

CMO Collaboration: Co-Teaching at Distance II

Date: Friday, September 25

Time: 10:00 - 11:30 am PST / 1:00 - 2:30 pm EST

Location: Zoom - Consent to record?

Suggested Pre-reading:

- STEM Prep's [Co-teaching Planning Agenda Template](#)
- Collegiate Academies' [Virtual PD Series: Session 3: SDI, Co-teaching & Collaboration](#)

Materials:

- [Slide Deck for Today](#)
- [Google Drive Shared Resources Folder](#)
- [CMO Collaboration #1 Materials on the NIC Hub](#)

Objectives:

- *Participants will*
 - *build relationships and connections across the network CMOs and organizations*
 - *engage in a consultancy in order to share knowledge and collectively problem solve*
 - *share resources, key learnings and feedback to inform the direction of future collaboration opportunities*

Facilitators	Notetaker	Zoom Moderator	Timekeeper	Action Items
Paula/Gio	Stephanie	Marco	Kyle	Kyle
Group members: <ul style="list-style-type: none"> • Collegiate: James Lukens, Kate McElligott • Green Dot: Glynis Shulters, Philip Wolfson • KIPP NorCal: Emily Isenberg • Noble: Bianca Severino • STRIVE: Krystle Menduke • STEM Prep: Mary Maher, Heather Phillips • Summit: Max Beach • SWIFT: Dennis Carpenter • Marshall: Daria Zhao, Marco Castaneda, Stephanie Lassalle, Kyle Moyer, Adam Carter 				

Agenda:

Time	Activity
0:00 - 0:15	Introductions, Pleasantries, & Objectives <i>Breakout Room Meet & Greet</i> <ul style="list-style-type: none"> • <i>Introduce Yourself: Name, Role & Organization</i> <ul style="list-style-type: none"> ◦ <i>What brought you to today's collaboration?</i>
0:15 - 0:80	Mini Consultancies: Co-Teaching Planning Agenda for Collaboration and Co-teaching Mindsets and Professional Development (STEM), Planning and Implementing Co-teaching at a Distance (Collegiate)

	<p>Following a 30 minute modified consultancy protocol template, participants will engage in a structured conversation to provide new ideas about how to address a specific challenge or dilemma around co-teaching at distance. The consultancy has three main roles: facilitator, presenter and consultancy group.</p> <p>Framing norms and roles (5 minutes)</p> <ul style="list-style-type: none"> • Be solutions oriented • Assume positive intentions • Be present and engaged • We are united in our Aim <p>Consultancy protocol: (30 minutes)</p> <ul style="list-style-type: none"> • Context (5 minutes) • Clarifying and probing questions (5 minutes) <ul style="list-style-type: none"> ◦ Guide for probing questions • Group discussion of problem (15 minutes) <ul style="list-style-type: none"> ◦ Guiding Prompt: Thinking about your own context or CMO, you might share ideas and information based on what you have tried, learned or experienced. • Presenting CMO state next steps (5 minutes) <p>Resources:</p> <ul style="list-style-type: none"> • STEM Prep's Co-teaching Planning Agenda Template • Collegiate Academies' Virtual PD Series: Session 3: SDI, Co-teaching & Collaboration
0:80 - 0:85	<p>Announcements & Action Items</p> <ul style="list-style-type: none"> • Post event survey for feedback and interest in future events • Share additional resources with your Improvement Advisor • Coming Soon: CMO collaboration events: October 23, November 13 and December • The NIC Hub <ul style="list-style-type: none"> ◦ The materials and recording will be posted on the Hub ◦ Contact info for CMO team members is listed on the hub to encourage participants to connect and reach out to one another directly <p>Action Items:</p> <ul style="list-style-type: none"> • Complete post-event survey • Follow up email will be sent by Marshall Team
0:85-0:90	<p>Reflections</p> <p><i>Building in opportunity to step back and reflect on the process and content of the meeting</i></p> <p>MM: Appreciate the feedback we got from everyone. Hearing everyone think about in consultancy for our question. It was cool to see how the conversation started in one place and naturally progressed to another place.</p> <p>EI: I had my own “aha” moments about similar problems at my own sites. It has me thinking about making tweaks to my own sites and approaches.</p> <p>KM: I am now thinking about my co-teaching approach and long term plans given what has been shared today.</p>

