



# Launching Successful Co-Planning and Co-Teaching Systems



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# Introduction & Warm Opener

On a scale of  
“David Rose”, how  
do you feel about  
Co-teaching?

Turn your neighbor,  
share your name, school  
district and your “David  
Rose” number.



# Agenda for Participants

## Welcome

## District Introduction

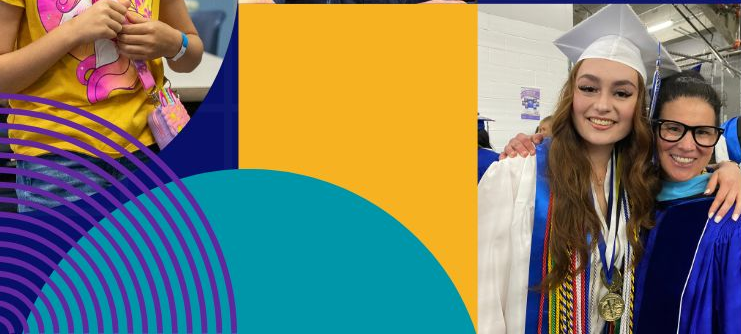
### Implementation Highlights:

- Laying the Foundations of District-Wide Systems
- Growing Capacity in High School
- Diving In at Middle School

### Stations (Choose 2):

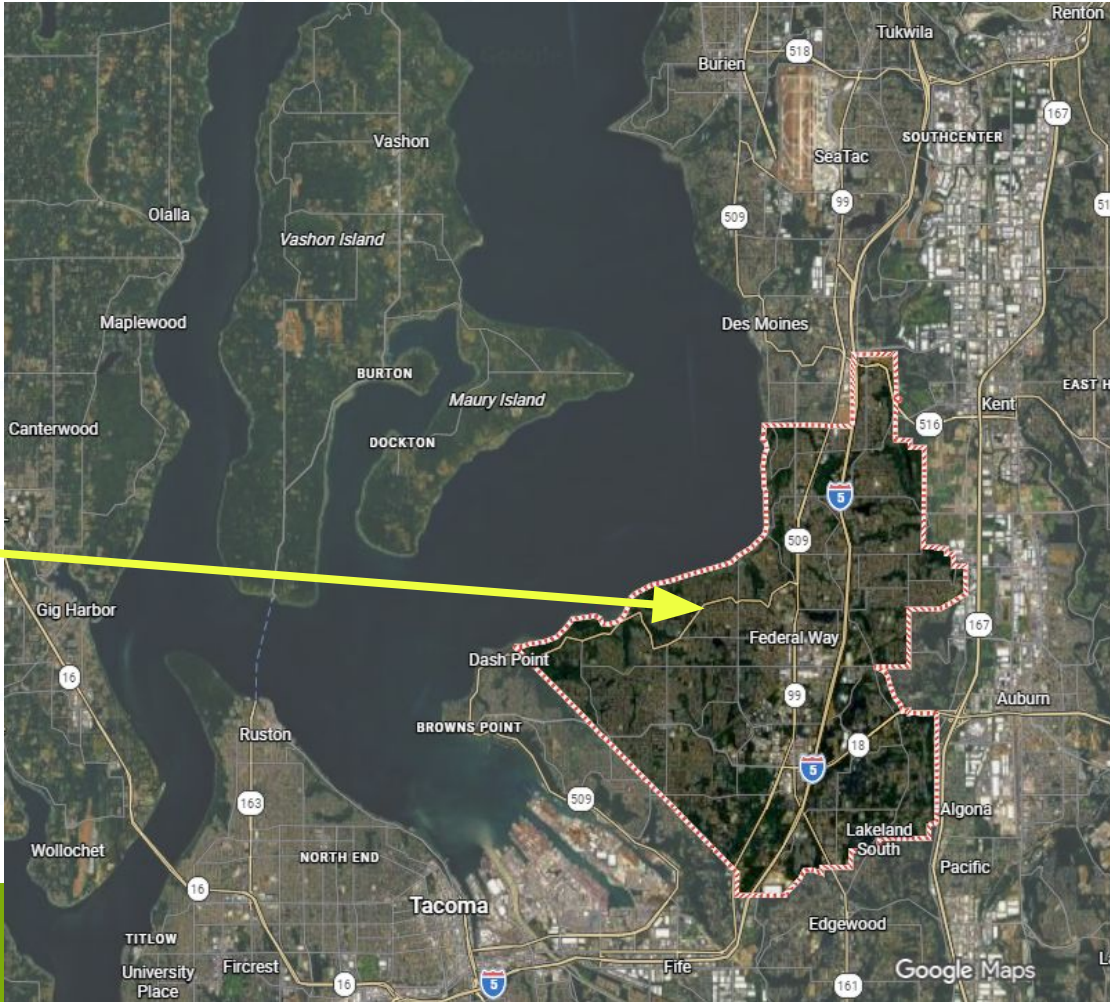
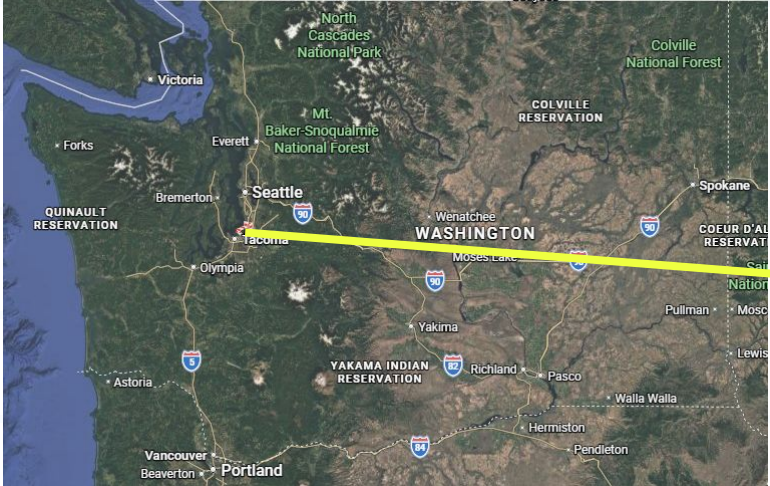
- 1) How do you build institutional priorities around co-teaching and co-planning?
- 2) How do you build teacher capacity/fluency around different co-teaching models?
- 3) How do you collect data and measure outcomes for co-teaching classrooms?
- 4) What are the benefits of shorted co-teaching cycles vs. yearlong partnerships?

