

C107 Co-Teaching Role Chart 2017-2018

Schedule	Rena's Role	Mindy's Role	Co-teaching Models		
Arrival	Assessment/1:1 Time with Kiddos Administrative Tasks	Sensory Regulation Group			
Morning Meeting	Lead Announcements	Lead Announcements	Team Teaching		
Fundations	Lead whole group Work with varieties of small groups to review, challenge, or scaffold Assist students within the whole group Lead station	Lead whole group Work with varieties of small groups to review, challenge, or scaffold Assist students within the whole group Lead station	Alternative One teach, one assist Station teaching Team Teaching (Models and roles shift depending on the unit and student data)		
Shared Reading	Lead half of the class	Lead half of the class	Parallel		
Reader's Workshop	Lead mini-lesson	Lead mini-lesson Small groups for review/scaffolding	Team Teaching Alternative		
Literacy Centers	Lead fluency, comprehension, vocabulary, word attack group	Lead phonemic awareness, phonics, writing group	Station Teaching		
Writer's Workshop	Team for mini-lesson Conference with students 1:1 during writing tasks	Team for mini-lesson Support scaffolded writing tasks GA Consult	Team Teaching Alternative (occasionally switch alternative roles)		
Read Aloud/ Calendar	Lead class	Sensory Regulation Group			
Math	Team teach mini-lesson Lead station	Team teach mini-lesson Lead station	Team Teaching Parallel within Stations		
STEAM	Lead class	Assess K students JK Consult WIN Groups Progress Monitoring	Alternative		

C107 Role Overview 2017-2018

	Rena	Mindy	CD	HD	LP
Title	Content Specialist	Learning specialist	Classroom Accommodations	A Specialist Classroom Accommodations	S Specialist
During the school day	Tier 1 instruction Tier 2 interventions Classroom Management Assess student learning Differentiate instruction Communicate changes in classroom schedule Morning Jobs - attendance, lunch, behavior chart, mailboxes	Tier 1 instruction Tier 2 interventions Tier 3 remediation Classroom Management Collect data on IEP goals Differentiate Instruction Implement sensory diets Assess student learning Oversee service schedule	Assist kindergarten classrooms with daily routines Create opportunities for peer interaction Implement classroom accommodations Prep K materials for instruction K WIN Groups Implement sensory diets	Assist A when following classroom routines Implement A's sensory diet Create opportunities for peer interaction Utilize iPad to support A with transitions Implement classroom accommodations K Recess duty	Assist S when following classroom routines Implement S's sensory diet Create opportunities for peer interaction Utilize iPad to support S with transitions Eating support Monitor safety
Outside of the school day	Plan/prepare for instruction Plan/prep themed activities Co-planning with Mindy Communicate with parents of kids that we communicate with on an "as-needed" basis Bloomz updates Class newsletter Check in with K team members about content/materials	Plan/prepare for instruction	Reorganize materials for the next day Team meetings as scheduled Classroom organization for next day Prep materials for K activities Add to classroom library to support themes	Prepare A's schedule for the next day Reorganize materials for the next day Communicate with Mindy any pertinent information about A's day Team meetings as scheduled Classroom organization for next day Organize and display themed books	Prepare S's schedule for the next day Reorganize materials for the next day Communicate with Mindy any pertinent information about S's day Team meetings as scheduled Classroom organization for next day

2020 Stretch





Co-teaching Within the Balanced Literacy Framework

Component of Balanced Literacy	Class Structure	Structures to use if both Co-Teachers in the room	TA Role		
Reading Mini-lesson Word Study	Whole Group	Parallel Duet/Team-Teaching One Teach, One Observe (data collection)	Data collection Checks for understanding Modeling Breaking down directions		
Read Aloud Small Group Reading Guided Reading Strategy Groups	Small Group	(data collection) Station teaching	 Support for transitions Refocusing and redirection Implementing sensory diets Supporting classroom rules 		
Independent/Partner Reading • K-2: can be part of stations • 3-6: 45-60 mins. of independent reading	and Student Practice	Student Driven Team teaching (modeling, conferencing)	 and expectations Supporting previously taught skills 		
Writing Workshop Mini-lesson	Whole Group	 Parallel Duet/Team-Teaching One Teach, One Observe (data collection) 			
Writing Workshop - independent writing	Student Practice	Station teachingAlternative/Skills GroupTeam teaching (conferencing)			