	JL: Gleaning differences in structures and the way you can reorganize the structures and schools, so constantly interrogating our system is always good to ask and think about tweaking them to improve our structures.
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STEM Prep

Topic: Co-Teaching Planning

Problem Context

- Teachers are having a difficult time finding enough time for collaboration. We have a lot of time built in for co-teachers to work together, including shared prep periods and a site specific full day for collaboration and lesson planning. The team has structured the co-planning agenda to be used for about half of the shared prep period so there is time to then work on planning and materials. Currently, the agenda isn't being used efficiently and teachers are doing a lot of planning together rather than dividing tasks. We are wondering how we can make their time together more efficient.
- Questions:
 - What adjustments to the planning agenda would provide teachers with clearer and more efficient guidelines?
 - How can we better support teachers in using the planning agenda?
 - Are there other ways we can support teachers in having more efficient collaboration time?

Clarifying Questions

Q: What kind of structures exist for coaching teachers?

A: Co-coached with a content director (i.e. Math Director or ELA Director). Cycles for observation and debrief, including self-scoring on coaching indicators.

Q: Is co-teaching assigned or voluntary position?

A: We gauge interest at the start of the year. It is a bit of both.

Q: How are expectations communicated with the two teachers?

A: Early on, the Special Education teacher is often providing and generating, then over time they both take on that responsibility and then it isn't the general education teacher does this and the special education teacher does that. They share those roles and learn the content and differentiation.

Q: Do SPED teachers have access to materials, upcoming topics/assignments?

A: Yes. They have access to the materials and attend the math department planning meetings.

Q: Do they have access to student data in advance of the meeting?

A: Yes, because they both are responsible for entering that data.

Q: How are co-teaching models and information from student IEPs are shared?

A: Created co-teaching models for distance learning and trained teachers over the summer. Heather runs monthly PDs and we have a people free day on Monday and will be returning to 3 of the 6 models to help determine what model fits best. For IEP information, we share IEP passports at the BOY with all teachers. We have biweekly grade level meetings that focus on individual student needs and time for general education teachers to get support in creating accommodated materials from an RST.

Q: How are the co-teaching pairs feeling?

A: They appear to like it and what's happening in the classroom, but it is a lot of time in planning. We're reaching this tension with time planning and are looking for an alternative. Especially for our new teachers.

Q: Has there been a clear training on roles and responsibilities for general education and special education teachers?

A: There has been a little bit at the BOY. In the planning agenda the pre-work is highlighted (what to bring to the planning session).

Q: Have planning sessions been observed to get a sense of what is happening during those planning sessions?

A: We haven't observed any. Heather reports it would be hard to observe at this point because the planning is happening sporadically. One teacher shared she is planning far later into the afternoon outside of school hours, or over the weekend with her co-teacher.

Follow Up: Have people been coming in with their prework?

A: People are coming in with the next part and working from the ground up.

Q: How many subject areas are co-teachers planning for?

A: Heather reports she is co-teaching 1 class and then teach two other classes. But it is different for everyone.

Follow up: So most teachers have one co-teaching and how many other blocks?

A: MS has a minimum two blocks for co-teaching. At HS, most resource teachers co-teach 4 out of the 5 sections.

Discussion:

