

14. Schweizer Kongress für Heilpädagogik

*Zusammenarbeit als Kernauftrag – gemeinsam auf dem
Weg zu einer Schule für alle*

Dienstag, 01.09.2026, 16:15 – 17:15, Raum 6.4A53



Fachhochschule Nordwestschweiz
Pädagogische Hochschule

Co-Teaching und multiprofessionelle Zusammenarbeit als Schlüssel für inklusive Schulentwicklung: *Einführung und Adaptation des Rick-Welsh-Modells für Österreich*

Co-Teaching and Multiprofessional Collaboration as Key Drivers of Inclusive School Development: *Introduction and Adaptation of the Rick Welsh Model in Austria*

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Rick Welsh, Schulentwicklungsbegleitung North Carolina, USA, welsh.edu.consultation@gmail.com

Stefan Stiepanofsky, Diversitätsmanagement Bildungsdirektion Wien, tac.t.austria@gmail.com

Florentine Paudel, teacher training college in Vienna, Austria

Rick Welsh, educational consultant and director of „Co-Teach America“ North Carolina, USA

Stefan Stiepanofsky, diversity management, Vienna board of education, Austria

1

Wirksames Co-Teaching: Erkenntnisse aus der Forschung (Florentine Paudel)

2

Rick Welshs Strategien (Rick Welsh)

3

Übertragung und Adaption des Konzepts in das österreichische Bildungssystem, um Schulen bei der Umsetzung inklusiver Unterrichtsmodelle zu unterstützen.
(Stefan Stiepanofsky)

1

Theoretical Foundations and Evidence for Effective Co-Teaching

2

Rick Welsh's strategies

3

How can the model be transferred and adapted to the Austrian education system in order to support schools in implementing inclusive instructional models?

1

Ein Überblick über theoretische Grundlagen wirksamer multiprofessioneller Kooperation im schulischen Kontext und evidenzbasierte Bedingungen erfolgreichen Co-Teachings.

1

An overview of the theoretical foundations of effective multiprofessional collaboration in school settings and the evidence-based conditions for successful co-teaching.

Was zeigt die Forschung?



Co-Teaching wird häufig als **"One Teach – One Assist"** umgesetzt.



Sonderpädagogische Lehrpersonen übernehmen häufig eine **unterstützende statt gleichberechtigte Rolle**.



Das Potenzial echter **ko-konstruktiver Zusammenarbeit** bleibt häufig ungenutzt.



Gemeinsame Planung findet statt, gemeinsame Reflexion **deutlich seltener**.

07.09.2026



20260901 Paudel, Stiepanofsky, Welsh

What Does Research Show?



Co-teaching is often implemented as **"One Teach – One Assist."**



Special education teachers frequently take **supportive rather than equal roles**.



The potential of genuine **co-construction** often remains underused.



Joint planning is more common than joint **reflection**.

Herausforderungen

Wiederkehrende Spannungsfelder



unklare Rollen



asymmetrische
Verantwortungsverteilung



unterschiedliche
professionelle Selbstverständnisse



hoher Zeitaufwand



fehlende institutionelle
Unterstützung



Die Schwierigkeiten liegen weniger im Konzept
als in den **Rahmenbedingungen**.

07.09.2026

Challenges

Recurring Challenges



unclear roles



unequal distribution
of responsibilities



different professional
identities



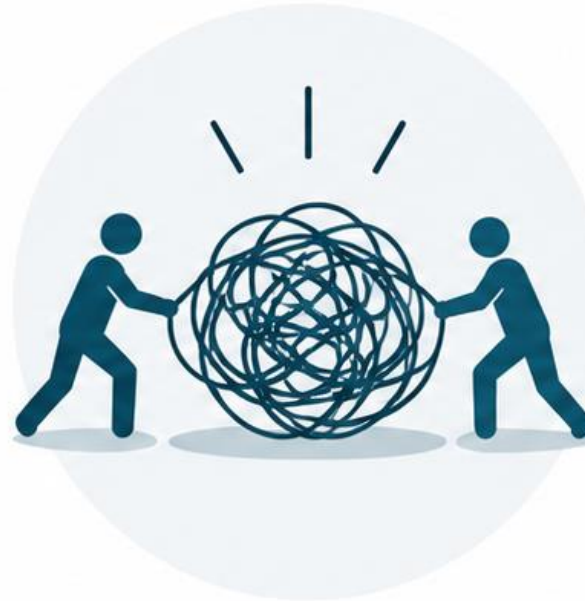
limited time for
collaboration



insufficient institutional
support



The main challenges arise from **organisational conditions** rather than from co-teaching itself.



Was macht Co-Teaching erfolgreich?

- ✓ klare Rollen und Verantwortlichkeiten
- ✓ gemeinsame Planung
- ✓ gemeinsame Reflexion
- ✓ offene Feedback- und Fehlerkultur
- ✓ Zeit und institutionelle Ressourcen
- ✓ stabile Teams und gegenseitiges Vertrauen



What Makes Co-Teaching Successful?

- ✓ clear roles and responsibilities
- ✓ joint planning
- ✓ shared reflection
- ✓ open feedback culture
- ✓ time and institutional support
- ✓ stable teams and mutual trust



Qualität der Kooperation
ist **wichtiger** als bloße Doppelbesetzung.



The **quality** of collaboration
matters more than simply having two
teachers in the classroom.

Überleitung

Die Literatur zeigt deutlich, welche Bedingungen wirksames Co-Teaching benötigt.



ÜBERGANG

von der Evidenz zur Praxis

Transition

The literature clearly identifies the conditions required for effective co-teaching.



FORSCHUNG & THEORIE
Erkenntnisse aus 22 Studien
(2015–2025)



SCHULISCHE PRAXIS
Umsetzung in inklusiven
Lernsettings



Das **Rick-Welsh-Modell** greift genau diese **evidenzbasierten Erfolgsfaktoren** auf und strukturiert sie für die schulische Praxis.

The **Rick Welsh model** translates these **evidence-based success factors** into a practical framework for school implementation.



1
**Überblick der
Literatur**
(Florentine)



2
**Vorstellung des
Welsh-Modells**
(Rick Welsh)



3
Praxisbeispiele
(Stefan)



4
**Ergebnisse der Erprobung
& nächste Schritte**
(ab Herbst)



5
Diskussion

2

Das Welsh-Modell

2

The Welsh Model

My field research, which includes over 1000 observations of co-taught inclusion classrooms, has identified 20 behaviors exhibited by effective co-teaching teams.

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These 20 behaviors are the red thread that connects all 4 aspects of this presentation



INFORMATION

Let's take a closer look at each behavior.