## Closing Wrap Up

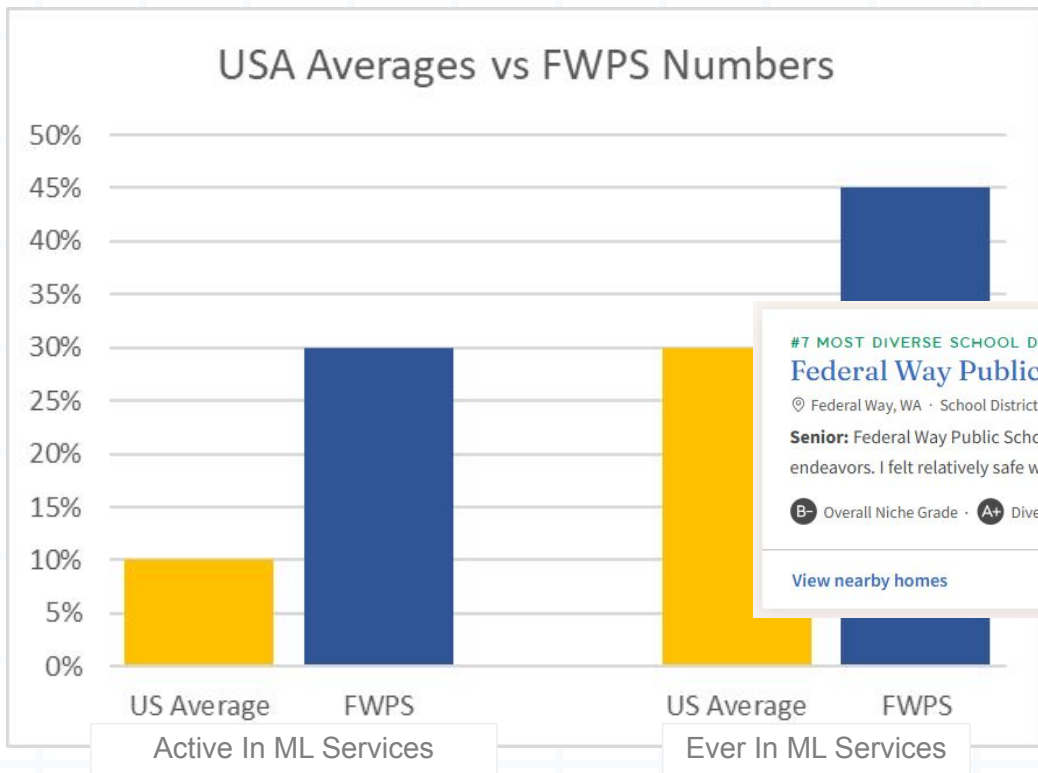


# Introducing Federal Way Public Schools Who are we?

# Where is Federal Way?



# FWPS is a Multilingual District



#7 MOST DIVERSE SCHOOL DISTRICTS IN AMERICA  
**Federal Way Public Schools** ✓

📍 Federal Way, WA · School District · ★★★★★ 130 reviews

**Senior:** Federal Way Public Schools was generally a pretty good experience that helped me with my academic endeavors. I felt relatively safe when I went to school, even though there was quite a few i ... [Read 130 reviews](#)

📊 B- Overall Niche Grade · 🏆 A+ Diversity · Total schools 42 · Students 21,606

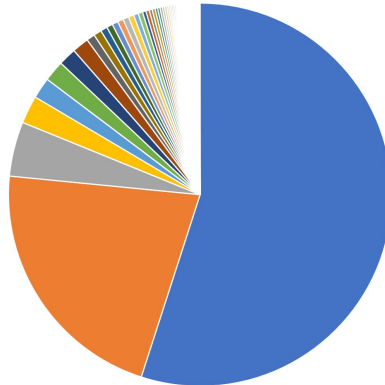
[View nearby homes](#) [Add to List](#)

# Our students are truly MULTI-lingual

FWPS Scholars from Around the World



130 First Languages Spoken by Scholars in FWPS



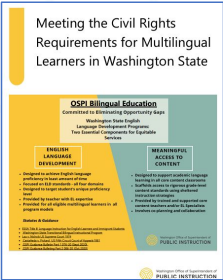
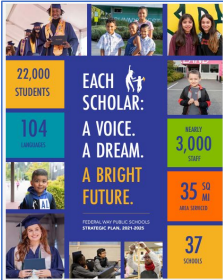
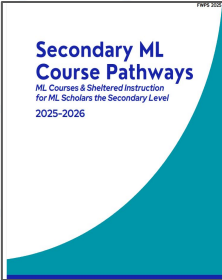
Top Languages Spoken in FWPS (other than English)

Language	Total
Spanish	4889
Dari	1043
Ukrainian	533
Pashto	403
Russian	399
Somali	341
Vietnamese	321
Arabic	160
Punjabi	150
Samoan	130
Amharic	114

