Coteaching in a Virtual Teaching & Learning Environment

Overview

Clinical practice experiences in the Cal Poly School of Education are deeply grounded in Learn by Doing; future educators work alongside experts in the field to hone their craft through a gradual release of responsibility. A key component of the clinical practice at Cal Poly is **coteaching**. Coteaching engages both the cooperating teacher (CT) and teacher candidate (TC) in student learning through coplanning, coinstructing, and coassessing. In addition, reflective dialogue and collaboration leads to the professional development of **both** teachers.

Although K-16 instruction has shifted to virtual teaching for this year, coteaching remains as a useful model to support the learning of K-12 students, TCs, and CTs. **Below are suggestions on what collaboration might look like when engaging in virtual coteaching.**

Fostering the Coteaching Relationship Coteachers spend time getting to know each other, establish norms for collaboration, and reflect frequently on what is working and can be improved about their collaboration	
Getting to Know Each Other	• Engage in the provided coteacher team building activities including the conversation starters, personality test, and collaboration self-assessment • Participate in professional development together, including the School of Education book circles and quarterly workshops
Establishing Collaboration Norms	• Discuss preferred modes of communication (e.g., email, text, phone, video conference) • Discuss preferred frequency of communication (e.g., standing daily meeting, check-in every other day) • Ensure that both coteachers have access to district email and technology platforms
Reflecting on Collaboration	• Reflect frequently on collaboration and set goals for improvement, using tools provided by the School of Education (e.g., coplanning tool, coassessing tool, reflection document)

CAL POLY

Coplanning in a Virtual Environment
Coteachers mutually engaged in curriculum development (e.g., lessons, assessments, instructional materials) with clearly defined planning roles and responsibilities

Backward Design Planning	• Establish a regular planning time that occurs via Zoom, Google Meet, phone, and norms for coplanning (e.g., What to complete prior to a coplanning session) • Determine organization system for sharing planning documents (e.g., Google Drive) and ensure access for both teachers to add content and provide feedback • Create space for coteachers to discuss planning processes and ask questions • Collaboratively plan big picture (i.e., unit design) using a shared document • Collaboratively plan small picture (i.e., lesson design) using a shared document • Modify an existing cooperating teacher lesson plan for use in a virtual environment • Collaboratively develop a script for an asynchronous screencast prior to recording • Collaboratively draft an outline/big picture for separate asynchronous sessions/materials with each coteacher responsible for developing/recording one of these sessions
Instructional Materials	• One coteacher designs the instructional material while the other coteacher ensures that the document is accessible for online use (e.g., making a PDF editable) • One coteacher records the screencast while the other coteacher adds closed captioning • Collaboratively design assignment sheets, assessments, and rubrics via Google Docs • Determine the role of each coteacher in posting assignments to Google Classroom
Technology Platforms	• One coteacher investigates technology platforms providing suggestions on how these platforms could be utilized in a future asynchronous/synchronous lesson • One coteacher creates a how-to for students to use the technology to post a response (e.g., Flipgrid, Padlet) while the other coteacher develops the content (e.g., creating the Flipgrid discussion prompt)

CAL POLY

Coinstructing in a Virtual Environment Coteachers mutually engaged in the instructional delivery of content with clearly defined roles & responsibilities		
Coinstructional Strategy	**Synchronous Instruction**	**Asynchronous Instruction**
One Teach, One Observe	• TC/CT observes a Zoom/Google Meet session with a particular focus (e.g., rapport, questioning) guiding the observation • TC/CT observes office hours with a particular focus (e.g., structure of a student conference, how to engage students in self-reflection) • TC observes a Zoom/Google Meet session in another discipline/grade with a particular focus	• TC/CT views an asynchronous lesson (e.g., Screencastify, Edpuzzle) with a particular focus (e.g., asynchronous lesson structure, strategies for engaging students when viewing an asynchronous lesson)

One Teach, One Assist	• One teacher facilitates content/instruction during a Zoom/Google Meet while the other assists with technology
	  o Admitting students into the room
	  o Taking attendance
	  o Sharing the screen (e.g., PowerPoint)
	  o Monitoring the chat by answering student questions, providing a summary of what was discussed in the chat, sharing links to resources
	  o Organizing break-out rooms
	  o Assisting students experiencing technology issues
		• TC/CT develops supplemental asynchronous videos to support synchronous lessons
		  o Creating an instructional video providing assignment parameters and/or teacher modeling of the assignment
		  o Creating a video or document showing students how to use different technology platforms
		• TC/CT creates a Flipgrid with prompt to be embedded in a lesson

Team Teaching	• Both teachers facilitate a portion of the lesson • Teachers build off of one another to model discussion/participation, think aloud, share different examples/experiences	• Both teachers appear on camera for a screen-captured lesson (e.g., Zoom meeting for coteachers only in which they share their screen and record, both contributing content)

CAL POLY

Coinstructing in a Virtual Environment		
Coinstructional Strategy	**Synchronous Instruction**	**Asynchronous Instruction**
Parallel Teaching	• Coteachers teach the same lesson using break-out rooms to lower the student-to-teacher ratio o Break-out rooms rejoin the main room to engage in reflection and key takeaways	
Station Teaching	• Each coteacher meets with a small group in a break-out room or at a designated time with each room having a specific focus (e.g., guided reading group, station related to the writing process) o Students engage in independent work when not at a station	• Coteachers develop a hyperdoc that involves different "stations" for students to complete with each coteacher responsible for developing the content of a "station"
Differentiated Teaching	• Each coteacher facilitates a small group of students in a break-out room o The learning outcome for each room is the same, but coteachers use different methods, and resources to achieve those outcomes • Coteachers build into the synchronous schedule small-group work for enrichment and extra support purposes and students have the option to attend and/or are invited; each coteacher facilitates one of these sessions	• Coteachers develop a hyperdoc for an asynchronous task that involves different pathways to achieving the same learning outcome

<table>
<tr><td colspan="2" style="text-align:center">Coassessing in a Virtual Environment
Coteachers mutually reflect on their instruction in post-lesson debriefings as well as the learning of their students through analysis of student assessments; reflection and analysis inform next steps for instruction</td></tr>
<tr>
<td>Reflecting on Instruction</td>
<td>

- Create a shared Google Doc where both coteachers add brief notes on what worked and what didn't work about a synchronous/asynchronous lesson
- Schedule weekly lesson debriefings via Zoom/Google Meet/phone to discuss strengths of instruction and how instruction could be improved
- Elicit feedback on instruction from students via Google Forms or other platforms; schedule time to review this feedback as a pair and determine revisions to future instruction
- Elicit feedback on instruction from parents via Google Forms or office hours; schedule time to review/debrief this feedback as a pair and determine revisions to future instruction

</td>
</tr>
<tr>
<td>Analyzing Student Work</td>
<td>

- Meet via Zoom/Google Meet to score together a performance-based assessment for the purpose of norming/calibrating on grading
- Meet via Zoom/Google Meet to examine the results of a student assessment, determining patterns in student understanding and misunderstanding and instructional next steps

</td>
</tr>
</table>