Created by:

**Rick Welsh,
Director of
Co-Teach
America**

and

**Mag. Stefan
Stiepanofsky,
Department of
Education,
Vienna Austria**

INFORMATION

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INFORMATION

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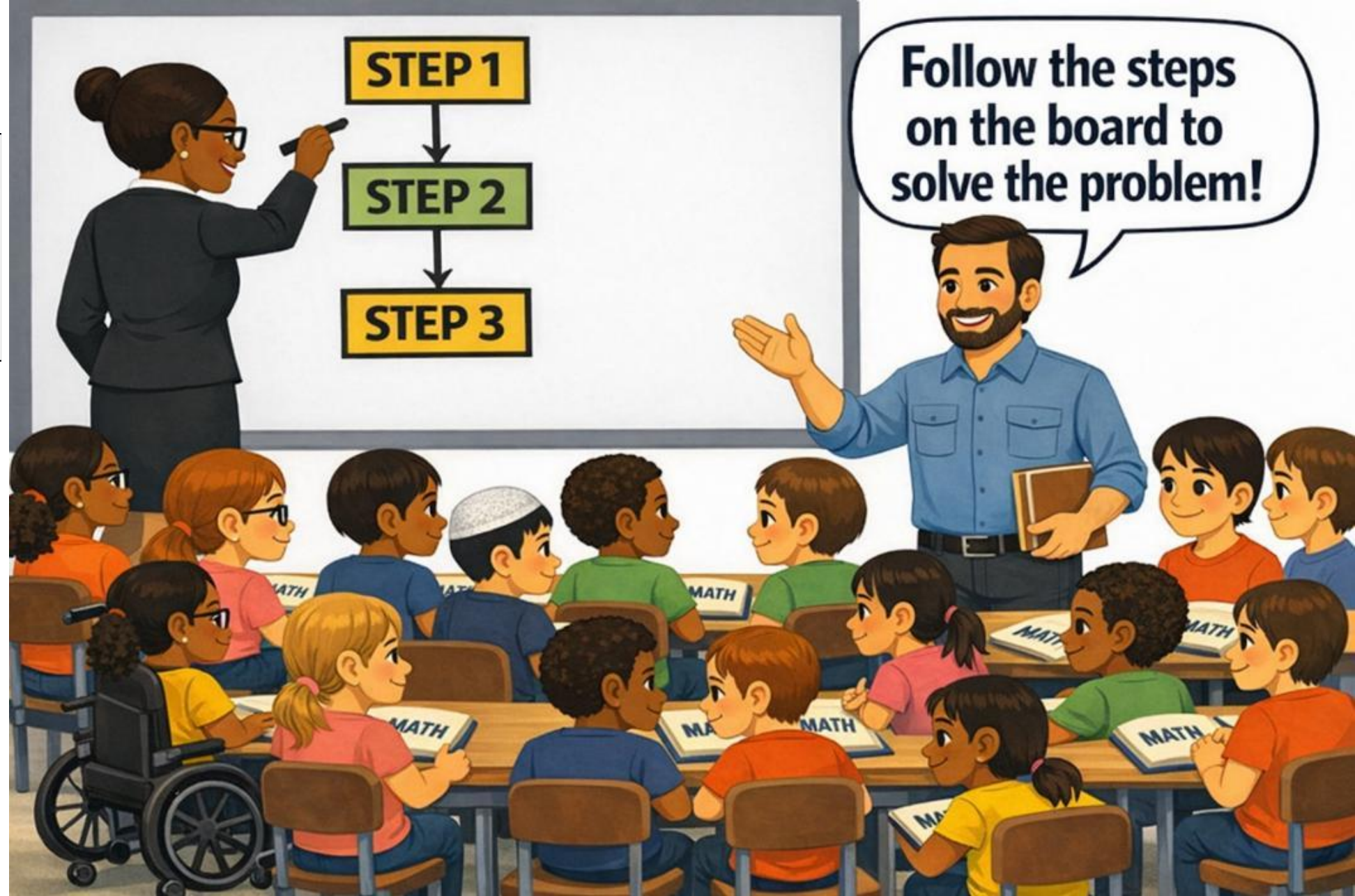


2

Teachers intentionally vary from each other as they deliver instruction.

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INFORMATION



INFORMATION

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INFORMATION

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6

Teachers have compatible approaches to behavior management.

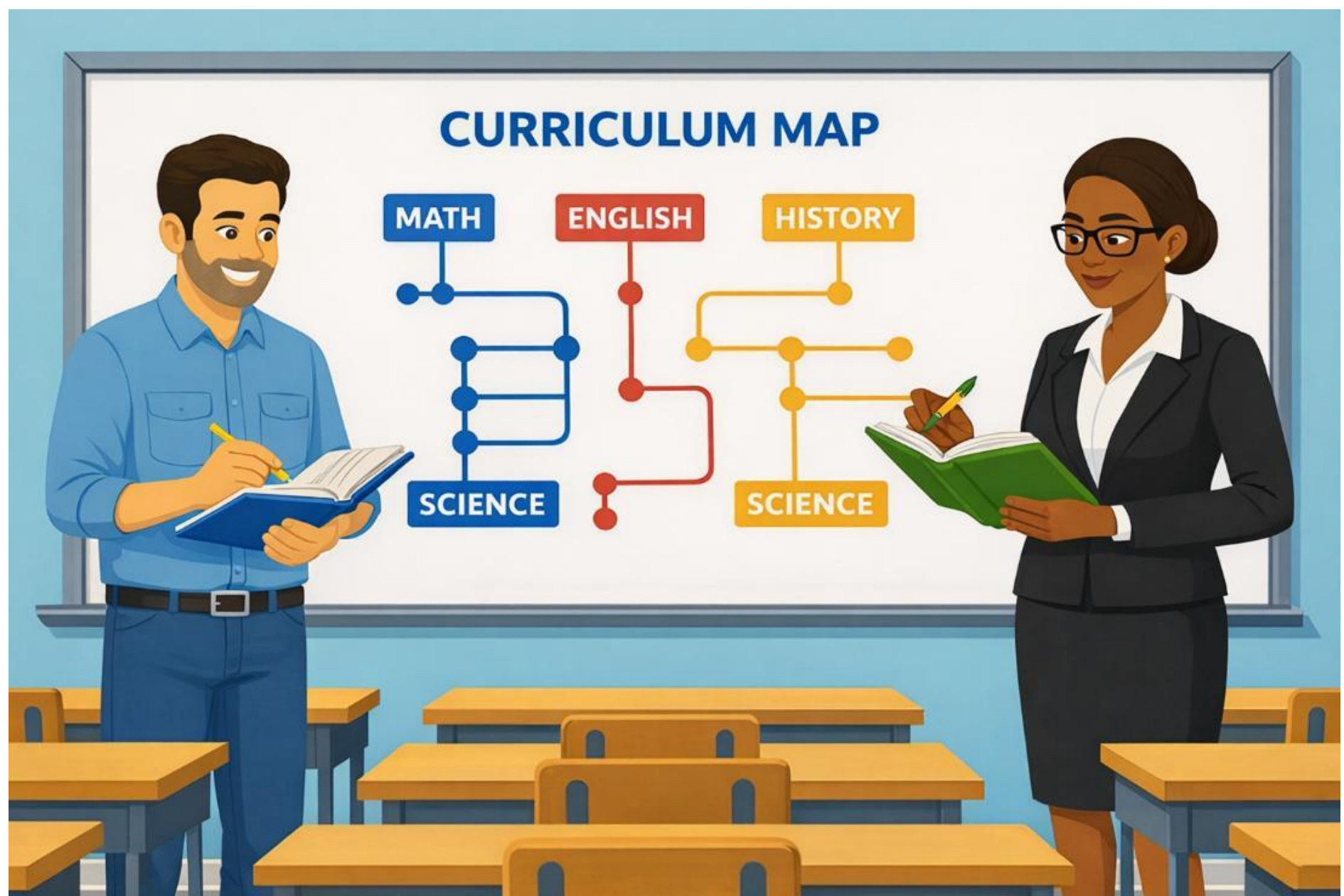
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INFORMATION

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Both teachers' ideas are heard and discussed before the instructional plan is finalized.

