Achievement First Co-Teaching

Readiness Task for 16-17’ School Year

The aim of this readiness task is for each school to assess their co-teaching program to narrow in on **a support plan that leads to higher academic and behavior outcomes**. First, schools will analyze data from the MOY co-teacher survey & IA3 and conduct a self-reflection. This will serve to:

1. highlight areas of strength and growth from this past year
2. pin-point where schools need to craft support for co-teaching for BOY PD and ongoing support in 16-17’

In order to get ready to OVERSEE and LEAD this process as principal, **you should complete this two part analysis and reflection between now and March 25th**. The tasks can (and should) be delegated to your Special Services Leader. Please email pg. 3 of this readiness task to Emily Siefken (EmilySiefken@achievementfirst.org), your TSS point person, Principal and Regional Superintendent by March 25th, 2016. There will be time during our March 14th (NY) and 18th (CT/RI) Cohort Time to complete this, so no need to do in advance.

Each school will go through a three step process in order to produce a clear plan for how to support co-teachers via school-based PD and coaching in the 16-17’ school year. **For this readiness task, schools will engage in Step 1: Analyze and Reflect.**

**Analyze:**

* MOY Co-teacher Survey
* IA 3

**Reflect**:

* Was the foundation in place?
* Where are there areas to strengthen in 16-17’?

**Step 1: Analyze and Reflect**

***Co-teaching Readiness Task (March 25th)***

***February-March***

**Step 3: Deliver Support**

***TSS Support and BOY***

***BOY & 16-17’ School Year***

**Step 2: Craft a Support Plan**

***TSS Support and ALT***

***April-June***

**Plan:**

* Co-teaching Goals for 16-17’
* Metrics to measure progress
* Support for the Program and Individual Co-teacher Partnerships
* Customize BOY PD

*Note: Co-teacher Surveys, IA Results and PD Materials are available for schools to use and customize at their school as part of the Co-teaching Guidance.*

**Set-up:**

* BOY PD
* BOY Expectations Setting Meetings with Coaches and Teachers
* Scheduling
* BOY Co-teacher Survey

**Support**:

* Coaching Co-teachers
* Ongoing Co-teaching PD
* Data Reviews

**Plan:**

* Co-teaching Goals for 15-16’
* Metrics to measure progress
* Support for the Program and Individual Co-teacher Partnerships
* Customize BOY PD

*Note: Co-teacher Surveys, IA Results and PD Materials are available for schools to use and customize at their school as part of the Co-teaching Guidance.*

**Co-Teaching Readiness Task**

Due April 30th **(pg.3)**

Self-Reflection

& Synthesis

# Analysis Data on Co-Teaching (20 min.)

The two sources of data that we currently have to measure co-teaching is the co-teacher survey and the IA3 Results but Co-taught Section. Taken together we can see both where co-teachers are effectively collaborating to drive results for all scholars. In order to prepare for the 16-17’ SY, we will analyze these two areas.

1. Analyze the Data (MOY Co-teacher Survey Results and Reports & [IA3 Results by Co-taught Section](https://tableau.achievementfirst.org/views/CTTBreakouts/IAbySchool-Grade?%3Aembed=yes#3))
2. Present Findings to Principal and implement his/her feedback by March 25th (The AD(s) should join this meeting in schools where co-teaching is co-owned. Again, we strongly recommend a single owner.)

NOTE: This process should be led by the Special Services Leader (or the leader who owns special services in new/newer schools). In schools were the SSL and Academic Dean both own co-teaching, there should be coordination among the coaches.

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| --- | --- | --- | --- |
| **Source** | **Area of Strength OR Bright Spots**   * ***Who are the highest scoring pairs?*** * ***Where are Co-taught sections outperforming their peers?*** | **Area of Growth for Co-teaching Support**   * ***Who are the lowest scoring pairs?*** * ***Where are Co-taught sections > 5% underperforming peers?*** | **Implications for BOY PD & Support in 15-16’**   * ***How will you need to differentiate your summer PD?*** * ***What will be your focus area next year?*** |
| **MOY Co-teacher Survey** |  |  |  |
| **IA3 Results by Co-taught Section** |  |  |  |

*NOTE: If you’re a* ***new school in 16-17’ SY****, then head right to the* [*Co-teaching Core Practices*](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/SitePages/School%20Culture,%20Special%20Services,%20Student%20Recruitment,%20Compliance.aspx) *on the Core Practices Hub to help prepare for setting up co-teaching at your school. Also visit the* [*Co-teaching Hub*](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Wiki/Co-Teaching.aspx) *for further resources.*

