There are often three schools of thought from teachers regarding co-teaching:

1. I can do this co-teaching thing. We’ll make it work and invest a little time whenever possible.
2. I don’t want to do this. I’ll ask my team member if they need my help.
3. I don’t know how to make this work. This isn’t my style, and I’m not sure I can work with this person.

In all three of these, the collaborative space is closed!

There are two key leader questions:

1. Are students learning?
2. Are teachers growing?
4 Core Drivers + 4 Core Designs
= Mighty 8 “Leadershift” moves

The first two drivers that open spaces by supporting student learning and teacher growth are:

**Targeted Times to Engage in Thorough Talks**

**What:** Focus on co-planning with UDL and SDI in mind

**How:** Create a collaborative space. Set clear and observable expectations.

   Teachers should be discussing:
   1. Barriers to and rigors of learning
   2. Strategies and accommodations
   3. Co-teaching and co-managing
   4. Reflections and adjustments

**Other things to consider:** Student learning data and teacher growth

**The Logic of Logistics**

**What:** Focus on scheduling and positioning of students and teachers for success.

**How:** Know your staff by name, need, and knowledgeable strength, so you can create the most impactful co-teaching teams. Also, know your students by name, need, and nuances, so you can create the greatest opportunities to be successful.

**Other things to consider:** Student learning data, teacher commitment to professional growth, shared planning time, student make-up of the class (a combination of nuances and needs to optimally access student supports).