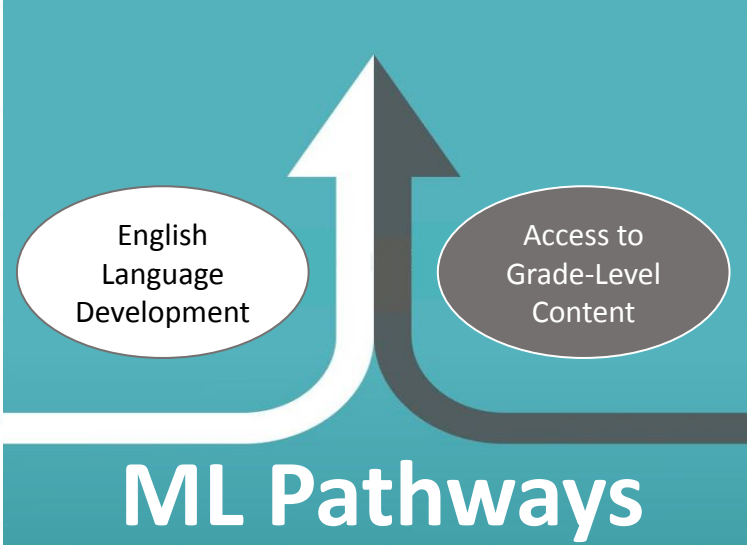


# Laying the Foundations of District-Wide Systems: ML Services/TFL

# ML Program Redesign 23-24



Reduced  
Multilingual  
Courses

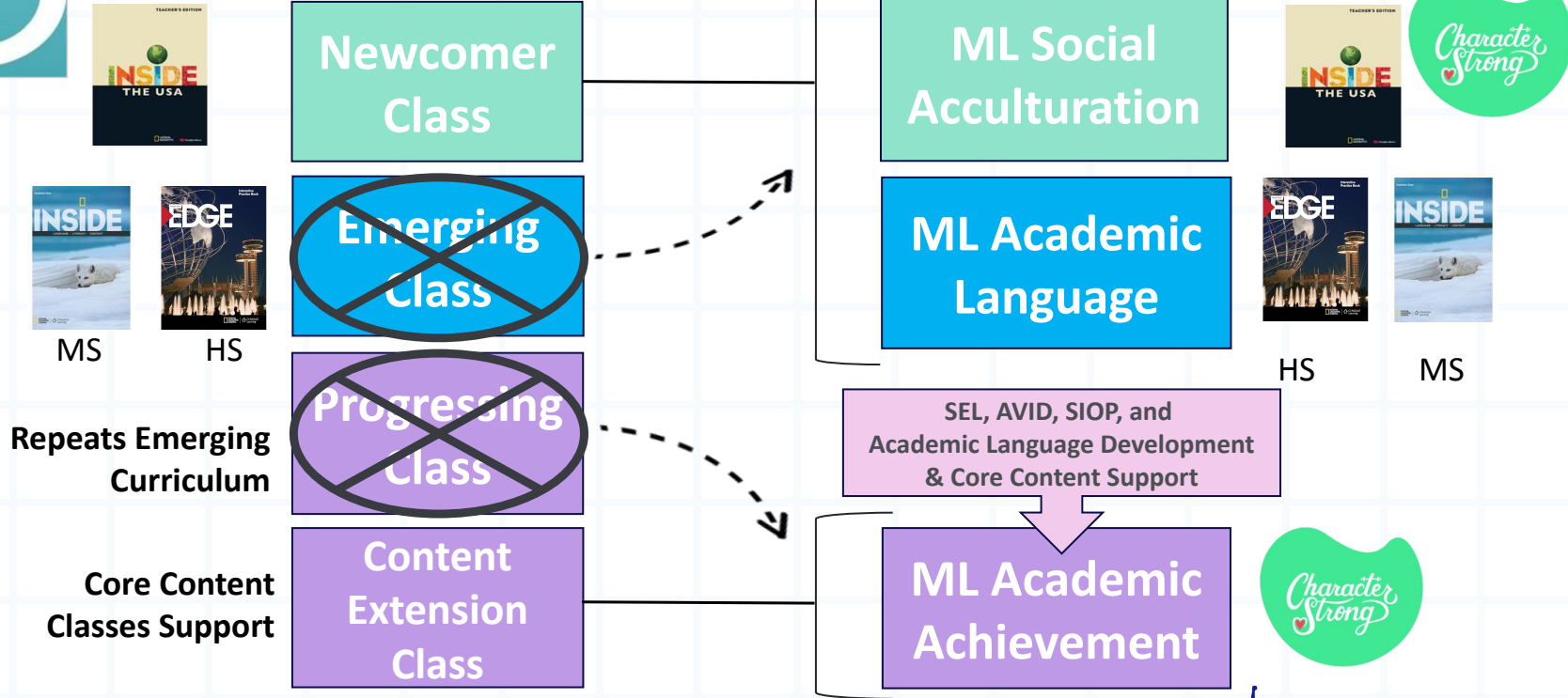


Create  
Co-Teaching/  
Sheltered  
Classes

English  
Language  
Development

# Previous Course

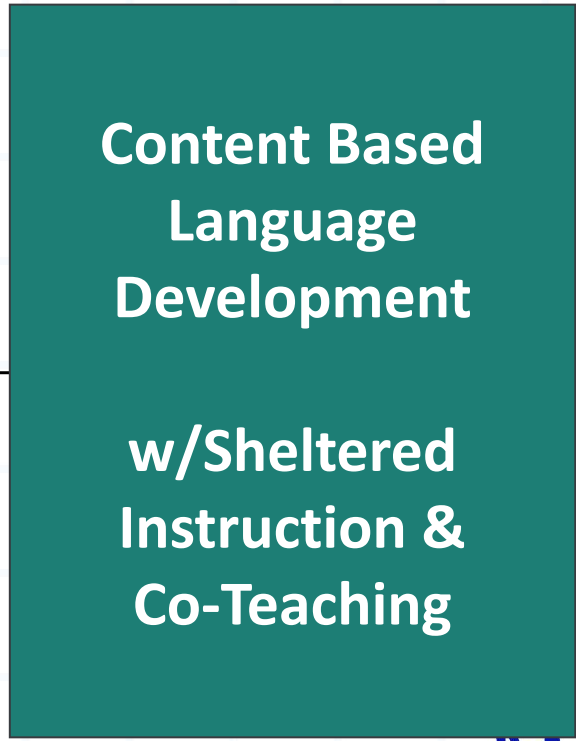
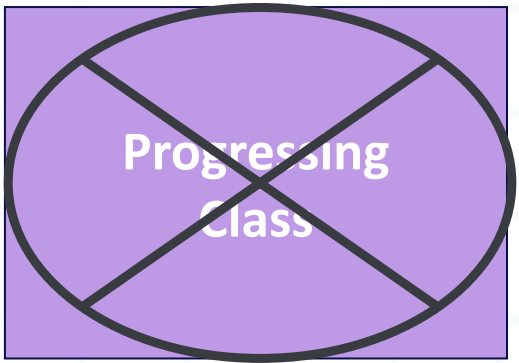
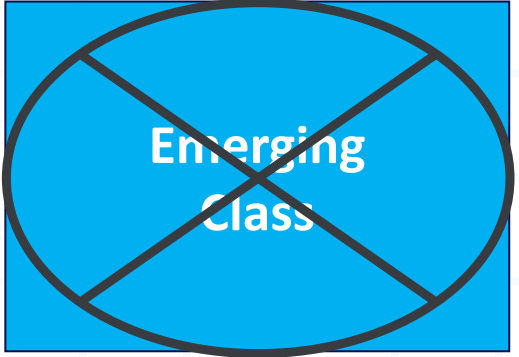
# New Courses



# Developing Language

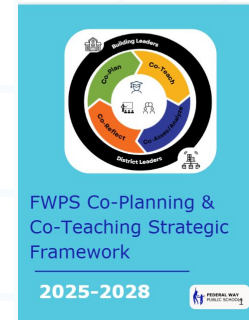
## Previous Model

## New Model



# Co-Teaching Guidance & Pilot Expectations

- 1 Intentional Partnerships
