**Session: Building an Inclusive Continuum – Investing in Co-teaching**

**Facilitator:** ADs and SSLs

**Date and Time:** ATT OR BOY

**Topic:** Co-teaching

**Total Time:** 90 min. Session

**Intended Audience:** All Co-teachers

**Pre-Work Estimated Time:** 90 minutes

**Pre-Work Instructions:**

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

**Supporting/Table Facilitators:** Leadership Team Members & Strong Co-teachers

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

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| **Aims:** | | |
| Teachers will be able to:   * See and define what strong co-teaching looks like inside and outside of the classroom. * Set-up structures and systems for the basis of a strong co-teaching relationship. | | |
| **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 your 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.* |
| **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) * Data-Driven Coteaching Airtight Activity & Key Points and Misunderstandings (10) * Application #2 – Data Driven Co-teaching (20) – Practice the debrief * Setting up a Co-teaching Relationship Airtight Activity & Key Points and Misunderstandings (10) * Application #3 – Coteacher relationship (20) * 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:**  **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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| Living the Learning (LtL) Legend:  O= Opening  AA= Airtight Activity  K= Key Points  M= Additional Model  A= Application  C: 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 context 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. 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. ***.*** |
| 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.*  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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*    + *See and define what strong co-teaching looks like inside and outside of the classroom.*   + *Set-up structures and systems for the basis of a strong co-teaching relationship.* |
| 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**:  |  |  |  | | --- | --- | --- | | **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. |
| 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?*  |  |  |  | | --- | --- | --- | | **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.   * Keep theses in mind:  |  |  | | --- | --- | | **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. | |
| 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:  |  |  |  | | --- | --- | --- | | **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.* |
| 30 | **Application – Setting up your co-teaching relationship**  This is your time to get to know and establish a relationship with your co-teacher. You should also ensure that you have secured a time to meet with you coach(es) to ensure you’re all aligned on the vision for the start of the year and co-teaching expectations.   * There are 3 sets of questionnaires you can use to begin discussing how you will begin to get to one another and work together. |
| 5 | Closing |