- Modeling myself is a way that I have been able to address those efficiency areas. If you can model it yourself, perhaps using a [Loom](#) to record yourself, that is one way to communicate with the community.
 - Watching on 2x speed can help with the length of video, or calling out snippets of the video
- Looking at the co-planning agenda, are there things to prioritize for time together verses asynchronously? Having general education teachers come in with the lesson plans in advance to be able to share it so it can be reviewed by the co-teacher to come ready to adapt and change to meet the needs of students.
 - We have observed at GD that most of the time the GE teacher is not prepared with what they were expected to come with, so then the co-teacher pair are working on planning the lesson and pre-work together rather than focusing on addressing diverse learning needs.
- Wondering how well/often the pre-work process is happening?
- How clear are the roles and responsibilities of both?
- To the point of general education teachers not having the lesson, saying we're all going to meet as a group of the 4 of us and we're going to go through a protocol and time it. If we do it together and time box it so we have part time to plan and part time to prepare, it can help to build habits and mindsets.
- General Education teachers not coming prepared is one specific bottleneck. We can either work with the GE teacher coaches to support teachers in coming prepared. We can also work with the RSTs to know how to plan when we need to meet teachers where they are, so rather than planning together in that time, we can start with the diverse learning needs of students in a targeted universalism to build lessons around those student needs.
- A lot of people are super overwhelmed right now, even those who are generally well prepared. Having a backup plan for when we're not prepared, perhaps going over the standards and looking at the pages of the books and materials, so the RST isn't blind to what is upcoming and can be moving forward with co-planning for diverse learning needs around standards.
- Empowering General Education teachers to already implement or plan for accommodations that are high leverage with those highest diverse learner needs in mind. If the general education teacher understands at a deeper level what those essential must-haves are, the teacher can also be planning for those needs in building initial lesson plans and materials. Then, it can be more of a consult in time.
- Honing in on key objectives of what the students needed to leave that lesson with has also been helpful for a guided I Do/We Do/ You Do collaboration model for co-teaching planning.
- Phil has a resource from GD that they have been planning for, but have not yet used, that could be helpful in planning.
- Is there an exemplar of [this](#) for what it should look like when it is complete?
- What is the archiving method in review, in finding those exemplars, in sharing best practices from them?

- Sometimes teachers benefit from a different cadence in planning cycles, perhaps a longer chunk of planning and then shorter check in cycles.

Shared Resources

From Phil Wolfson

<https://drive.google.com/file/d/1A5QFx-PCJLkfkv2OdsHFheu7aWiT7A6N/view>

From Emily Isenberg - KIPP Improvement Lead

<https://docs.google.com/document/d/1zhGuiLgOZtz6-KcZ5Xgfjmog26sMKRTvAmfadFWv-l/edit>

From Max Beach - Summit CMO Lead

Principal / Program Specialist check-in agenda

<https://docs.google.com/document/d/1wwNGfD9GzxR46N9OI3BBou61QrAfCXHgZx6eVrQQ0QA/edit>

From Glynis Shulters (Page 9 has our virtual planning template and page 2 has our roles and responsibilities for planning)

https://docs.google.com/document/d/1nb3vzIVEJ8xL-mbS8yrTV9oQ0eTJMTQkmJ_03GCDBAY/edit

STEM: Reflection on Discussion

- Roles and responsibilities and expectations have some misalignment in how pre-work is represented in the agenda. I am realizing I want to change the expectation of prework so it isn't so heavily set on the general education teacher. I also like the idea for observing and supporting the co-planning meeting with the coaches to have someone facilitate and someone support. I also see a need to reimagine the way the agenda interacts with planning time. Working with teachers on where to start in the agenda can help them know where to begin depending on where they are coming into the meeting. It also helped to think about having an alternative agenda for a longer planning period and how to have smaller check-ins throughout the week.

Other Teams' Reflections:

Collegiate

Topic: Co-Teaching Mindset and Professional Development

Problem Context

- Though we have, in general, a very aligned staff culture that's dedicated to serving all, there's slightly less alignment on how to serve all. This is particularly present in middle level leaders at the school level as it pertains to co-teaching. This has caused the implementation of best practices and models to be a bit more delayed or fall short of what the ideal is at times. Some people seem to feel another approach is better or more effective than co-teaching.
- This is our third year of implementing co-teaching, and for some sites this is year two. We started with small groups and then scaled to true co-teaching last year.
- Our schools are autonomous - schools at the leadership level what, and even if, to implement co-teaching
- Questions of focus for Collegiate's consultancy:
 - In what ways do you align mindsets and messaging at the administrative and mid-level leadership to promote most effective co-teaching?
 - How do you structure trainings and share resources?
 - Do you have both internal and external facilitators? (We use primarily internal, very rarely external)

Clarifying Questions

Q: What PDs are already in place for co-teaching?