- 2 Scheduled Co-Planning
- 3 50/50 ML Ratios
- 4 Methods to Monitor Data
- 5 Professional Development
- 6 6–8 Week Cycles or Semester-Long



**ML Services to Support with \$\$  
for Sub Release or Timesheet**



# Preliminary Results & Data

**107%**

Growth made by students in a Co-Taught 6th Grade Math Class

*Classes with no Co-Teaching in 6th Grade Math at same school had only 69% growth.*

Improved  
Content Growth

**11-15%**

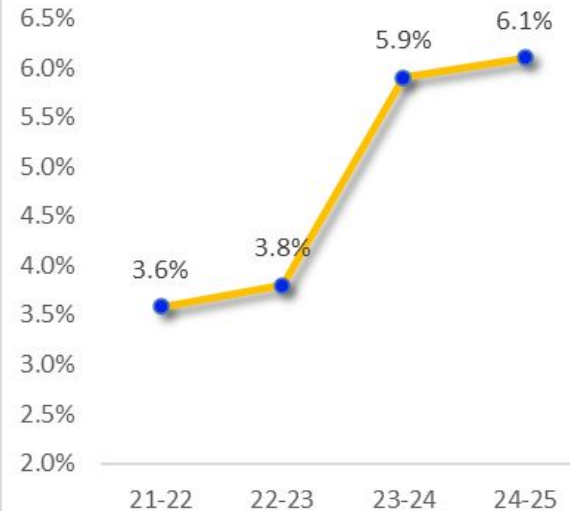
11% more students passed co-taught Algebra classes

