

Co-Teaching Reflection Meetings

Having meetings periodically between co-teachers with a third party presence can be powerful. An unbiased administrator, coach, or other teacher will help to ensure that each teacher has a feeling of equity, each teacher has support present to share true feelings, and each teacher feels like their expertise is being used and shared. Use these questions to guide the conversation. **Every question should be asked separately to each teacher. While one teacher responds, the other teacher is just listening and not allowed to speak.**

First Impressions: How are things going during co-teaching?

What are the strengths of the co-teaching model currently used? What is your expertise that you bring to the table?

What are the frustrations that occur while co-teaching? What are the areas of improvement within the co-teaching team? What could we do to problem solve these frustrations?

Digging Deeper: How are instructional decisions made? What are your contributions to instructional decisions?

What assessments are being used? Are they equitable from a language perspective? Do instructional decisions come from a formative assessment analysis?

What are the next steps from this meeting?

Helpful Forms taken from *Collaboration and Co-Teaching for English Learners: A Leader's Guide* by Andrea Honigsfeld and Maria G. Dove (Corwin, 2015).

Creating Opportunities for Teachers to Meet During the School Day

| Key practices | How to achieve them |
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| Adjust school schedules | <ul style="list-style-type: none"> • Establish one period per week, at the beginning or end of the school day, in which students are engaged on the playground or in the auditorium so teachers can meet. • Devise a common planning period for teachers. <ul style="list-style-type: none"> ○ Employ substitute teachers to cover classes. ○ Reduce the number of periods teachers have contact with students. ○ Schedule special subjects (art, music, etc.) during same time block. • Modify the school schedule to add 15 minutes per day for four days with early dismissal on day five, leaving one hour each week for collaboration. |
| Provide incentives | <ul style="list-style-type: none"> • Provide extra pay for teachers who formally collaborate during their lunchtime. • Employ school aides to release teachers from lunch or recess duty. • Offer teachers rewards; for example, for the first to obtain the latest technology or for collaborating during personal preparation time. |
| Use resources more efficiently | <ul style="list-style-type: none"> • Have certain teachers (literacy, gifted and talented, etc.) provide special lessons in classrooms to free up general education teachers. • Redistribute students for one period so that three classes become two. • Invite community members to demonstrate their talents for students to free up teachers. • Consider funding sources and available grant money to fund a collaboration initiative. |
| Find time during class hiatus | <ul style="list-style-type: none"> • Employ staff development days for teaching teams to conduct long-term planning. • Increase the number of days teachers work or decrease the number of days school is in session. • Use faculty meetings before and after school. • Engage students in community service or in-school tutoring for younger pupils to free teachers to meet. |