A: Quarterly PD days, grouped by content areas. Co-teachers attend the content areas they are support, then part time sessions for differentiation as well as some optional/choice sessions. We have another event planned for a PLC for co-teachers. Schools have 3-4 weeks of PD and often some sessions on SDI and planning. This year there were 3 network days and each day had a session on SDI. Different PD events target different audiences.

Q: Do the General Education teachers also attend SDI sessions?

A: No

Q: What is SDI?

A: Specially Designed Instruction

Q: How exactly is the mindset issue manifesting?

A: A few different ways - small bits of resistance at every step that result in ineffective implementation. For others, it means the role of the co-teacher will differ and use a one-teach / one-assist model rather than leveraging both teachers in the classroom.

Q: How is mindset being gauged/measured?

A: In conversation, in meetings, reactive small dev sessions to improve/respond to pieces. Likely this isn't having an impact on mindset.

Q: Are there opportunities for DCIs to observe where it is working well?

A: Yes, that is happening with increasing frequency now in virtual settings. Prior to now, not as much.

Discussion:

- Viewed co-teaching as something that has to make it work. I do wonder if co-teaching is more on a continuum, and if you're new you start at a starting base. So the pairing of who is with what may need to be different because they haven't had the experience to get where we want you to be. If they are at level one, share what is available to help them get to the next level in terms of coaching, support, etc.
- The best co-teaching relationships have been when I have been able to spend time with the co-teacher to get to know their approach and thinking and then over time know how to best split things up in different approaches / models. How do we ease into it and clarify what it can look like to be more than one way.
- Part of the mindset is around differentiation and something like check for understanding. We had a ES at GD who did something in her self-contained setting and took it to her co-taught model for self-assessment to help navigate how to breakout students according to need. If she hadn't had that experience in how to support students with varied mastery and need, it could be easy to get lost in that one approach.
- Value of PD at BOY specifically around mindset, including admin/leaders. There can be so much ableism embedded so the one off PD can be useful in identifying and addressing.
- Thinking about the idea that special education isn't a place, but is an approach we take with everyone to address our learner needs. I'm wondering what some of those tiny grain size things can be to help counteract that resistance and mindset that it is better to see special education as a place or responsibility of some and not all.
- If you could observe classes to highlight the best practices and show that to the administrators at other sites you can share how it works and the successes. Being able to have those examples could help to benefit all students.
- STRIVE's been doing co-teaching for quite a while - took a step back to see how to enhance. Choice: Modeling - co-PD to model. Co-observations with ELA and Math teachers, going into the observation with clear lenses to use.
- Recognizing that it is something we are always talking about, that we are naming it upfront, and that everything we are hearing and talking about are opportunities to reinforce or address the mindsets. For example, coaching meetings if we are always focusing on needs we may also need to elevate the assets of those learners and their successes.
- Trainings that have been successful at other CMOs:
 - Noble has brought all Special Education teachers by grade level, then by content area. What has been really interesting is that you can't do a co-teaching PD without the other co-teacher. We are really focusing on step 1 around accommodations and understanding the learning needs of students so teachers understand that it is a need that must be addressed, even if they cannot see the disability or need.
 - Green Dot: more successful PDs have been teacher led when teachers shared their stories about what has been successful and what went well. We used to have teacher leaders around the network who applied to be a teacher leader and received a stipend to develop PDs for teachers in the network. They planned PD in the morning and planning time in the afternoon. Right now, we are really thinking about where people are at and differentiating our coaching based on needs. We're also working on a 5 year strategic plan.

Collegiate: Reflection on Discussion

- Co-teaching continuum with specific benchmarks could help to make it seem methodical and provide a path because there may be an oversimplification of what co-teaching means by APs. The ideas of taking our DCIs and having collaborative observations across classrooms would increase their time together, help them see the benefits, improve their eye for high quality co-teaching and help them work together. Linking this with what excellent teaching already is could really resonate with our DCIs. Do we need to explicitly identify in our rubric where opportunities are for using co-teaching so it aligns and enhances excellent co-teaching. We do a lot of BOY mindset PDs, but ableism really triggered for me whether we need to dig deeper there and explore this with our DCIs to look at data and understand what is working and why. And if different, explore the why.

Other Teams' Reflections:

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