15% more students passed co-taught History classes

*Compared with non co-taught classes in the same high school*

Increased Pass  
Rates

WIDA Exit Percentages  
by Year



# What are We Hearing?

## Teachers:

Really great PD session! I looked up and was like “where did the two hours go?”

Loved it! Cate and I tried parallel teaching immediately!

This was good! But I am learning that to co-teach it needs to be a big time commitment.

## Students:

Whenever I need help, one of them can help me. I can get help even if one teacher is busy.

They can explain differently, and it is useful. They can also explain things step by step.

My co-taught class has helped me write more and get better at grammar and spelling.

My favorite part about having two teachers in the classroom is how good both of them understand me

## From Past Practice to Purposeful Practice



**Key:** Leadership Directives and Commitment to Allocation of Resources



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PUBLIC SCHOOLS



# Growing Capacity: Todd Beamer High School

# How did the co-teaching model start at Todd Beamer?

- Advocacy “Top Down” & “Bottom Up”
- District level funding for “labs”
- Co-planning period for partnerships
- Focus on **core subjects & freshman MTSS initiatives**
- **Surveyed teachers** for interest
- Placed co-teaching in **high ML classes (~50/50)**
- Matched ML teachers by **experience & endorsement**



# What did the pilot structure look like at Todd Beamer?

- 4 full-day workshops **during school hours** (subs provided and funded by ML Services)
- Led by the Instructional Coach and AP
- **4 ML + 8 content teachers** (semester-based pairing)
- **5 SpEd + 5 content teachers** (year-long cycle)
- Workshop cycle: Learn, co-plan, implement (15-min lesson), and reflect



# Successes & Challenges



Transitioning IN:  
Building New Partnerships

## Successes

- Increased **accountability for co-teachers to collaborate**
- Encouraged use of **new strategies and innovative approaches** such as SLOP.
- Strengthened **intentional co-planning** and **shared instruction**

## Challenges

- More time needed for **relationship-building** and **establishing routines** during mid-year transitions
- Designated time for co-planning
- Balancing co-teaching **roles and responsibilities**



Transitioning OUT:  
Supporting Current Students

RAL WAY  
SCHOOLS



# Diving In: Evergreen Middle School

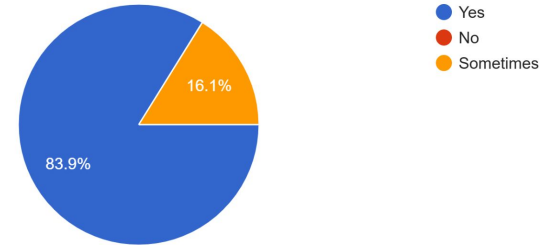
# Co-Teaching Context at Evergreen

## This Year...

- 3 ML Specialists primarily co-teaching
- Divided ML Specialists by grade level to allow for shared planning time
- Yearlong co-teaching partner and cycle partner

## Data Snapshot

Both teachers share responsibility fairly in the classroom.  
31 responses



**What would you change about how the two teachers work together?**

- "Equally teach and work"
- "That one teacher works with half the students and the other with the rest"

# Spring 2025 Pilot

## Goals

- Strengthening collaborative practices for teachers who co-teach- **moving away from one lead one assist**
- Shifting teacher practice towards accessibility and integration of ELD
- Compare the efficacy of co-teaching between dual and non dual classrooms
- Integration of SIOP and constructivist pedagogy as an IB school

