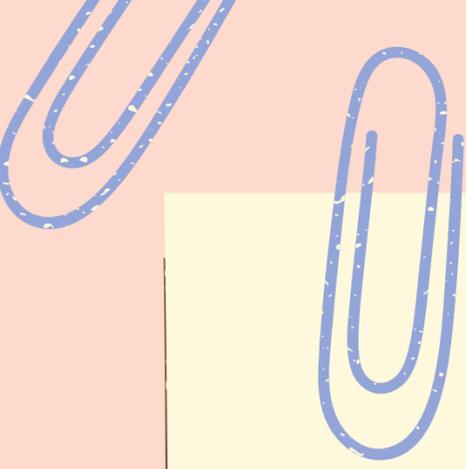
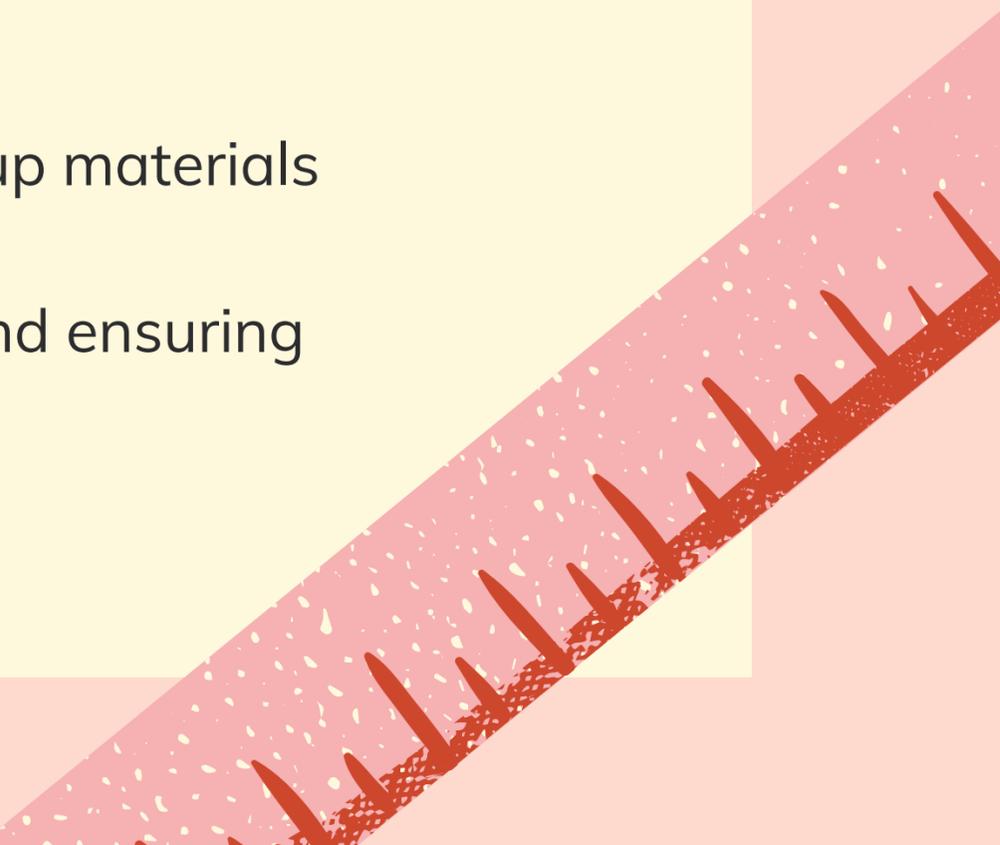


Co-teaching Classes

STRATEGIES AND TIPS



Logistics

- Early arrival and prior planning
 - Arrive at least 15 min in advance
 - Connect by phone before class to plan activities
 - Splitting responsibilities
 - Set up different roles: one teacher greets, the other sets up materials
 - Smooth transitions
 - Leading the activity vs. watching for behavioral issues and ensuring participation
- 



Logistics (continued)

