

Boyle County Schools  
Co-Teaching Walkthrough

Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date/Time: \_\_\_\_\_

# of Students: \_\_\_\_\_

**What are you teaching?**

Learning Target:

Comments:

**How do you know that students are learning the content?**

Evidence: Student Engagement

Evidence: Formative Assessment

Quality Student Work Observed?  
 Yes     No

Student Work Congruent to Target?  
 Yes     No

**Teachers Show Shared Responsibility for All Students**

**Station Teaching:**

Students are broken up into 3-4 groups. Teacher A (content specialist) delivers new content to group 1, Teacher B (special education teacher) re-teaches content from previous day exit slips or foundational skills for work with content specialist. Groups 3-4 may have a 3rd teacher or could be a self-guided station with individual accountability (i.e. iPad, technology station, project based product or turn in assignment to be graded).

**Chunking:**

- Flashback (5-10 minutes with both teachers monitoring students)
- Anticipatory Set (5-10 minutes delivered by either teacher)
- Content Delivery (1 minute per age of students in class and delivered by the content specialist)
- Check for understanding (5-10 minutes with students divided into 2-3 groups, could use Kagan structure)
- Content Delivery (1 minutes per age of students in class and delivered by the content specialist)
- Exit slip

While there could be *slight* variation in each model, co-planning by teaching partners should be clear to the observer. Co-planning should be evident during the lesson with clearly defined roles and responsibilities during the lesson and transition times.

**For Building Administrator Use Only:**

**What do you do for students who don't master the content?**

Classroom intervention plan in place?     Yes     No

**What do you do for students who master the content?**

Classroom enrichment in place?     Yes     No

Student feedback:

Comments:

- What are you learning today?
- What happens when you do not get it?
- Is your work good?
- How do you know?

## Co-Teaching Guided Planning Sheet

### **Before the meeting**

First, come to the planning session with a “divide and conquer attitude”. Co-teaching lessons don’t always fit into a nice, neat box. Each teacher has to take on various tasks in preparation for the lessons in order for them to be successful – and some of the tasks each teacher completes may change from week to week.

Questions to answer before the meeting:

1	What is/are our regularly scheduled time(s) to meet?
2	How is the classroom environment organized? Is it student-centered? Can students easily get materials that are needed for this week’s lessons? Can students transition from one station to the next easily?
3	What are the upcoming targets in our current unit? Look ahead at unit/target document on red curriculum flash drive, then go ahead and begin gathering activities for those upcoming targets
4	How much time will we spend in each station? (17 min vs 20 min model)
5	Who will be the timekeeper? We need to switch groups on time.
6	Are routines in place? Have we practiced transitioning from one station to the next, with rewards provided to students who transition quickly and quietly? (Candy ☺)
7	Task completion may vary (see “divide and conquer attitude”), but know your basic role going into the meeting: <b>Special education teacher</b> - In charge of grouping students using exit slip data or current assessment data day to day and week to week. Keeps a list of student data and concerns. Brings and gathers activities for the targets and perquisite skills. Plans intervention and spiral review for stations 2 and 3. <b>Content Person</b> - In charge of the content each day and quality control of the content in the activities taught in all stations. Provides pre-requisite skills and vocabulary for co-teachers to find activities for station 2 and plan extension activity for station 3. Analyzes flashback and exit slips to determine “next steps” instruction for each group.
8	What data are we going to use to group the students? Is it current? (Must be no older than this week’s data. It is better if it is daily and groups are flexible from day to day).

### During the meeting

Because time is limited, every moment is vital. All teachers should bring everything needed to the meeting to keep planning efficient. See “Before the meeting” questions, plus bring all needed resources and materials. Also, please note that you may need to quickly meet a second time in order for the content teacher to review the activities planned in stations 2 and 3 to ensure that they are perfectly suited for the week’s content.

Questions to answer during the meeting:

1	What are our learning targets for Monday? Tuesday? Wednesday? Thursday? Friday?
2	What are the pre-requisite skills needed for each target? (What do kids typically not know when we try to teach these targets?)
3	What are key vocabulary words that students need to know before they get the core lesson? Note: In Station 2, teach the prerequisite skills and key vocabulary words
4	What content will we cover during flashbacks? Why did we choose that content? (Is it content students struggled with on a unit test? Previous exit slips? Are you getting the content from a year-long spiral review plan?)
5	What will the assessment be in each station? (Each student’s mastery level should be measured in each station)
6	What activity will happen in each station? Kids need to be “doing something” in addition to getting information from the teacher. These activities should help them explore and master the content in the station. (“Showdown” on whiteboards, iPads interactive apps, etc.)
7	Which groups will begin their rotation at which stations? How will they rotate?
8	What will I do in my groups if I have to be flexible with my teaching? For instance, the kids aren’t responding, don’t seem to be “getting” the content/concept, can’t effectively use the technology I have planned, or have a much larger gap in understanding than I anticipated.
9	How will my pacing differ for each group? Some groups will be able to move more quickly than others, so your work with each group should not be identical. Anticipate this and plan accordingly. Faster groups need more instruction, more activities (possibly extensions, etc.). Slower groups need less practice problems, etc.
10	How will my instruction vary for each group? Consider these questions related to different levels of mastery that may be evident in your groups. Is there a group who can/will need to: <ul style="list-style-type: none"> <li>* Go deeper with the content?</li> <li>* Show mastery at a different level (meaning that they can show mastery of the content, but instruction has to be more guided and possible a little slower)?</li> <li>* Show mastery at a lower level? This means the group can show some level of mastery, but mastery may not be as deep as other groups – more at a surface level. For this group, the lesson may need to be heavily guided, with “modeled metacognition”, in which the teacher will have to model how a good learner thinks about the content every day.</li> </ul>