

A group of 7th grade math teachers meets regularly in a professional learning community. This year two novice math teachers have joined the group. In September the PLC meets to set goals for the year and look at the students in the 7th grade. They review and chart students past math scores and look for students who have IEPs. One teacher suggests to the novice teachers that they create a file of worksheets to have on hand for students with IEPs to do on their own and especially if they aren't "getting the math". Another teacher quickly interrupts and suggests they review their students' IEPs and together discuss instructional strategies that might work. An uncomfortable silence fills the air.

DISCUSSION QUESTIONS

- What assumptions exist in this situation?
- How might the lead teacher/facilitator shift this to be a learning and growth experience for the group?
- What collaborative tools and processes might support this group to focus on sharing strategies and instructional practices?
- What other sections of the framework might you lean on to help in this situation?

Communication/Collaboration/Systems Thinking Vignette #10

DISCUSSION QUESTIONS

- What critical aspects need to be explored before embarking on a co-teaching experience?
- What biases and assumptions might have been made about co-teaching?
- What might be some possible next steps for this teaching team?
- What critical aspects communication and collaboration need to be considered?
- What other sections of the Teacher Leadership Framework might you lean on to help in this situation?

At Faraway High School two teachers meet for the first time. They are both experienced teachers who have co-taught with teaching partners and are now paired up to work together for the first time. One of them is a specialist with English Learners and the other is a specialist in mathematics. As the teachers sit down in August to plan, it becomes apparent that they are experts in their field and that they have different approaches to co-teaching. The math teacher feels her role is dominant as the subject matter expert and the other teacher plays a supporting role working with EL students specifically. The EL teacher wants to see a more balanced approach where instruction is shared and both teachers move in and out of the instructional and supportive roles.