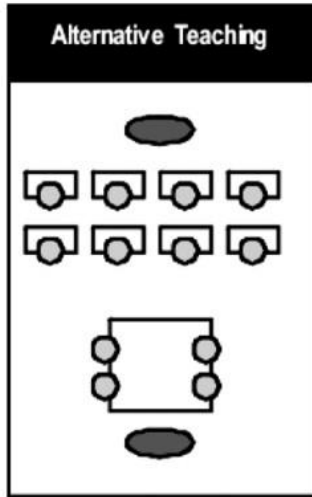
## Structure

- Three Learning Sessions
- Two learning walks with co-teaching partners during prep (loss of planning pay)
- **During school** with substitute coverage (AM and PM sessions)
- Teacher choice
- Opportunity to practice co-teaching models, co-planning and deepening content knowledge

# Co-Teaching Model Focus- AM and PM

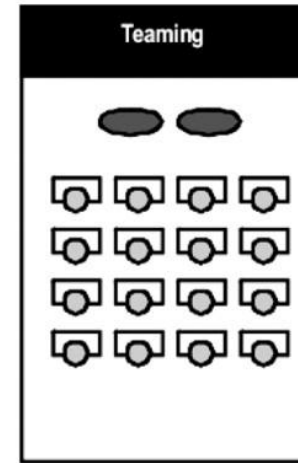
## AM Session- newer partnerships

One pre-teach/re-teach, one teach alternative information



## PM Session- yearlong partner

One group, two teach the same content



# ML Co-Teaching Instructional Foci

## Option A

Connected to District's  
Priority Focus Indicators:  
P1, P4, & A4

### Learning Targets & Assessment

At the end of this co-taught unit, content teachers can use content and language targets in ways students can understand and repeat, as well as help student access content vocabulary.

## Option B

Connected to District's  
Priority Focus Indicators:  
P2, CP5, & SE4

### Scaffolds & Making Meaning

At the end of the co-taught unit, content teachers can modify materials, presentations, and assessments appropriately for level of ML students in class in all four domains.

## Option C

Connected to District's  
Priority Focus Indicators:  
SE1 & SE5

### Student Talk & Quality of Questioning

At the end of this co-taught unit, teachers can structure student talk activities around higher order thinking questions in a way that allows students of all linguistic backgrounds to participate.

## Option D

Connected to District's  
Priority Focus Indicators:  
N/A

### Incorporating WIDA Standards

Incorporating the WIDA "Can do" descriptors and standards into the lesson.

This goes beyond SIOP, so if you feel confident at SIOP, this is for you!

Includes translanguaging.

Success Criteria for  
Content Teacher



# Takeaways from the Pilot

## Successful Practices

### *Recruitment*

- 1:1 conversations
- Willingness to learn for the benefit of MLs and all scholars

### *Co-Design by ML Specialists*

- Intentional design
- Co-facilitation



*“There is no co-teaching without co-planning”*

## Learning Opportunities

- Scheduling
- Recruitment and staff misconceptions
- Framing- optional vs. **essential requirement** of co-teaching and co-planning



# Stations: Exploring through Inquiry Questions

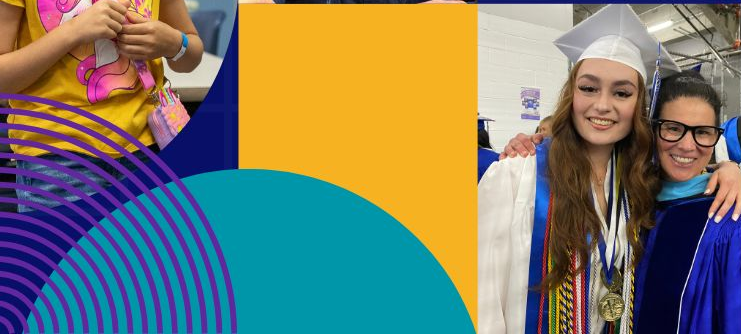
# You will have time to attend 2 Inquiry Stations

1) How do you build institutional priorities around co-planning and co-teaching? (Becky & Ann)

2) How do you build teacher capacity/fluency around different co-teaching models? (Soo)

3) How do you collect data and measure outcomes for co-teaching classrooms? (Karina)

4) What are the benefits of shorter co-teaching cycles vs. yearlong partnerships? (Trenna)



# Closing Wrap Up

# Notecatcher Reflection

Have your feelings about co-teaching moved on the “David Rose” scale?

What is the first action you will take towards implementing or growing co-teaching in your setting?

What burning questions do you still have?



Share **your** thoughts