INFORMATION

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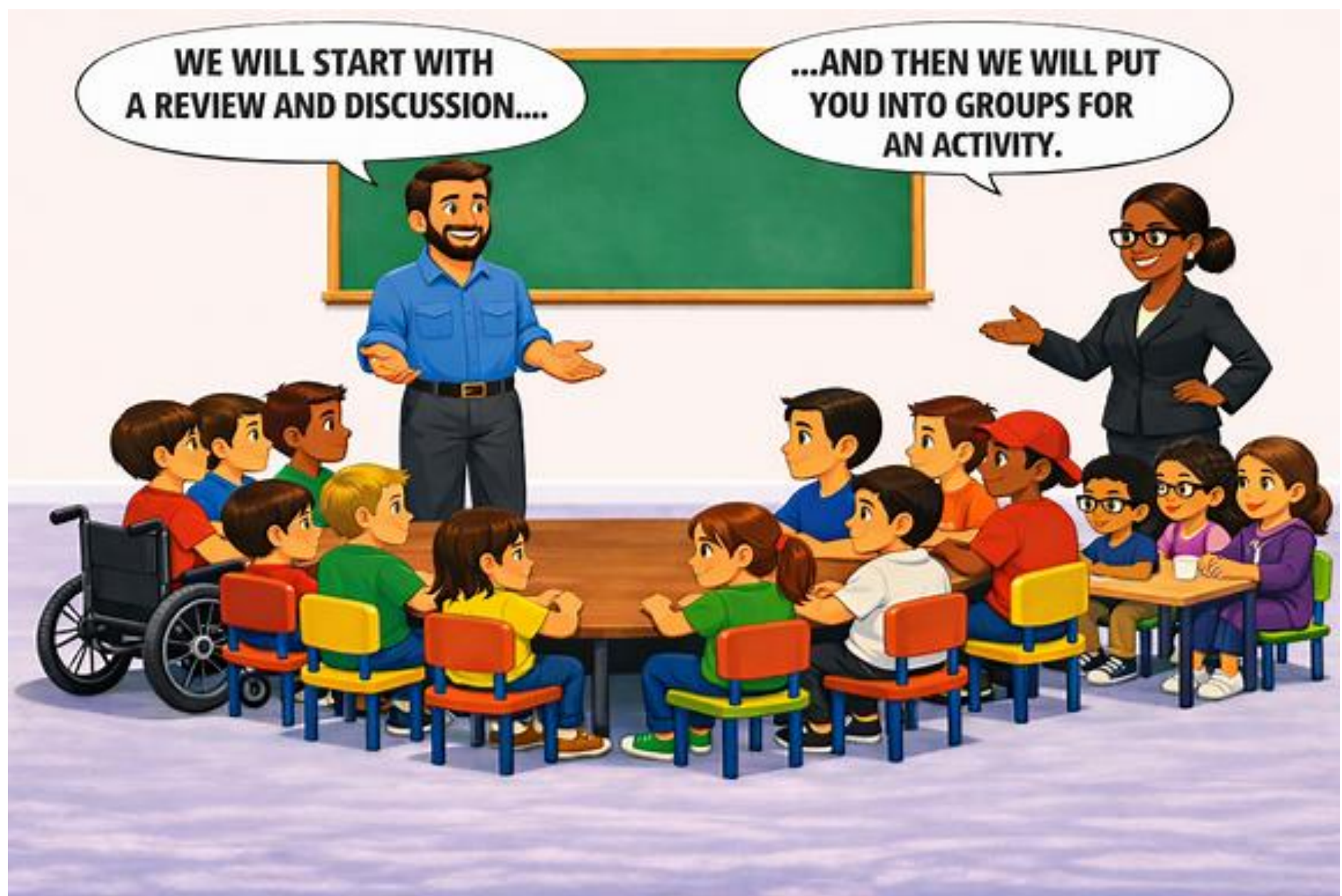
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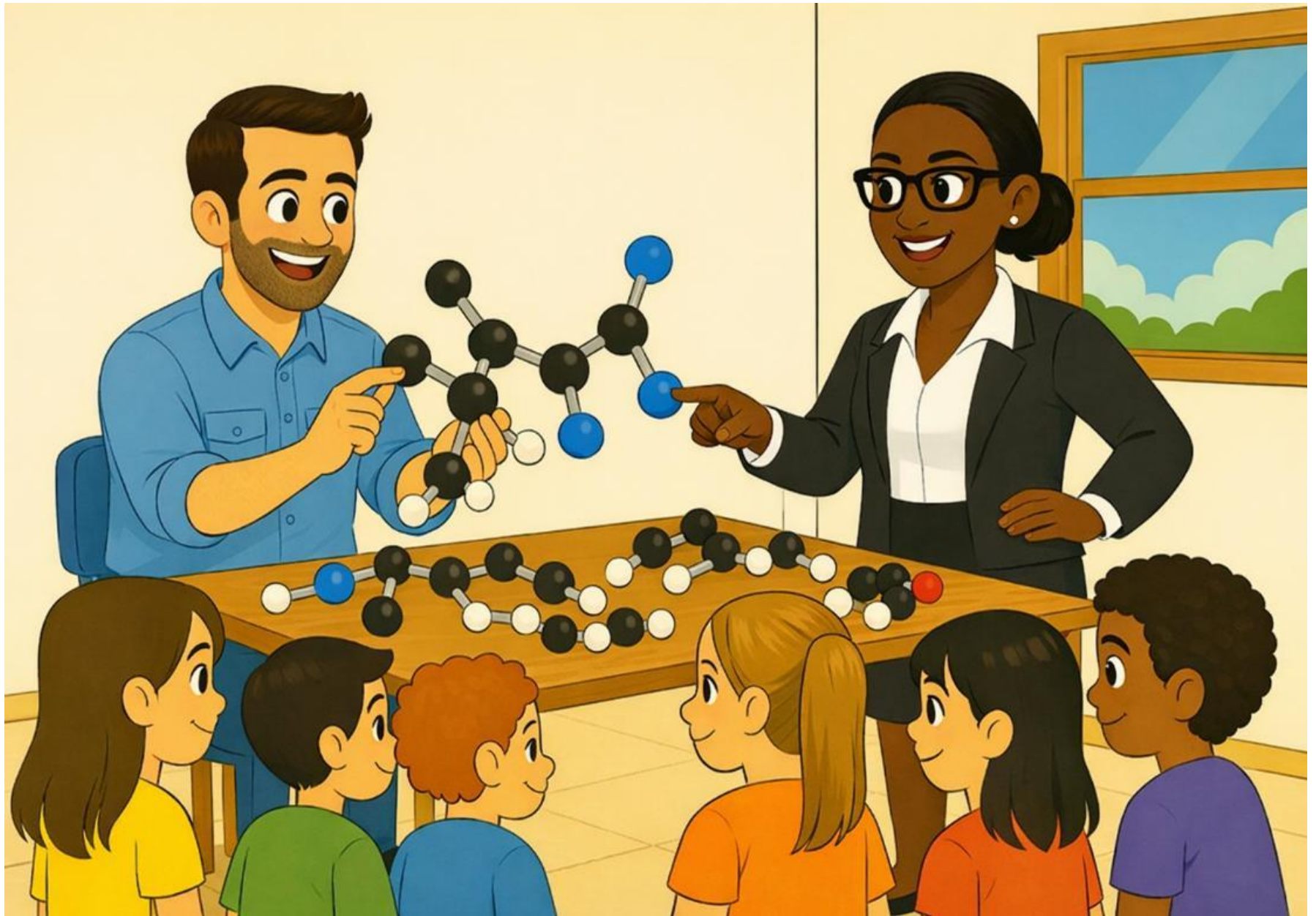
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