
| **Circulating Effectively during the AA (Hunt, Not Fish)** | * Circulating to a planned random selection of participants
* Touch base with 2 people per table, check-in with 3 partners per question
* Using a pre-planned CFS to evaluate the quality of participant responses and identify misconceptions
* Using a data tool to collect information that will allow you to easily facilitate discussion
* Collect bite-sized data points, ensure collection method is simple
* Determining who will open your discussion
* Targeting and revising BPQs based on participant need
 |
| **Discussing the AA (Leading Discussion)** | Crafting a broad opening question or statement* What was effective about \_\_\_\_\_’s use of [technique]?
* Pause one second after each person shares before calling on a new person.
* For a lengthy answers, pre-frame the question, “Just share one thing you saw.” OR “Let me pause you there. What other things did we notice?”

Use Scaffolded BPQs to guide participants to clearly name the key points.* Ask more evidence questions that point at a specific moments or data:
* “What happened in [certain part of the video]?”
* “Why is that important?” OR “What’s the purpose of that action?”
* Ask More purpose/impact questions that probe for rationale:
* What was the impact of that action?
 |
| **Framing Key Points** | * Encouraging participants to re-voice key points stated by other participants
* i.e.” “X, can you rephrase what Y said and then add on?”
* End with naming the key points with formal, precise language.
* Pause for a few seconds after delivering a frame so that it sinks in.
 |

**Internalization & School Use Guide**

**Purpose & Context of this Session**:

**Facilitator Prep:** Each facilitator should take the necessary steps to ensure s/he understands the session and is able to deliver the session with clarity, accuracy and confidence. The preparation steps below are recommendations (general and specific to the session where applicable) and recognize that we all have our own mechanisms for preparing sessions. Ultimately, our goal with this basic guide is to assist facilitators in internalizing the session.

**All Sessions:**

1. Read the session in its entirety and preview the PowerPoint to get a feel for the flow of the session.
2. Closely read the aims and annotate the session plan for they key moments where the session most leads to these key aims.
3. Consider the potential misunderstandings and note where you might pre-empt those.
4. Read through the session, looking specifically to group directions, participant practice and directions. Visualize how these directions would go to ensure clarity and flow.
5. Script and assign times to your personalized session plan.
6. Practice.

**Notes for this specific session:**