Coffee Chat

with the Diverse Learners Cooperative

Virtual Co-Teaching

- Friday, September 11th
- 8:30 - 8:45am CST

The Diverse Learners Cooperative is a nonprofit organization that connects teachers and leaders with professional **learning**, **resources**, and **networks** to improve outcomes for diverse learners.

Today's Mission

To identify strategies we can use to maximize the effectiveness of our co-teaching time with students

VISION

We envision a reframing of what co-teaching looks like in a virtual learning world.

We see teachers pushing past compliance to build a more impactful view of co-teaching that increases student engagement and achievement.

Problem of Practice

"*I'm co-teaching in several classes throughout the day, but most of time I am simply virtually present but silent until I meet with students on my caseload at the end of the lesson. What can I do to make this better?*"

Virtual Co-Teaching: POWER MOVES

Plan your moves

Be intentional about what each teacher will be doing during the lesson. Pick specific strategies that will move the lesson forward, without overwhelming students.

Teacher A	Teacher B
Lecturing	Modeling note-taking on a document camera
Delivering an interactive lesson with student visual response required	Making notes about student participation, involvement and response
Facilitating oral checks for understanding	Writing questions in the chat, adding sentence frames for response, or choosing students to call on for responses
Reading a book aloud	Creating a thinking map to show sequence on a whiteboard or drawing app (share screen simultaneously)

🤝 Consider parity

Both teachers:

- Interact with families of all students
- [Pin their videos](#) on the screen
- Refer to all students as "our students"
- Have a say in lesson planning and structure
- Meet with students in small groups
- Deliver lesson material
- Plan for a variety of access points to learning
- Keep students accountable for learning

🧩 Flex your grouping

Consider **WHO** - homogeneous, heterogenous

Consider with **WHOM** - switch up the teacher

Consider **SIZE** - equal groups, small groups, partners, independent work time

Provide access to differentiated **SUPPORTS** within groups

Integrate peer-to-peer **SOCIAL** opportunities into synchronous time

Team up to engage

Plan opportunities and expect students to TALK, TYPE, or TAP (click) every 3 minutes!

Why? Students stay engaged with digestible content.

Think beyond the clock

Collaborative teaching happens off the clock too:

PRE-TEACH	POST-TEACH	CHECK-IN	ASYNCHRONOUS
Preview agenda or objectives	Additional guided or independent practice	Emotional check and support (either teacher!)	Student feedback
Essential vocabulary	Re-teach	Individual problem solve or conference	Record lessons together
Prerequisite skill	Juicy sentence to pull out key concepts from lesson	Office hours	Provide scaffolds, choices, and accommodations
Get set or started with materials			

EITHER OR BOTH!

Prioritize co-planning

This is new… for both you!

Schedule a regular time that works for both of you
(and keep at it!)

Leverage individual strengths for planning and delivery

Identify shared responsibilities and intentionally divide the rest

Create a way to track and review student data together

Support parent participation in the co-planning process

PLANNING AGENDA

Weekly Planning Time: _____

Mode of Meeting: _____

PRE-WORK	NOTES
- Review student data from last week as determined from our last meeting (formative and/or summative) - Review scope & sequence and lessons for next 2 weeks	*LINK to current lessons

MEETING	NOTES
10 min	**Student Data Discussion** *What can we learn about each student needing support from last week's data?* Actions: Discuss student data • Formative data • Summative data • Behavior data as relevant	
5-7 min	**Curriculum Quick Skim** *What is coming up—long term (unit) and short term (next 2 weeks)?* Actions: • Review upcoming course curriculum (Includes texts, aims, assessments, etc.) • Specifically focused on "what's happening" in the next 2 weeks • Ask questions, consider variety of access points available in 2-week plan	
15 min	**Lesson Investigation** *What is the goal each day of the week? How are we getting them there?* Actions: • Look at specific lessons to determine areas of potential misconceptions • Find specific places were support, scaffolding, modification, etc. is needed • Designate specific moments in the lesson for each teacher to lead (together, separate, simultaneous) • Specify specific skills, standards, tasks, etc. that will be assessed	

🛠️ Resources to support your practice:

Virtual Co-Teaching Models

Co-Teaching Model	Synchronous Strategies	Asynchronous Strategies
Team Teaching Both teachers teach by alternating roles of presenting, reviewing, and monitoring instruction. Both teachers are available to students during a team taught portion of the lesson.	Teachers can pin videos to the screen so that students are able to see both instructors. One teacher may introduce a new concept and model the process, while the other teacher leads guided practice using that process. Teachers may interject clarifying questions, provide additional examples, role model a concept, or "correct" each other's mistakes to help students see common misunderstandings.

Plan teacher moves intentionally so as not to overwhelm students with two speakers, but leverage the moment to amplify key concepts and ideas. | Co-teachers can record a lesson using similar strategies of team taught live sessions. Teachers can share the lesson with the students who can view, interact with, and rewatch or reference the video as needed for understanding. |
| **Parallel Teaching** The class is divided into two groups, and both teachers teach the same information simultaneously in different virtual spaces. *Prioritize heterogeneous groups in this model.* | The class is divided in half (via breakout rooms in the same video conference link or via different virtual spaces). If in different spaces, send different invites for students according to group assignment.

Each teacher works with the smaller group of students covering the same material. Consider coming back to the full group space following the small group lessons to debrief and review learnings.

While teachers are teaching the same content, teachers may need to provide varying modes of support depending on the needs of individual students in their group. Make sure to make two copies of all materials being shared so that each teacher has access to their set. | Co-teachers collaboratively plan lessons that all students will access. Each teacher is assigned a specific group of students for whom they will share lessons and/or videos and assess student work.

Co-teachers should collaborate to both plan and review student data. A lot can be learned from analyzing engagement and work submissions across both groups. Make a plan to address unfinished learning together. |

Diverse Learners COOPERATIVE

[Co-Planning Protocol](#)

[Virtual Co-Teaching Models](#)

Other Helpful Articles:
- [How to Co-Teach During Distance Learning](#)
- [10 Best Practices for Virtual Co-teaching – ReadySet Coteach](#)
- [CEC Quick Takes: Co-Teaching with Remote Learning](#)
- [Collaborative to Support All Students](#) *Check out the "look fors" on page 4*

More resources focusing on accessible instruction @ www.dlcresourcecenter.com

Thank you!

www.dlcresourcecenter.com/coffee-chats

Join us next time for:

Using Tasks Boxes for Remote Learning

- Friday, September 18th
- 8:30 – 8:45am CST

Let's hear from you.