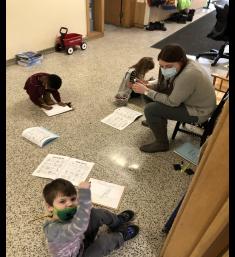
Co-teaching Within the Math Workshop Framework

Component of Math Workshop	Class Structure	Structures to use if both Co-Teachers in the room	TA Role		
Math Workshop Mini-Lesson	Whole Group	 Parallel Duet/Team-Teaching One Teach, One Observe (data collection) 	Data collection Checks for understanding Modeling Breaking down directions		
Math Workshop - Work Stations	Small Group	 Station teaching Alternative/Skills Group Team teaching (conferencing) 	 Support for transitions Refocusing and redirection Implementing sensory diets Supporting classroom rules and expectations Supporting previously taught skills 		



Dynamic Seating during the pandemic





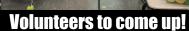






Dynamic Ways to enhance learning







Creations to support learning



Partnerships



Movement



Tasks with room for personalization

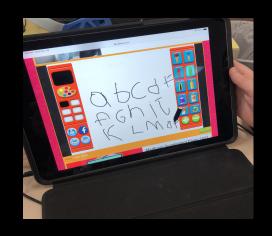


Food

Dynamic Choices for the same task

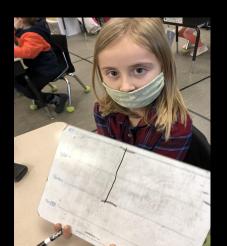




















GOLD

loyalty driven respects rules and authority responsible organized appreciative

ORANGE

sympathetic

short-term driven welcomes change and variety adventerous competetive impulsive

GREEN

logically driven independent thinker focused efficient analytical

CHARACTER STRENGTHS AND VIRTUES Q 14 dency and forefaces Graham

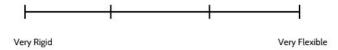


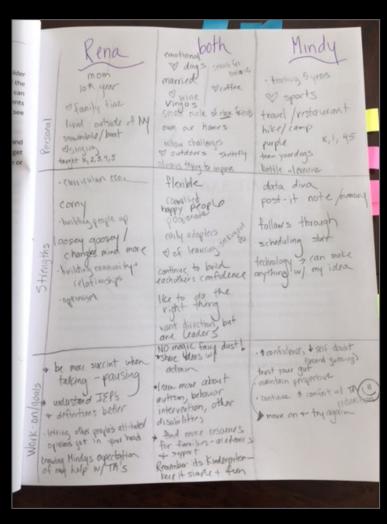
Assessing Flexibility

Flexibility is key to successful implementation of cooperative teaching. A helpful starting point is to have some idea of how flexible you are before trying to blend with a partner in cooperative teaching.

Faudsapp (1990) developed a self-survey of one's overall flexibility that has been adapted here to allow an educator to determine his/her own level of educational flexibility. While this adapted survey has not been empirically validated, many educators nonetheless have found it a useful and enjoyable exercise in personal analysis.

For maximum benefit, it is useful to first estimate one's own perceived level of flexibility, from very flexible to very rigid before starting.