- Dismissal procedures
 - You may use techniques like “invisible rope”:
<https://vimeo.com/1071894055?share=copy>
 - One teacher leading the line and one teacher following for complete supervision
 - Incentives
 - Plan the prizes before the end of semester
 - Aim to be consistent with the distribution of any incentives so that all students in the groups are receiving the same things for fairness and equity.
 - Please note that praise, encouragement, and stickers are also great incentives. Prizes like pencils, erasers or small fidget toys should be saved for last class!
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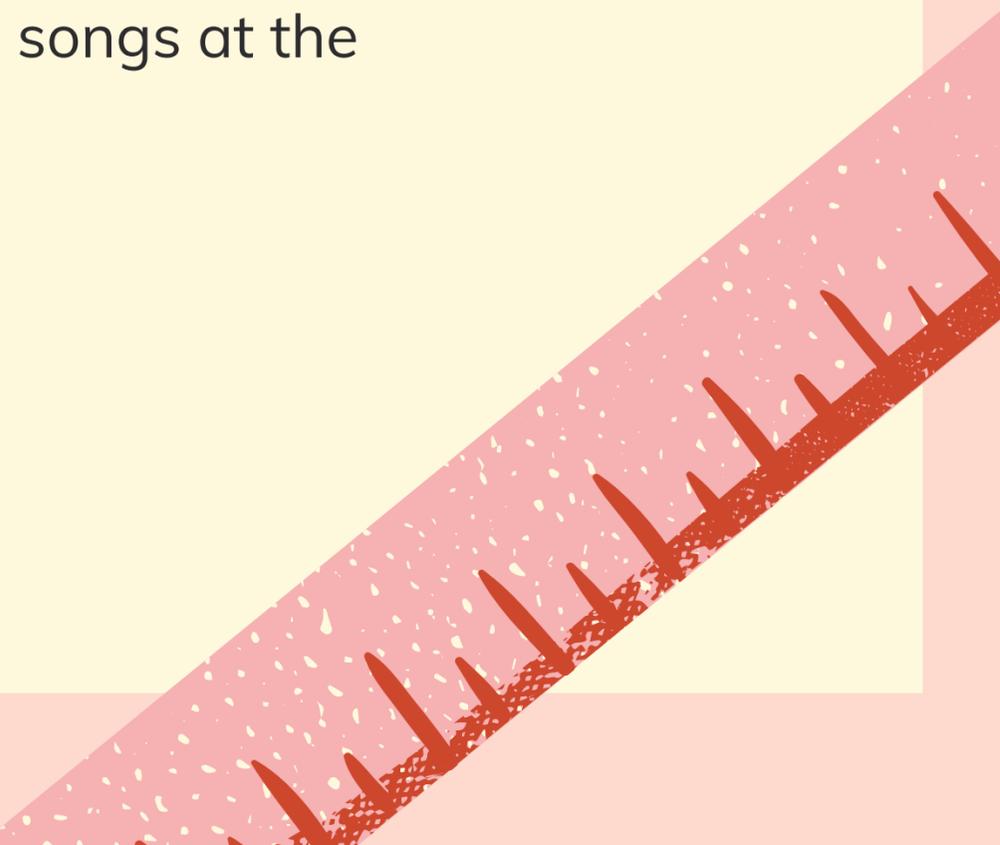


Start of class

- Within the co-teaching setting, you can follow the typical start of class structure and work alongside each other. Below are a few examples that adapt to this setting:
 - One teacher may be helping the students open/get their snacks while the other one is leading attendance
 - One teacher may be at the front explaining the Student Responsibilities, while the other one is redirecting the student or setting up for next lesson/activity
 - Friendly reminder to ask the students to go to the bathroom before class starts. If the students still ask you during class, just make sure only one kid goes at a time.
 - Remember: it is super important to have a routine for your classes! Having the kids always start the same creates clear expectations for classes to come!
- 



Start of class (continued)

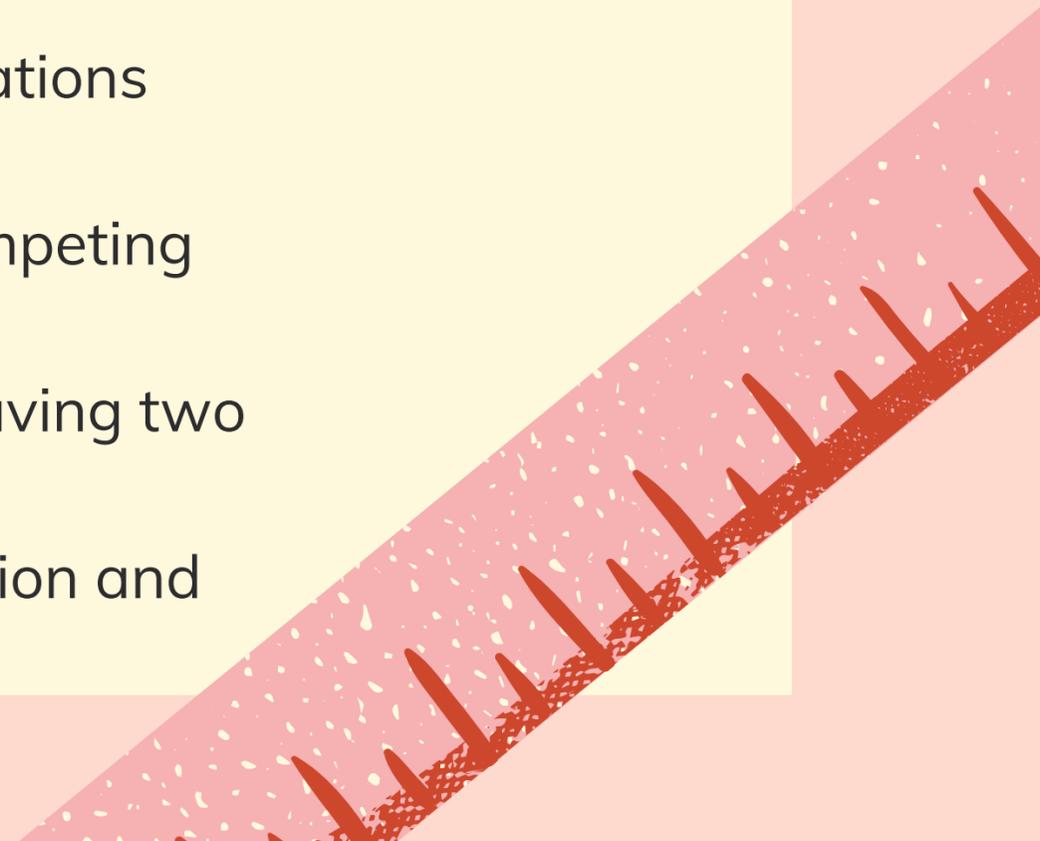
- Snacks
 - Please remind the students to keep their area clean while eating their snack
 - Student Responsibilities and Star Chart
 - Feel free to incorporate Notas Culturales and Greetings songs at the beginning of class
 - TPR/Gestures
 - Name labels/name tents
- 