# Reflection Process (Due March 25th- 20 min.)

**STEP 1**: Ensure that **the foundation is set to have co-teaching** be strong at your school. Reflect on your support and data for this year, using the previous data analysis complete this table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question to Reflect Upon** | **Yes** | **No** | **Guidance** |
| Are there two full-time teachers in every co-taught classroom? |  |  | [Selecting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Selecting%20Co-Teachers.docx) |
| Do all co-teachers have a sacred weekly time to meet during the school day with each of their co-teachers? |  |  | [Scheduling Meeting Time](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Scheduling%20Meeting%20Time.docx) |
| Are co-teachers meeting weekly to decide the role and responsibilities for each part of the flow of the block? |  |  | [Roles and Responsibilities of Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Roles%20and%20Responsibilities%20for%20Co-teachers.docx) |
| Does someone on the leadership team receive and provide feedback on co-implementation notes monthly? |  |  | [Deciding Accountability Structures](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Deciding%20on%20Accountability%20Systems%20and%20Structures.docx) |
| Are 75% -100% of co-teachers Highly-Skilled (Solid) based on the Essentials? |  |  | [Selecting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Selecting%20Co-Teachers.docx) |
| Are >50% of co-teachers planning to return in 16-17’ as co-teachers? |  |  | [Supporting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Planning%20Support%20for%20Co-teachers.docx) |
| Did co-teachers receive co-teaching specific feedback at least monthly? |  |  | * [Deciding Accountability Structures](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Deciding%20on%20Accountability%20Systems%20and%20Structures.docx) * [Co-teaching Rubric](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-Teaching%20Rubric%2015-16'.docx) * [Data-Driven Co-teaching Feedback](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Collection%20Co-teaching%20Feedback%20Cheat%20Sheet.docx) * [Co-implementation Checklist](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-implementation%20Checklist.docx) * [Observation and Feedback Cheat Sheet](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-teaching%20Observation%20and%20Feedback%20Cheat%20Sheet.docx) |
| Are CTT/ICT classes out growing their in non-CTT/ICT Classes? |  |  | [Criteria for Success](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Criteria%20for%20Success.docx) |
| Are CTT/ICT classes demonstrating better behavioral outcomes then non-CTT/ICT classes? |  |  |

**If you answered NO to ANY, then use the guidance associated with the question to plan structures and supports for a strong co-teaching program next year.**

**If you answered YES to ALL, then look closely at your data on co-teaching from the analysis and choose the lever that will increase scholar achievement.**

**STEP 2**: Given the above reflection, list the implications for BOY PD and ongoing support for 16-17’ *(See the next page for examples to guide you in completion)*

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| **Implications for BOY PD and Support in 16-17’** |
|  |

# Example Completed Readiness Task

**STEP 1**: Ensure that **the foundation is set to have co-teaching** be strong at your school. Reflect on your support and data for this year, using the previous data analysis complete this table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question to Reflect Upon** | **Yes** | **No** | **Guidance** |
| Are there two full-time teachers in every co-taught classroom? | X |  | [Selecting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Selecting%20Co-Teachers.docx) |
| Do all co-teachers have a sacred weekly time to meet during the school day with each of their co-teachers? |  | X | [Scheduling Meeting Time](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Scheduling%20Meeting%20Time.docx) |
| Are co-teachers meeting weekly to decide the role and responsibilities for each part of the flow of the block? | X |  | [Roles and Responsibilities of Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Roles%20and%20Responsibilities%20for%20Co-teachers.docx) |
| Does someone on the leadership team receive and provide feedback on co-implementation notes monthly? |  | X | [Deciding Accountability Structures](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Deciding%20on%20Accountability%20Systems%20and%20Structures.docx) |
| Are 75% -100% of co-teachers Highly-Skilled (Solid) based on the Essentials? | X |  | [Selecting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Selecting%20Co-Teachers.docx) |
| Are >50% of co-teachers planning to return in 16-17’ as co-teachers? | X |  | [Supporting Co-Teachers](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Planning%20Support%20for%20Co-teachers.docx) |
| Did co-teachers receive co-teaching specific feedback at least monthly? |  | X | * [Deciding Accountability Structures](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Deciding%20on%20Accountability%20Systems%20and%20Structures.docx) * [Co-teaching Rubric](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-Teaching%20Rubric%2015-16'.docx) * [Data-Driven Co-teaching Feedback](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Data%20Collection%20Co-teaching%20Feedback%20Cheat%20Sheet.docx) * [Co-implementation Checklist](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-implementation%20Checklist.docx) * [Observation and Feedback Cheat Sheet](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Co-teaching%20Observation%20and%20Feedback%20Cheat%20Sheet.docx) |
| Are CTT/ICT classes out growing their in non-CTT/ICT Classes? | X |  | [Criteria for Success](https://manyminds.achievementfirst.org/sites/NetworkSupport/Team%20SS/Documents/Criteria%20for%20Success.docx) |
| Are CTT/ICT classes demonstrating better behavioral outcomes then non-CTT/ICT classes? | X |  |

**STEP 2**: Given the above reflection, list the implications for BOY PD and ongoing support for 16-17’ *(See the next page for examples to guide you in completion)*

|  |  |
| --- | --- |
| **Implications for BOY PD and Support in 16-17’** | |
| This past year, we did not have clear planning structures in place and therefore were not able to hold co-teacher accountable to strong co-teaching when we observed. Additionally, we did not have clear structures and expectations in place for providing co-teaching feedback across our coaches. Next year, we will take a 2 prong approach through coaching and PD. This reflection is also supported by the data from the co-teaching survey. Our lowest school average was in the area of having space and time to meet and doubling our impact. We believe if we focus on giving co-teachers time to plan, and coach around strong planning we’ll see an increase in both these scores. | |
| **Plan**   * Coaches will meet with Co-teachers to establish expectations at BOY Mtg. * Coaches will attend planning meetings for co-teachers monthly for Sept/Oct. * At BOY Co-teacher PD, we will focus on what strong co-teaching planning looks like using the co-implementation checklist. * School schedule will ensure all Co-teachers have 40 min. weekly to meet. | **Metric/Benchmark**   * On BOY Co-teaching survey, Co-teachers will rate having space and time to meet at a 4 or higher (from a 2.1) and doubling their impact to 4 or higher (from 3.2). * IA1 Results will show CTT classes within 10% of the non-CTT class (from 15%) * We will reassess benchmarks after IA1 and Fall Co-teacher Survey. |