Creating a Strong Base for Teaching in Tandem

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La Paz Community School
Spanish/English Two Way Immersion
www.lapazschool.org

- Guanacaste, Costa Rica
- Prek-12th grade
- 300 students
- 40% Costa Rican; 40% North American; 20% Other
- IB World School
- Non-profit cooperative
- Experiential learning
Attending to the Third Goal at La Paz

1) school logo and four peace practices: self, family, community, world

2) problem-solving wheel

3) growth mindset

4) class commitment/class promise

5) thematic instruction - first theme is peacemakers and last theme is gratitude

6) mindfulness
La Paz Peace Practices

- Develop the **self** into a peaceful, *lifelong learner* by improving physical and mental well being through *critical thought* and *extension of comfortable limits*.
- Cultivate peace amongst **family** and community by disseminating and sharing *love and compassion*.
- Create peace within the **community** by *preserving* the environment and *respecting* the delicate balance between local and foreign cultures.
- Spread peace throughout the **world** by *effectively communicating* thoughts and ideas as well as *actively listening* to all perspectives.
### Growth Mindset and Problem Solving Wheel

#### Development of a Growth Mindset at La Paz Community School

<table>
<thead>
<tr>
<th>EN LUGAR DE ...</th>
<th>INTENTA PENSAR ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>No soy bueno en esto</td>
<td>¿Qué no estoy considerando?</td>
</tr>
<tr>
<td>Me rindo</td>
<td>Voy a utilizar una estrategia diferente</td>
</tr>
<tr>
<td>Es suficientemente bueno</td>
<td>¿Es este mi mejor esfuerzo?</td>
</tr>
<tr>
<td>No puedo mejorar esto</td>
<td>Siempre puedo hacerlo mejor</td>
</tr>
<tr>
<td>Esto es muy difícil</td>
<td>Esto puede tomarme tiempo</td>
</tr>
<tr>
<td>Cometí un error</td>
<td>Los errores me pueden ayudar a aprender</td>
</tr>
<tr>
<td>Simplemente no puedo hacer esto</td>
<td>Voy a entrenar mi cerebro</td>
</tr>
<tr>
<td>Nunca seré tan inteligente</td>
<td>Voy a aprender hacer esto</td>
</tr>
<tr>
<td>El Plan A no funcionó</td>
<td>Siempre hay un plan B</td>
</tr>
<tr>
<td>Mi amigo pudo hacerlo</td>
<td>Voy a aprender de él</td>
</tr>
</tbody>
</table>

[http://ffgrowthmindsetprimaryblogger.co.uk/](http://ffgrowthmindsetprimaryblogger.co.uk/)

#### Problem Solving Wheel

1. **Compromise**
   - Wait it out and cool off.
   - Go to another activity or area.

2. **Ignore it**
   - Use your sense of humor to calm the situation.

3. **Tell it explicitly**
   - Tell the person what is bothering you and ask them to stop.

4. **Find other people to be around**
   - Look for others who will help you resolve the problem.

#### La rueda para resolver problemas

- **Compromiso**
  - Deje que el problema se desarme.
  - Espera tranquility.
- **Ignorelo**
  - No le preste atención a la situación.
- **Hablelo explícitamente**
  - Hable con la persona que está causando el problema.
- **Busque a otras personas**
  - Busque a otras personas que puedan ayudarlo.
Turning our attention to teaching in tandem...

‘Walking the walk’ of dual language education: Attending to the third goal in our professional relationships:

- work styles
- communication styles
- conflict resolution
- partner promise
- gratitude
Many say that the co-teaching relationship in a dual language program is like a marriage…

http://www.clipartkid.com/interlocking-wedding-rings-cliparts/
…but we think that coparenting is a better metaphor because it keeps the focus on working together for the good of the children.
Applying a Coparenting Framework to Co-Teaching (Feinberg, 2003; Feinberg, et al., 2012)

What goes into a strong co-teaching relationship?

