

# Co-planning and Co-teaching

A Three Part Professional Development Series

Presented by Lucy Sauter

# Welcome

## Introductions:

- Lucy Sauter
- TESOL master's project at SUNY Brockport

## Three Part Professional Development Series:

- Part 1: September 1st, 2022 - 1 hour
- Part 2: November 1st, 2022 - 30 minutes
- Part 3: May 1st, 2022 - 30 minutes



# Session 1: Agenda of Events

1. Google form survey on current perceptions of co-planning and co-teaching
  2. Research supporting co-planning and co-teaching practices
  3. Strategies for co-planning and co-teaching
  4. Resources to assist in co-planning and co-teaching practices
    - a. Google Excel scheduling doc
    - b. Online planbook
    - c. Online question forum
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# Current Problem Facing the Avon Central School District

1. Absence of co-planning and co-teaching practices
1. ENL teachers are often serving as one -on-one tutors when pushing into the classroom

# What do you currently know/think about co-planning and co-teaching?

Click on [THIS LINK](#) to complete the google form about the questions below.

1. How would you define co-planning and co-teaching?
2. What has co-planning and co-teaching (between ENL teacher and general education teacher) looked like for you in the past?
3. What are the benefits of co-planning and co-teaching for the ELLs in your class?
4. What do you think the ideal co-planning and co-teaching setup would look like?
5. What are some barriers that have gotten in the way of you reaching the ideal co-planning and co-teaching setup?

# What does the research say about co-planning and co-teaching?

A study found after one year of effective co-planning and co-teaching, the median student growth percentile moves from a score of "approaching" to a score of "exceeds," which is the highest possible score in the state of Colorado (Beninghof & Leensvaart, 2016).

An average increase of 29.6% in ELLs' language skills was found through teacher collaboration (Li & Peters, 2020)

The extended time in the mainstream classroom benefits the ELLs as they have more time for socialization with their peers (Whiting, 2019).

NYSESLAT test results show proficiency scores of 1 and 2 decreased by 6.74% and 2.04% over the first two years of co-planning and co-teaching (Bauler & Kang, 2020).

ELL's writing skills improved over the four years with a co-taught class (Chandler-Olcott & Nieroda, 2016).

- Try and meet once a week or even once a month (DelliCarpini & Gulla, 2009)
- Virtual plan books (DelliCarpini & Gulla, 2009)
- Use google docs for planning so that both teachers can edit online (McGlynn & Kelly, 2020)
- The content teacher is responsible for planning the lesson based on the content standard  
(Honigsfeld & Dove, 2015)
- ENL teacher is responsible for selecting a language standard that corresponds and adding  
effective scaffolds (Honigsfeld & Dove, 2015)

## Strategies for Co-planning

- Use a variety of co-teaching models throughout each lesson (Bauler & Kang, 2020)
- One teach - one assist (McGlynn & Kelly, 2020)
- Parallel teaching (McGlynn & Kelly, 2020)
- Team teaching (McGlynn & Kelly, 2020)
- Take turns leading the lesson (Honigsfeld & Dove, 2015)
- Work in stations and have the different teachers leading different stations (Honigsfeld & Dove, 2015)

## Strategies for Co-teaching



# Let's Brainstorm!

Break up into groups based on your content area and brainstorm ideas of how these strategies could be used within your subject!

# Getting Started with Co-planning and Co-teaching

**A common barrier to effective co-planning and co-teaching is a lack of time to meet and plan (Bauler and Kang, 2020).**

In order to overcome the lack of time many teachers face, DelliCarpini & Gulla (2009) suggest trying to find at least one shared time a week or month to meet in person

DelliCarpini & Gulla (2009) also suggest using virtual plan books when meeting in person is not an option.

ENL TEACHER SCHEDULE	A Day	B Day		General Education Teacher Schedule	A Day	B Day
Before School				Before School		
Period 1				Period 1		
Period 2				Period 2		
Period 3				Period 3		
Period 4				Period 4		
Period 5				Period 5		
Period 6				Period 6		
Period 7				Period 7		
Period 8				Period 8		
Period 9				Period 9		
Period 10 (After school)				Period 10 (After school)		

[Link to Excel Schedule Document](#)

Day	Content Standard + Objective	Language Standard + Objective	Role of the Content teacher	Role of the ENL teacher
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

[Link to Virtual Planning Document](#)

Let's help one  
another to  
effectively co-  
plan and co-  
teach this year!

Click on [this link](#) to reach  
the Google Excel  
document where you can  
ask any question related  
to co-planning and co-  
teaching throughout this  
school year!