During class

- Both teachers can lead the entire group together with theme songs.
 - Feel free to stand on opposite ends of the room to keep all the students engaged
- Teaching the vocabulary
 - One teacher teaches, while the other one walks around the room to promote active engagement
 - This activity can be done before breaking into groups or stations
- Dividing groups
 - Older vs. younger students (we don't want a 5th grader competing against a kindergartner, for instance)
 - Some of this can be done in advance, with two teachers having two different lists

*This is important to provide the students with more attention and support in a smaller group setting.





During class (continued)

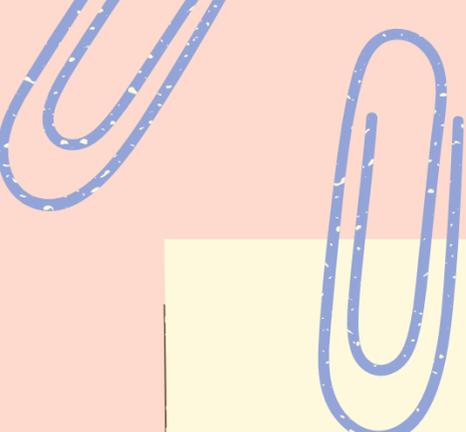
- Ensuring participation
 - Choose games that all students are participating in
 - Example: 4 teams instead of 2 or two circles passing a ball for *papa caliente*
 - Set up stations around the room and have small groups rotate in space
 - Key point here would be to find an appropriate balance between being firm and lenient. As much as we want all the students to participate, some kids are more interested in doing other things. In these instances, it is important to pick your battles and not get too discouraged. You may want to choose this student to be your helper to keep him or her engaged.
- 

Station Examples

Below is an excellent photo showcasing stations! You can get creative with these and incorporate a variety of activities per station. These include: conversational practice with come-cocos, jenga, beach ball etc.

- For larger co-teaching situations it can also be an option to go over the vocabulary all together and then break apart to do games





Class Flow



- Adjusting the plan on the go
 - While it is ideal for things to align with the pre-determined plan, sometimes it's crucial to pivot on the go
 - No one-size-fits-all approach
 - Respect different teaching styles to avoid unnecessary conflict
 - Remain flexible and openminded to foster harmony
- 

Class Flow (continued)