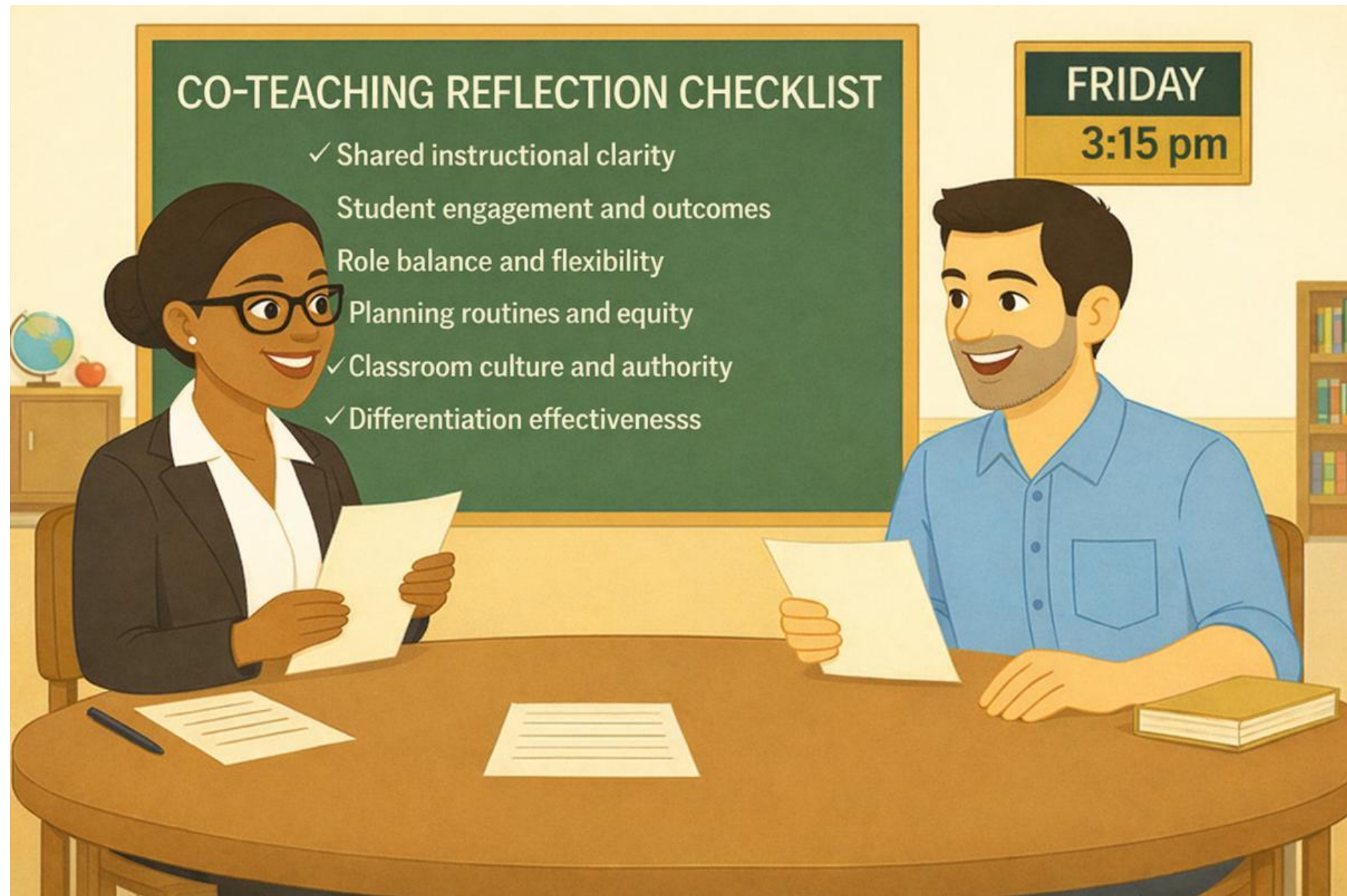
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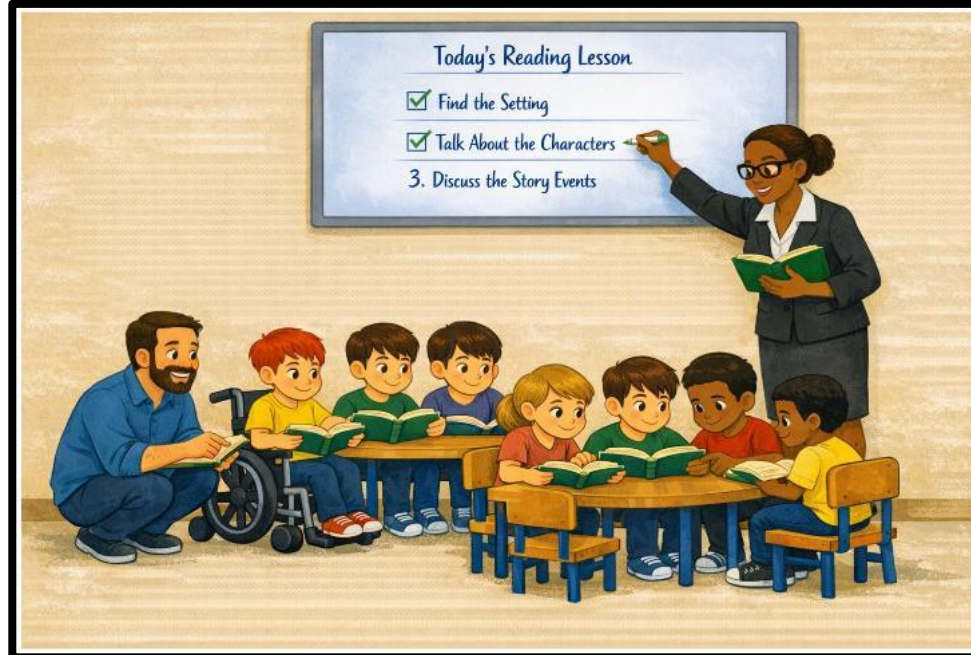
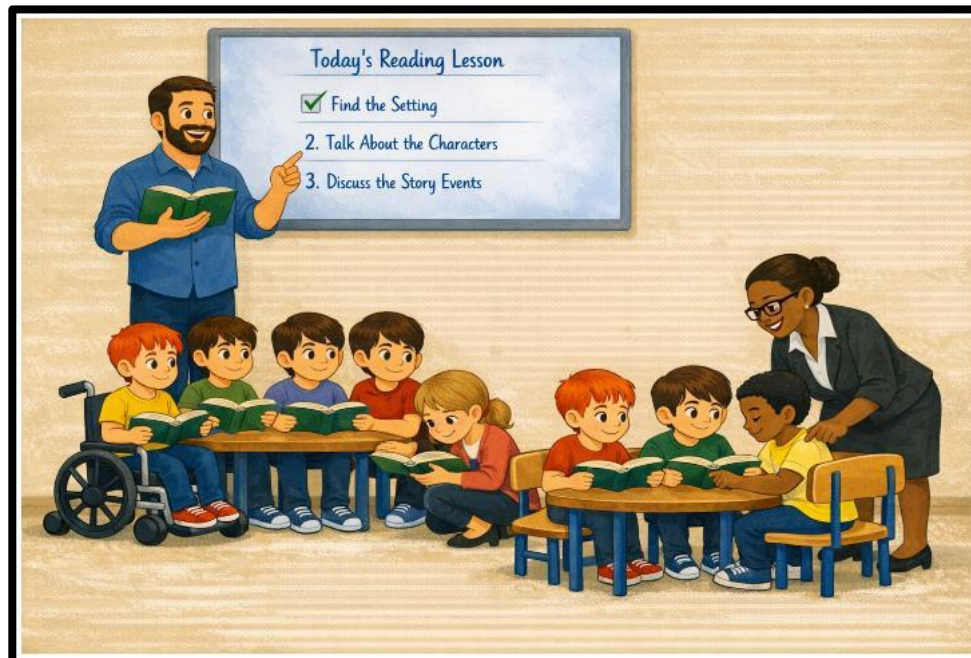
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INFORMATION

