

Figure 8.3 The Co-Teaching Cycle

Step 1: Co-Plan

- Find protected time with a trusted colleague or KO to plan, teach with video, debrief, and reflect
- Discuss what you each want to improve about your practice to give each other Descriptive Feedback during the process (your Collaborative Inquiry focus)
- Begin with the curriculum expectations, then plan the assessment to deconstruct the Learning Intentions, co-construct the Success Criteria, and provide a cognitively demanding performance task for students to be able to demonstrate their learning (Chapters 4 and 5)
- Plan the before, during, and after the lesson (Chapter 4), thinking about flow, timing, and pace
- Plan to use research-proven, high-impact instructional strategies differentiated based on student need (Chapter 5)

Step 2: Co-Teach

- Set up a digital recording device, like the swivel camera if possible, to follow the voice and images of the moving teachers
- Work side-by-side in a classroom
- Co-facilitate classroom Accountable Talk, hearing every student's voice
- Observe during teaching, "Who is doing the most talking and the most thinking in the classroom?"
- Monitor students' self-assessment by asking them, "What are you learning? Why? How are you doing? How do you know? How can you improve? Where do you go for help when stuck?" (See Chapters 2 and 9.)
- Change pace and flow if necessary
- Give ongoing Descriptive Feedback to students against the Success Criteria
- Check for students' understanding and learning against the Success Criteria

THE CO-TEACHING CYCLE

Step 4: Co-Reflect

- Discuss the co-teaching process: What worked? What didn't work? What would we do differently next time?
- Engage with partner in an open, honest dialogue about improving practice
- Identify and understand what changes in practice and beliefs need revision for you each to become consciously and competently skilled
- Plan next steps for students' and teachers' learning in this cycle of inquiry

Step 3: Co-Debrief

- Examine the video clip to look/listen for: more students' voices than teacher voice; higher-order questions and responses; creative critical thinking; students' use of the Success Criteria; students self-assessing and self-correcting
- Discuss teaching practices and prompts used
- Assess if the taught, learned, and assessed curriculum-based Learning Intentions were aligned using student work samples as evidence
- Give each other Descriptive Feedback about the Collaborative Inquiry question that each wanted to improve about his or her practice, looking closely at the video clip as a personal data source
- Use work samples to assess students' understanding and learning growth against the co-constructed Success Criteria. Ask, "Were they the correct Learning Intention and Success Criteria?"
- Decide what needs revision

Source: Adapted from Sharratt and Harild (2015).