# Reminder

Our next session will take place during our November faculty meeting! During that meeting we will check in on how our co-planning and co-teaching practices are going so far and answer any questions!

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# Session 2: Agenda of Events

1. Anonymous Survey through Survey Monkey
  2. Discussion of survey questions
  3. Group brainstorming of solutions to common barriers
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# How has Co-planning and Co-teaching been going?

Complete [this anonymous survey](#) through [surveymonkey.com](https://www.surveymonkey.com)

1. Realistically, how many times have you met either in person or virtually with the ENL teacher during the first quarter?
2. What are some co-planning strategies that have worked well?
3. What are some co-teaching strategies that have worked well?
4. What have been some barriers to co-planning?
5. What have been some barriers to co-teaching?

# Common Barriers to Co-planning and Co- teaching

Let's brainstorm ideas to  
overcome these barriers!

**Lack of time:**

**Lack of clarity in roles:**

**Lack of leadership support:**

# Challenge Time!

Going forward, I challenge each of you to actively overcome one of the barriers you are currently facing with co-planning and co-teaching.

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# Session 3: Agenda of Events

1. Small group discussion of how co-planning and co-teaching went this year
  2. Full group share out of discussion answers
  3. Final Google Form to assess co-planning and co-teaching as well as this professional development
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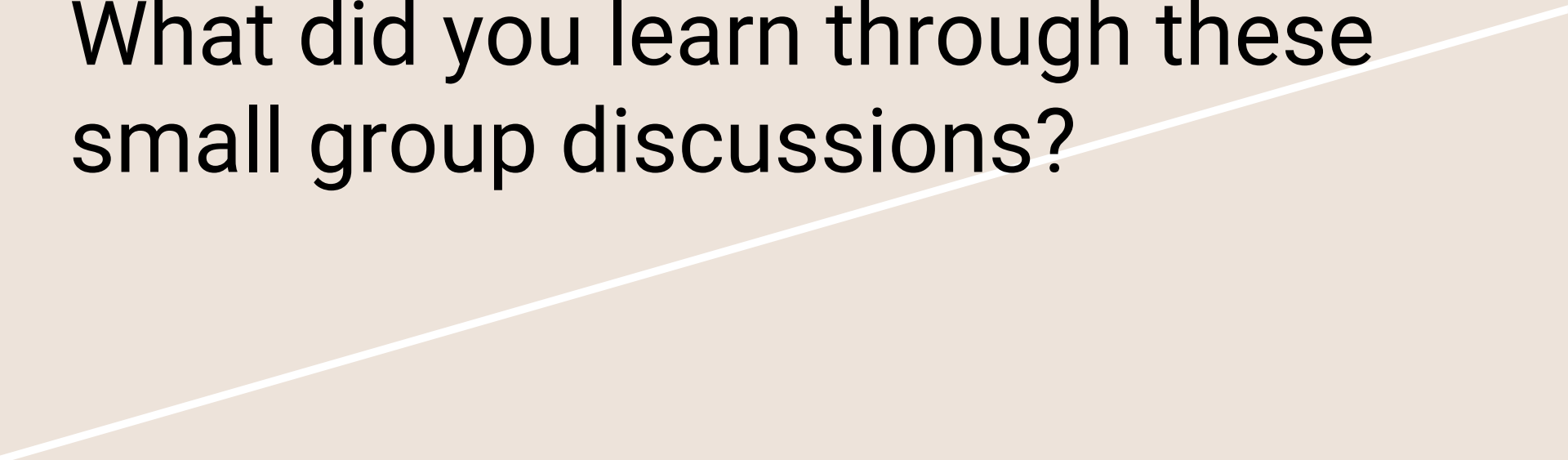
# Small Group Discussions

Turn to the other teachers at your table and discuss the following questions...

1. What were some successes in co-planning and co-teaching that you experienced this year?
2. What were the persistent barriers to co-planning and co-teaching this year?
3. What improvements did you notice for the ELLs in your class this year?
4. What improvements did you notice for your mainstream students in your class this year?

# Let's Share!

What did you learn through these small group discussions?



# Final Reflection Google Form

Please click on [this link](#) to complete the final reflection Google Form.

## Final Reflection Questions:

1. What was a positive experience you had with co-planning and co-teaching this year?
2. What was a negative experience you had with co-planning and co-teaching this year?
3. How could the administration further support your co-planning and co-teaching practices next year?
4. What improvements did you notice with your students this year in a co-taught classroom?
5. What would additions to this professional development be beneficial for future years?



## References

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