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11	12	13	14	15
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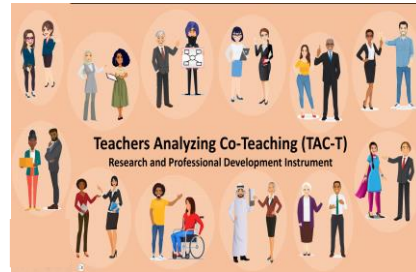
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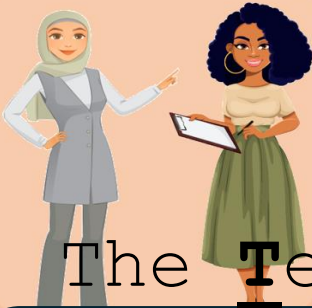


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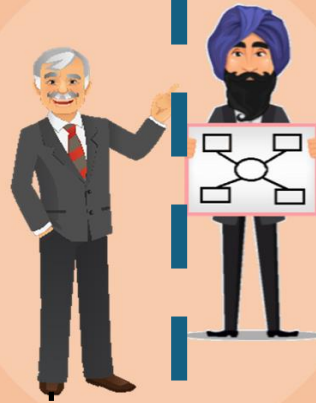




The Teachers Analyzing Co-Teaching (TAC-T)

is an online tool that helps co-teaching teams examine their co-teaching relationships.





Teaching partners log in
separately and
will not see each other's
responses.



INFORMATION

REFLECTION

Participants answer 1 question about each of the 20 co-teaching behaviors.





Questions are answered by applying
a subjective 5-point rating scale! ★★★★★



INFORMATION

REFLECTION



As they complete the survey, partners reflect on how well their team applies the 20 co-teaching behaviors.

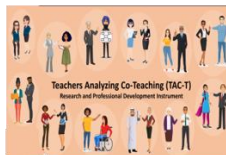


Teachers Analyzing Co-Teaching (TAC-T)

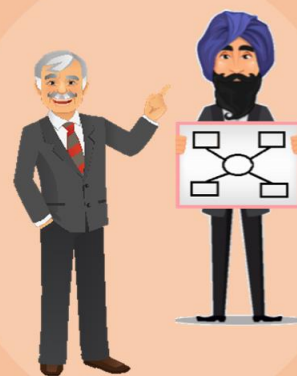
Research and Professional Development Instrument



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Vienna Austria



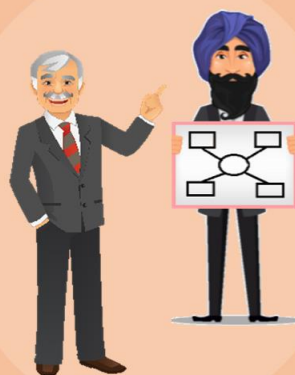
Teachers Analyzing Co-Teaching (TAC-T)
Research and Professional Development Instrument



After both partners submit their survey, the team receives a comprehensive, confidential, written analysis.



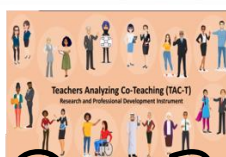
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and
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Department of
Education,
Vienna Austria



Administrators **will not** have access
to the reports, unless the team
makes them available.

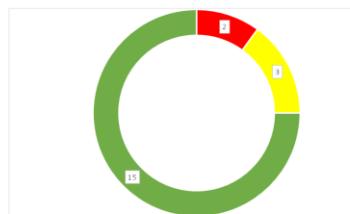


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and
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Department of
Education,
Vermont
Academy



The analysis consists of 3 primary reports and 1 supplemental report

TEACHERS ANALYZING CO-TEACHING (TAC-T) Co-Teaching Report 1: Team Strength Analysis-Distribution Partner A and Partner B

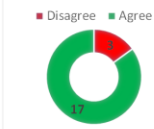


Number of TAC-T behaviors at this level: 2 3 15
Percentage of all TAC-T behaviors at this level: 10% 15% 75%

Explanation of the 3 strength levels

Emerging:	Implementing this/these behavior(s) may represent a significant challenge to this team at this time.
Developing:	This team is making progress towards implementing this/these behavior(s).
Established:	This team reports successful implementation of this/these behavior(s).

The TAC-T has assessed the level of agreement across responses for each of the 20 co-teaching behaviors.



This team demonstrated agreement in 17 of their responses.