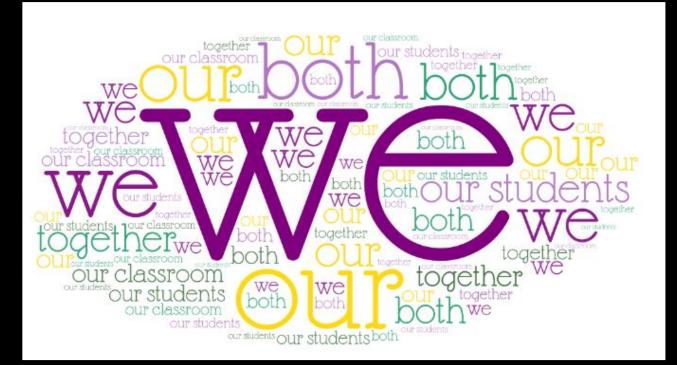


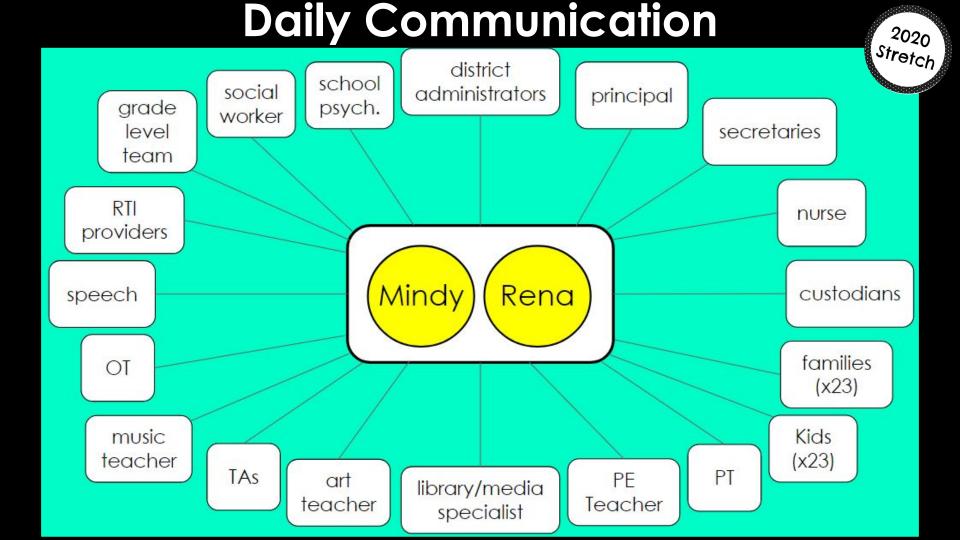






Parity: Words Matter





Make Time: Access to Curriculum and Materials



Week of School					Do	ite			Number of	Days
					11/6	-11/9			4	
Sounds and Language Big Book Mice Squet The Forr Worth Zee Positivity Strength Bravery Tenger Sells Fred Sells		ice Squeek forth Zee Zeun mirrola com RW C Sielt: Underst Author's Strategy:	urneya Essential Question urnevalcatic? How do people communicate? (Comprehendion Skills standing Ownacters including Charles		Winter's Workshop Ley Califor Live 1s Laurating the Strick Stricking Ley Califor Live 1s Laurating the Stricking Structure) Book 1 - And 4 Strocker Book 2 - Winterly Stanking lands Book 2 - Winterly Stanking lands Book 3 - Winterly Stanking lands Book 3 - Winterly Stanking lands Book 1 - Winterly Stanking lands Book 1 - Winterly Live 1s Laurating Live 1s Book 1 - Live 1s Book					
Phonics Fundations review Journeys Letter/Sound Th Long/Short Ac	Blend or			Vocab Concepts of Printing Period, que mark, exclaration po		tion: Period, ques	tion	Gramar Serecy words	Eluency Read with expression	Words to Kno
Science Setheories Weather						55 Symbols and traditions				
		Math Madul Review & Assess	id rent					Additio	onal Math	
Subject Area:	PI	Phonics/Word Study Readi		Reading	ig Wr		iting)		Math SS/Sci	
Standard Measu	ned:									
Assessment:					On-Demand Unit 1 Celebration		Mo	dule 1		