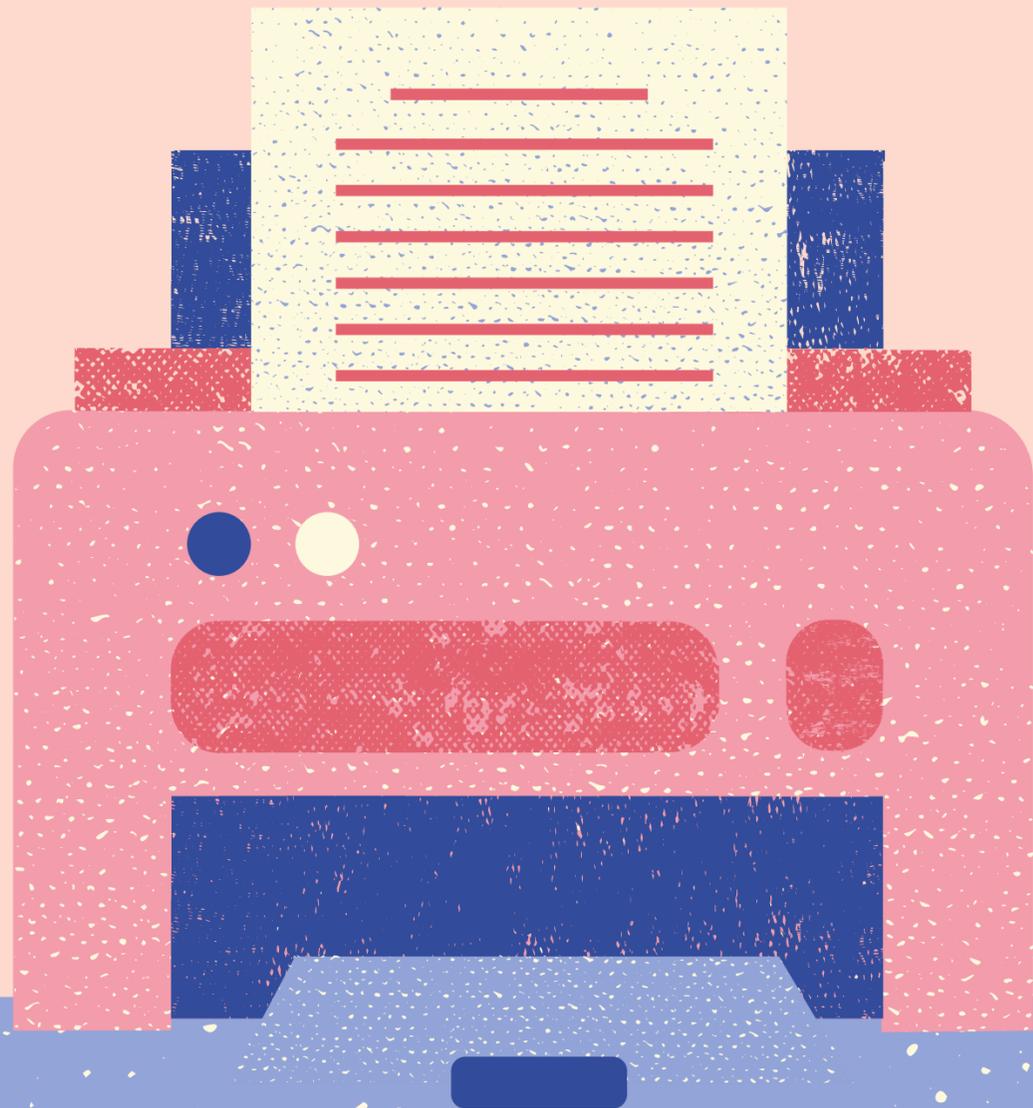
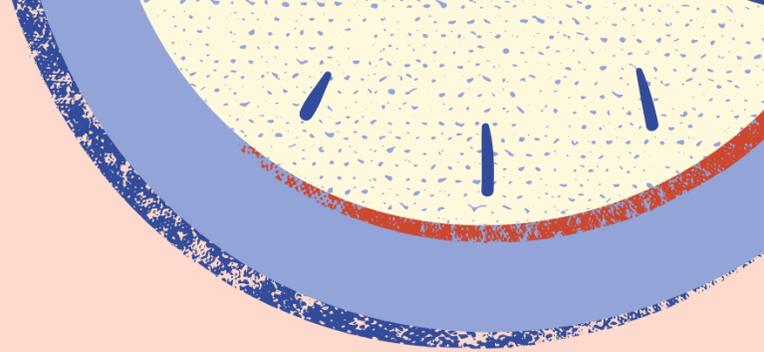
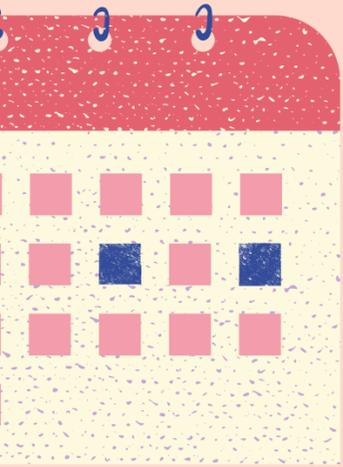
- Establishing rapport and open communication
 - Create clear roles, provide feedback and demonstrate collaboration
 - Set a good example for the kids
- Solution oriented mindset
 - Support during unforeseen challenges
 - Two minds are better than one
- In summary: the main component of co-teaching is for the teachers to talk to each other and making sure things are fair



Final Pointers

Please note that Futura prefers separate classes in different spaces with appropriate student-to-teacher ratios with a maximum of 15 students. However, in some cases there is limited space or reasons for combining a group into a co-teaching setting. We appreciate your flexibility in accommodating this scenario.





Thank You!