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 2: TEAM STRENGTH ANALYSIS- DETAIL Partner A and Partner B

#	Co-Teaching Behavior	Team Strength Index
1	Both teachers are capable of sharing the leadership role.	Established
*2	Teachers intentionally vary from each other as they deliver instruction.	Developing
3	Both teachers teach to whole group simultaneously.	Established
4	Teachers feel comfortable with the co-teaching model	Established
5	Teachers consider the co-teaching model to be effective.	Established
6	Teachers have compatible approaches to behavior management.	Established
*7	There is evidence of shared planning.	Emerging
8	Both teachers share a curricular focus.	Established
9	Both teachers' ideas are heard and discussed before the instructional plan is finalized.	Established
*10	Both teachers' ideas are incorporated into instruction.	Developing
11	There is evidence of exchange of professional skills.	Established
12	Teachers share the instructional responsibilities during the lesson.	Established
13	Both teachers have access to all students in the class.	Established
14	Both teachers have verbal access to lesson.	Established
15	Both teachers have access to all teaching facilities and materials in the classroom.	Established
16	Teachers keep track of each other during the lesson.	Established
17	Teachers conference during the lesson.	Established
18	Teachers use co-teaching as an opportunity to practice new skills.	Established
19	Teachers evaluate their teaming and its effect on instruction and students.	Emerging
*20	Both teachers are capable of total role release.	Developing
The TAC-T Analysis indicates improvement needed in 5 of 20 co-teaching behaviors		

* Areas of potential disagreement are noted with an *

Click on the link below for information about the 20 co-teaching behaviors.

<https://drive.google.com/file/d/1thvLq0eynG044F06UJW1xgLRDYfm2h4e/view?usp=sharing>

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 3-PROFESSIONAL GROWTH PLAN FOR Partner A and Partner B

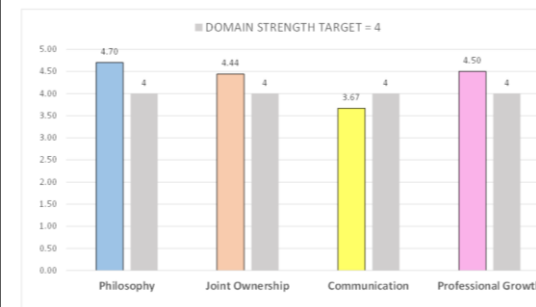
Based on the responses provided by you and your partner, and to encourage success, the TAC-T analysis recommends approaching the behaviors targeted for improvement in the order suggested below.

Co-Teaching behavior(s) suggested for improvement

- 2 Teachers intentionally vary from each other as they deliver instruction.
- 10 Both teachers' ideas are incorporated into the lesson.
- 20 Both teachers capable of total role release.
- 19 Teachers evaluate their teaming and its effect on instruction and students.
- 7 There is evidence of shared planning.

For information or assistance: Please call Rick Welsh at 919-352-2214, or send email to: welsh.edu.consultation@gmail.com

TEACHERS ANALYZING CO-TEACHING (TAC-T) Supplemental report -Domain Strength Partner A and Partner B



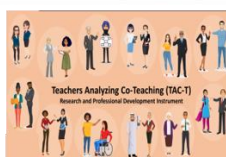
Your survey scores have been compiled for each of the 4 co-teaching domains. A composite score of 4 or higher in any domain indicates an area of strength.

Understanding the 4 Co-teaching Domains (Philosophy, Joint Ownership, Communication, and Click this link to learn more about them.
<https://drive.google.com/file/d/1thvLq0eynG044F06UJW1xgLRDYfm2h4e/view?usp=sharing>

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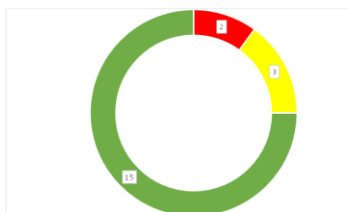
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America
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Mag. Stefan
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We will discuss the 3 primary reports.

TEACHERS ANALYZING CO-TEACHING (TAC-T)

Co-Teaching Report 1: Team Strength Analysis-Distribution Partner A and Partner B

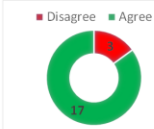


	Emerging	Developing	Established
Number of TAC-T behaviors at this level:	2	3	15
Percentage of all TAC-T behaviors at this level:	10%	15%	75%

Explanation of the 3 strength levels

Emerging:	Implementing this/these behavior(s) may represent a significant challenge to this team at this time.
Developing:	This team is making progress towards implementing this/these behavior(s).
Established:	This team reports successful implementation of this/these behavior(s).

The TAC-T has assessed the level of agreement across responses for each of the 20 co-teaching behaviors.



This team demonstrated agreement in
17
of their responses.

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 2: TEAM STRENGTH ANALYSIS- DETAIL Partner A and Partner B

#	Co-Teaching Behavior	Team Strength Index
1	Both teachers are capable of sharing the leadership role.	Established
*2	Teachers intentionally vary from each other as they deliver instruction.	Developing
3	Both teachers teach to whole group simultaneously.	Established
4	Teachers feel comfortable with the co-teaching model	Established
5	Teachers consider the co-teaching model to be effective.	Established
6	Teachers have compatible approaches to behavior management.	Established
*7	There is evidence of shared planning.	Emerging
8	Both teachers share a curricular focus.	Established
9	Both teachers' ideas are heard and discussed before the instructional plan is finalized.	Established
*10	Both teachers' ideas are incorporated into instruction.	Developing
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18	Teachers use co-teaching as an opportunity to practice new skills.	Established
19	Teachers evaluate their teaming and its effect on instruction and students.	Emerging
*20	Both teachers are capable of total role release.	Developing
The TAC-T Analysis indicates improvement needed in		5 of 20 co-teaching behaviors

* Areas of potential disagreement are noted with an *

Click on the link below for information about the 20 co-teaching behaviors.

<https://drive.google.com/file/d/1thvLq0eynG044F0G6UW1xgLRDYfm2h4e/view?usp=sharing>

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 3-PROFESSIONAL GROWTH PLAN FOR Partner A and Partner B

Based on the responses provided by you and your partner, and to encourage success, the TAC-T analysis recommends approaching the behaviors targeted for improvement in the order suggested below.

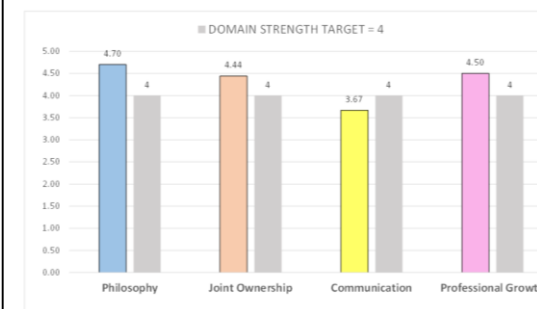
Co-Teaching behavior(s) suggested for improvement

- 2 Teachers intentionally vary from each other as they deliver instruction.
- 10 Both teachers' ideas are incorporated into the lesson.
- 20 Both teachers capable of total role release.
- 19 Teachers evaluate their teaming and its effect on instruction and students.
- 7 There is evidence of shared planning.