- Individual Characteristics
- Overall Relationship
- External Stressors and Supports

质量问题
- Communication
- Agreement about teaching philosophy
- Support/undermining
- Satisfaction with division of labor
- Exposure to conflict
- Co-teaching closeness

And what comes out of it?

- Instructional Quality
- Student Outcomes
- Teacher Satisfaction
Laying the Groundwork for a High Quality Co-Teaching Relationship

Overall Relationship – What is the nature of your current relationship outside of teaching? How well do you get along? Do you socialize at lunch or after school? Do you work effectively together on school committees?

Individual Characteristics – What are you like? What are your work styles, communication styles, conflict resolution styles, and levels of cross-cultural competence?

External Stressors and Supports – What outside factors, such as administrative decisions, district/state/federal policies, and/or parental expectations, will provide support for or stress on your co-teaching efforts? What can you do to increase the supports and minimize the stressors?
**What’s your dominant working style?**

Complete a working styles questionnaire ([UBT Working Styles Assessment](#)) then enter your responses onto the scoring guide to determine your dominant working style. Then...
Go meet your tribe!

Move to the table that has your dominant working style on it and introduce yourself to your tablemates. Read through the characteristics of your shared dominant working style. What resonates with you? Does anything seem ‘off’? Read through the characteristics of the other three working styles. Do you recognize anyone you work with? Do you recognize yourself in any of them?

Together with your tablemates, discuss these two questions and write your answer on the paper provided on your table:

1. What do others need to know about our style in order to effectively work with us?
2. What are our challenges in working with each of the other working styles?
Now go talk it over with your school team!

Return to the table where your school team is sitting.

Use the matrix to identify and discuss some potential challenges and suggestions for working together effectively based on your primary working styles. Can you think of any real-life examples?

Work together to respond to this question: Why is it important for a team to include people with different work styles?
The Importance of a Co-Teaching Plan

Building the bike: Creating a co-teaching plan that takes individual characteristics, the overall relationship, and external stressors and supports into account, and works to promote strong instructional quality, student outcomes, and teacher satisfaction

Quality of the Co-Teaching Relationship:

Step 1: Starting with a Partner Promise

Step 2: Adding Core Elements

- Classroom Management and Organization
- Curriculum
- Instruction
- Assessment
- Parent Communication
CREATE A “PARTNER PROMISE”

Working with your partner, begin to generate a partner promise that will help to build a strong base for your co-teaching relationship.

- How and when will we **communicate** with one another and carry out our co-planning?
- Where is there agreement regarding **teaching philosophy**? What do we each believe about how children learn and what the teacher’s role is?
- How will we agree to **support** one another? What does support look like, sound like, feel like?
- How will we make decisions about **division of labor** and who takes on which jobs? How will we revisit this if one or both of us starts to feel like it’s not working?
- How will we **resolve conflicts** with one another? Can we make a commitment not to air conflicts in front of children and/or parents?
- What can we do to foster **co-teaching closeness**? How can we both share in the successes of our students?
Expressing Gratitude

Take a moment to write a brief note of gratitude to your partner teacher, conveying something you appreciate about them. If they’re here, you can give it to them now. If not, give it to them the next time you’re together!

¡Gracias! Thank you!
Come See it in Action...

Discover La Paz
Visiting Educators Program

Impact
With the inspiration of the La Paz community located on the pristine Pacific coastline of northwest Costa Rica, teams of visionary educators will spend invaluable time reflecting upon the innovations observed. Most importantly, with the support of the La Paz leadership team, newly reenergized educators will use empirically supported practices to develop an action plan for implementation in their own learning communities. Ultimately, Discover La Paz will provide the tools for participants to create transformative leaders of the 21st century.

Limited space available at an affordable cost of $200/day
We offer visiting educator experiences throughout the school year that can be customized for participants. Breakfast, lunch hotel accommodations, and local/airport transportation is provided.

If you are interested in participating during 2016-2017 school year, please e-mail discoverlapaz@lapazschool.org by November 15th, 2016.