



Implementation of Coinstructing Tool

Background on the development of the coinstructing tool

- Goal was to create **indicators** of what **coinstructing** looks like when done well & leads to enhanced student learning
- Tool was developed by examining research on coinstructing, viewing clips of cotaught lessons, & eliciting the thoughts of coteachers & teacher educators
- Tool was revised based on feedback from teacher educators & coteaching researchers

How the coinstructing tool could be used

- Coteaching facilitators could use the tool in workshops/trainings to operationalize coinstructing & make coinstructing more concrete
- Coteaching pairs could use the tool for self-assessment/reflection purposes in order to enhance coinstructing implementation
- University supervisors could use the tool to provide targeted coteaching feedback/support, providing suggestions on what coinstructing might look like & how it could be enhanced

Additional notes on use

- The tool is not meant to be evaluative, rather educative & a starting point for reflection & conversation
- The tool is meant to be used when the intention is implementing a coinstructional strategy, not when one teacher is solo teaching
 - The tool can be used when implementing any of the six coinstructional strategies (e.g., station teaching); however, it may be most useful when implementing team teaching

Questions to consider when using the coinstructing tool

- What is the content being taught?
- What is the coinstructional strategy being used?
- Where in the program is the teacher candidate in learning how to teach? How might the stage in the program influence the level of collaboration achieved?

The tool may allow coteachers to self-reflect & determine...

- The level of collaboration & engagement during the lesson
- Characteristics of the power dynamic including level of co-respect & shared responsibility
- Characteristics of the pair's ability to communicate throughout the lesson & the extent to which instructional decisions are based on data
- The quality of implementation of the coinstructional strategy & its impact on student learning

Supplemental coinstructing resources

- [List of coinstructional strategies](#)



Criterion	Low-Level Utilization of Two Teachers	Medium-Level Utilization of Two Teachers	High-Level Utilization of Two Teachers
Role in Student Learning			
Level of engagement <ul style="list-style-type: none"> <i>What is each coteacher saying and doing? What are the responsibilities of each coteacher?</i> <i>Role transitions based on student need</i> <i>Implementation of coinstructional strategy</i> 	One coteacher is actively engaged while the other coteacher takes a passive role; roles are inflexible and unresponsive to student need; coinstructional strategy implemented does not enhance student learning	Coteachers are engaged in the lesson with one coteacher more actively engaged; students perceive change in roles from one coteacher to the other; coinstructional strategy implemented enhances whole class student learning	Both coteachers are actively engaged with a clear role that is flexible based on student need; smooth transitions between coteachers keep students engaged; coinstructional strategy implemented enhances whole class and individual student learning
Positionality			
The extent to which both coteachers are positioned as equals in the classroom <ul style="list-style-type: none"> <i>Authority</i> <i>Respect</i> <i>Parity</i> 	Coteachers use language such as “your” or “I,” showing an imbalance in responsibility; a few interactions between coteachers are negative and show disrespect; students view one coteacher as a teaching assistant rather than as an equal teacher	Coteachers switch between “your/our” and “I/we” language, showing some inequity in responsibility; interactions between coteachers are friendly and respectful; students view coteachers as equals but defer to one teacher for the “final say”	Both coteachers consistently use language such as “our” and “we,” showing equal responsibility; interactions between coteachers are highly respectful, serving as a model of collaboration for students; students view both coteachers as an equal and valued facilitator of learning
Communication			
Extent to which coteachers engage in teacher-to-teacher communication that leads to immediate instructional changes <ul style="list-style-type: none"> <i>Use of huddles</i> <i>Data-driven instruction</i> <i>Reflective practice</i> 	Coteachers communicate to each other infrequently during the lesson; when coteachers do communicate, the conversation is not informed by student data and/or focuses primarily on logistical aspects of instruction rather than student learning	Coteachers communicate to each other during the lesson; however, the conversation is initiated and driven by one coteacher; conversations informed by student data resulting in real-time adjustments to instruction for the whole class	Both coteachers initiate communication to each other during the lesson; conversations informed by student data resulting in shared decision-making about real-time adjustments to instruction to improve student learning for the whole class and individual students