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TEACHERS ANALYZING CO-TEACHING (TAC-T)

Supplemental report -Domain Strength Partner A and Partner B



Your survey scores have been compiled for each of the 4 co-teaching domains. A composite score of 4 or higher in any domain indicates an area of strength.

Understanding the 4 Co-teaching Domains (Philosophy, Joint Ownership, Communication, and Professional Growth) Click this link to learn more about them.
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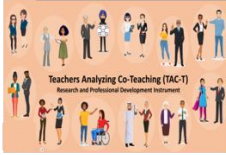
INFORMATION

REFLECTION

ANALYSIS



Created by:
Rick Walsh,
Director of
Co-Teach
America
and
Mag. Stefan
Spiegelberg,
Department of
Education,
Vienna Austria



Report 1: Team Strength Distribution Analysis

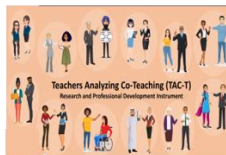
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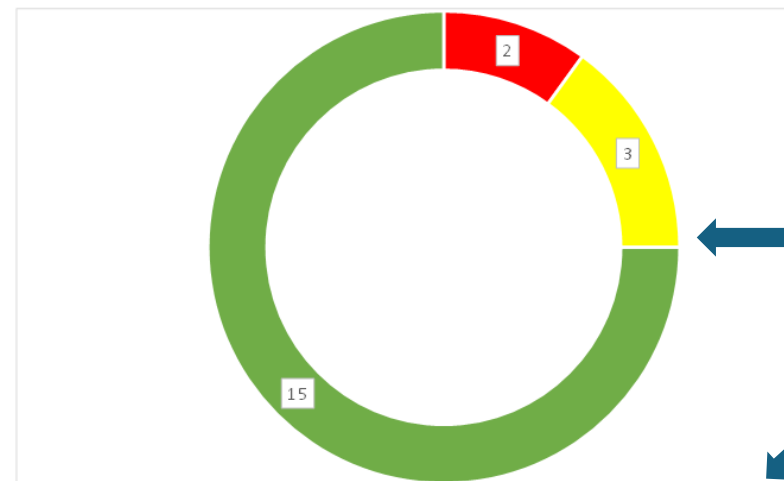
Report 1: Team Strength Distribution Analysis

Explanation
of the 3
strength
levels

TEACHERS ANALYZING CO-TEACHING (TAC-T)

Co-Teaching Report 1: Team Strength Distribution Analysis

Partner A and Partner B



Overview of
strength
distributio
n
for the 20
behaviors

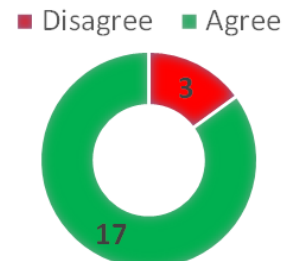
Number of TAC-T behaviors at this level:
Percentage of all TAC-T behaviors at this level:

Emerging	Developing	Established
2	3	15
10%	15%	75%

Explanation of the 3 strength levels

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Established:	This team reports successful implementation of this/these behavior(s).

The TAC-T has
assessed the level of
agreement across
responses for each
of the 20 co-
teaching behaviors.



This team
demonstrated
agreement in
17
of their responses.

Overview of
perceptual
agreement
between
partners

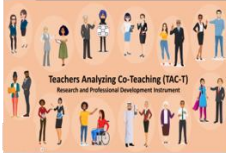
INFORMATION

REFLECTION

ANALYSIS



Created by:
Rick Walsh,
Director of
Co-Teach
America
and
Mag. Stefan
Steinwiesing,
Department of
Education,
Vienna Austria



Report 2: Team Strength Analysis, Detail

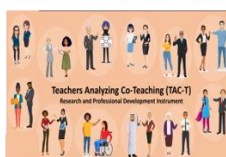
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Vienna Austria



Report 2: Team Strength Analysis, Detail

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 2: TEAM STRENGTH ANALYSIS- DETAIL

Partner A and Partner B

#	Co-Teaching Behavior	Team Strength Index		
1	Both teachers are capable of sharing the leadership role.			Established
*2	Teachers intentionally vary from each other as they deliver instruction.		Developing	
3	Both teachers teach to whole group simultaneously.			Established
4	Teachers feel comfortable with the co-teaching model			Established
5	Teachers consider the co-teaching model to be effective.			Established
6	Teachers have compatible approaches to behavior management.			Established
*7	There is evidence of shared planning.	Emerging		
8	Both teachers share a curricular focus.			Established
9	Both teachers' ideas are heard and discussed before the instructional plan is finalized.			Established
*10	Both teachers' ideas are incorporated into instruction.		Developing	
11	There is evidence of exchange of professional skills.			Established
12	Teachers share the instructional responsibilities during the lesson.			Established
13	Both teachers have access to all students in the class.			Established
14	Both teachers have verbal access to lesson.			Established
15	Both teachers have access to all teaching facilities and materials in the classroom.			Established
16	Teachers keep track of each other during the lesson.			Established
17	Teachers conference during the lesson.			Established
18	Teachers use co-teaching as an opportunity to practice new skills.			Established
19	Teachers evaluate their teaming and its effect on instruction and students.	Emerging		
*20	Both teachers are capable of total role release.		Developing	
The TAC-T Analysis indicates improvement needed in		5	of 20 co-teaching behaviors	
* Areas of potential disagreement are noted with an *				
Click on the link below for information about the 20 co-teaching behaviors.				
https://drive.google.com/file/d/1thvLq0eynGO44FO6UIW1xgLRDYFm2h4e/view?usp=sharing				

20
behaviors
is assigned
to 1 of 3
strength

Number of
behaviors in
need of
improvement

* potential
perceptual
disagreement
(s)

Link to
additional
resources

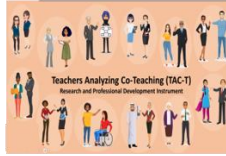
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Report 3: Professional Growth Plan

INFORMATION

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Report 3: Professional Growth Plan

* Behaviors identified
as needing improvement
are listed in the order
that they should be
addressed by the team.

TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 3-PROFESSIONAL GROWTH PLAN FOR

Partner A and Partner B

Based on the responses provided by you and your partner, and to encourage success, the TAC-T analysis recommends approaching the behaviors targeted for improvement in the order suggested below.

Co-Teaching behavior(s) suggested for improvement

2
10
20
19
7

- 2 Teachers intentionally vary from each other as they deliver instruction.
- 10 Both teachers' ideas are incorporated into the lesson.
- 20 Both teachers capable of total role release.
- 19 Teachers evaluate their teaming and its effect on instruction and students.
- 7 There is evidence of shared planning.