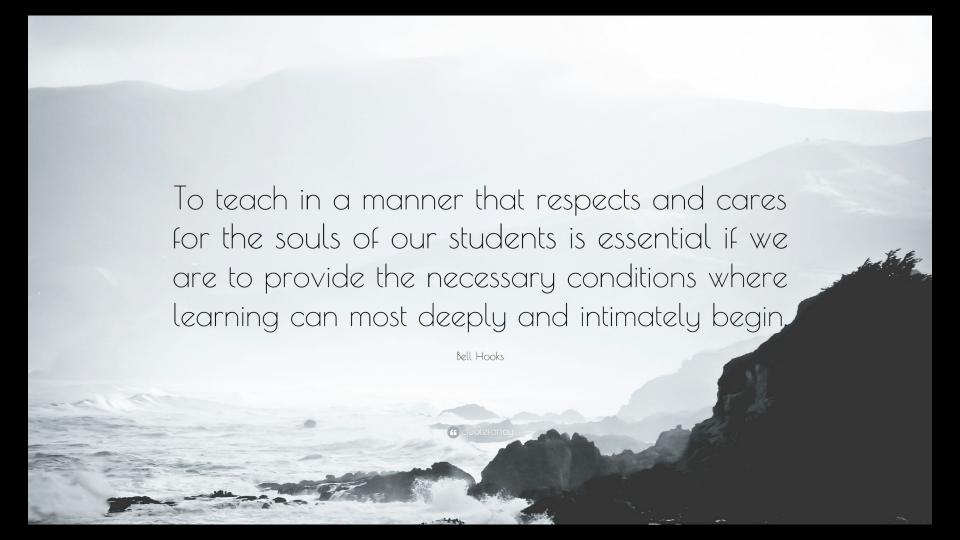


Coming TOGETHER is the beginning.

- Henry Ford

Keeping TOGETHER is progress.

Working TOGETHER is success.





vul·ner·a·bil·i·ty

noun

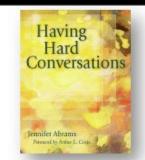
the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.



Two Unhelpful Ways of Having Hard Conversations

- 1. Ready, Aim....
- 2. Ready, Fire!

HARD CONVERSTATIONS = Necessary Trouble...



HOW DO WE BETTER OUR SKILL SET IN ORDER TO HAVE BETTER CRITICAL CONVERSATIONS?

According to author of Having Hard Conversations, Jennifer Abrams we need to...

- 1. Get Clear
- 2. Craft
- 3. Communicate



Mel Robbins

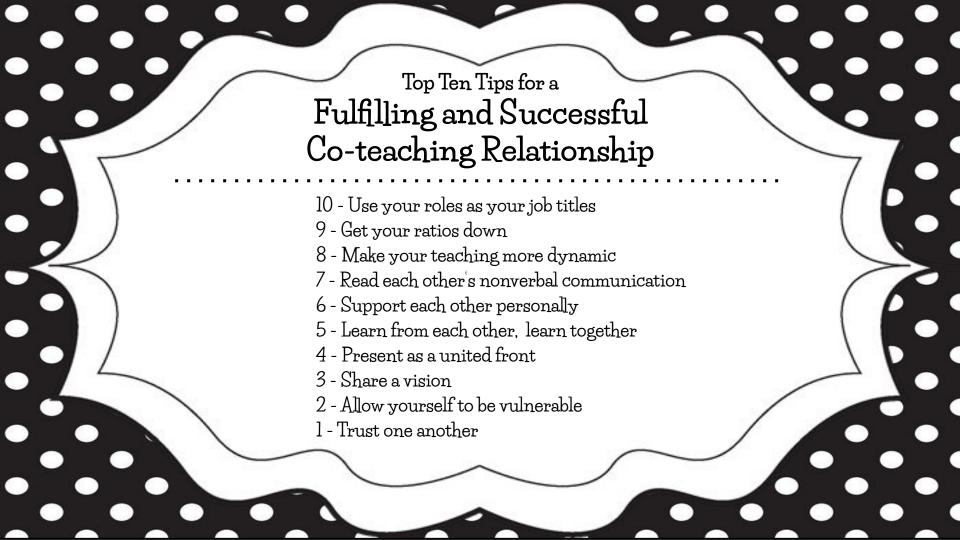
4 steps to a difficult conversation



Co-teaching ultimately should make your professional life less stressful and more fulfilling.



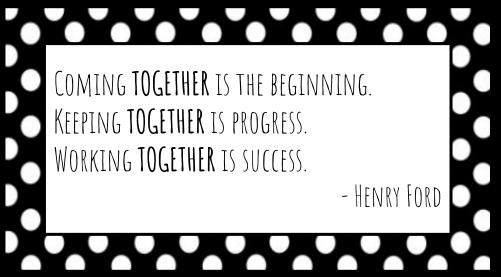
WWWCTD? Day 25



THANK YOU!







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