For information or assistance: Please call Rick Welsh at 919-352-2214, or send email to:
welsh.edu.consultation@gmail.com

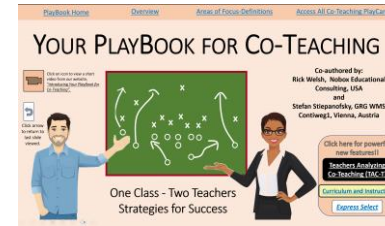
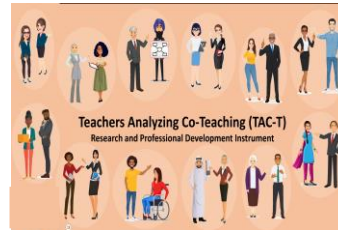
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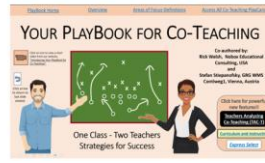
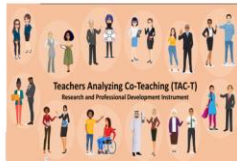
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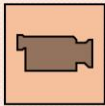
[PlayBook Home](#)

[Overview](#)

[Areas of Focus-Definitions](#)

[Access All Co-Teaching PlayCards](#)

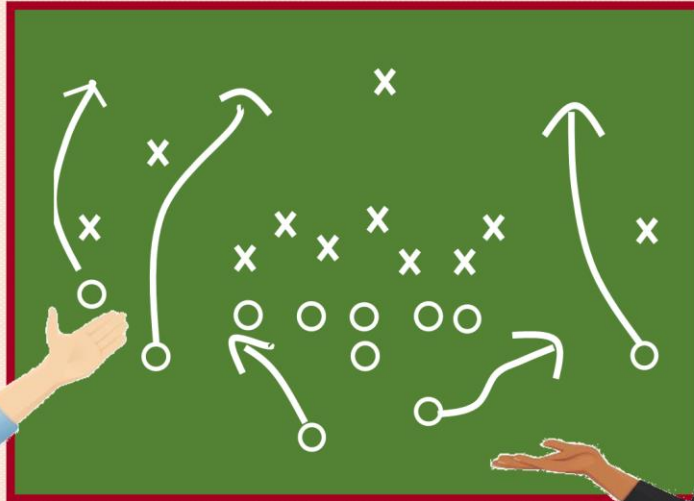
YOUR PLAYBOOK FOR CO-TEACHING



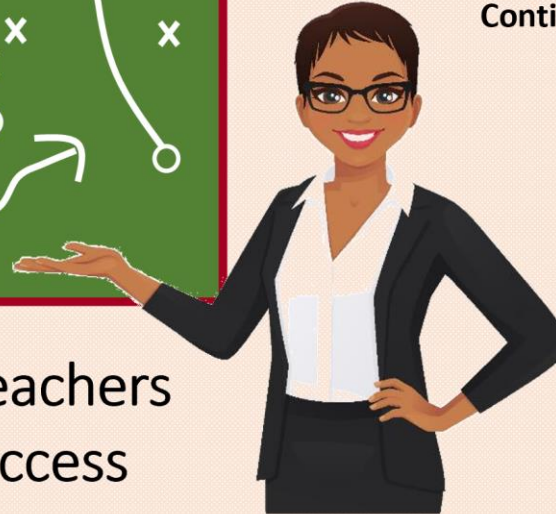
Click on icon to view a short video from our website, "Introducing Your PlayBook for Co-Teaching".



Click arrow to return to last slide viewed.



One Class - Two Teachers
Strategies for Success



Co-authored by:
Rick Welsh, Nobox Educational
Consulting, USA
and
Stefan Stiepanofsky, GRG WMS
Contiweg1, Vienna, Austria

Click here for powerful
new features!!

**Teachers Analyzing
Co-Teaching (TAC-T)**

Curriculum and Instruction

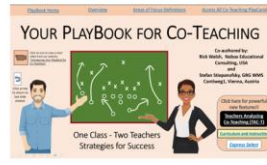
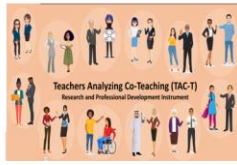
Express Select

*Your
PlayBook for
Co-Teaching*

is a
resource
based on
over 1000
observations
of co-
teaching
teams.



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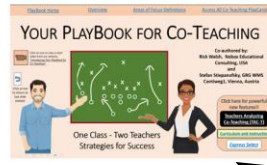


It contains 150 co-teaching plays that demonstrate strong teaming strategies.

Co-Teaching Plays

+ Indicates the 35 new plays comprising Volume 2.

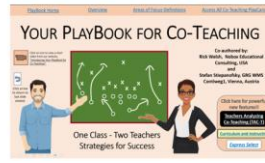
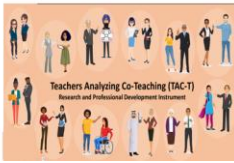
[illegible]



Hover over any number to see the desired outcome of the co-teaching play or click on the number to view the play.



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and
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Vienna Austria



Click here to download printable PlayCard.



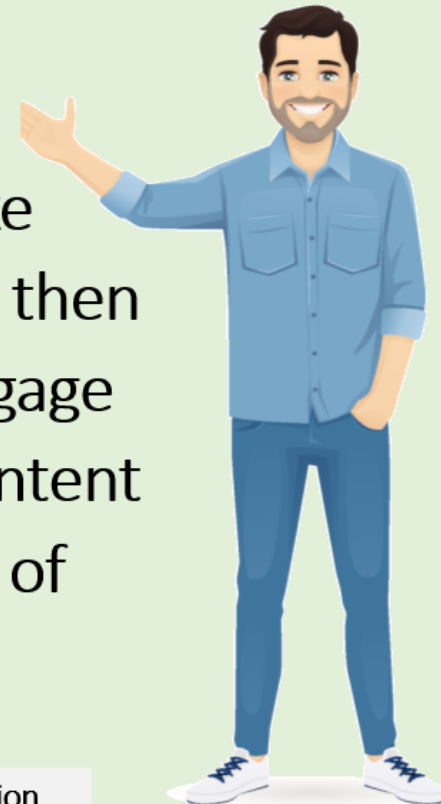
[To Part 2 of this PlayCard](#)

TAC-T Behavior List

CO-TEACH
PLAY # 1



After previewing “what” will be covered in upcoming instruction, Partner A invites Partner B to make additions or comments. Partner B then addresses “how” students will engage with instruction and “why” the content may relate to their interests or be of importance to them.



Click arrow to
return to last
slide viewed.



1a

ACTION: Engage students by increasing relevance of instruction.

Some coordination and/or advanced planning may be required.

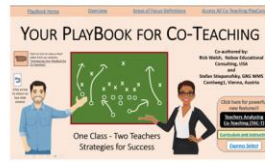
[Engagement
Index](#)

Vignettes

provide detailed descriptions of classroom situations and the actions taken by co-teachers to resolve problems, facilitate learning and enhance cooperation



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and
Mag. Stefan
Blagomirsky,
Department of
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Vienna Austria



Click here to download printable PlayCard.

[Back to Teacher Engagement PlayCards](#)

Partner B provides an opportunity for students to make personal connections with the curriculum. For some students, this is the key to their engagement. When Partner A invites Partner B to participate, the need for interjections or interruptions is decreased, helping to maintain momentum of the lesson.

***1a Student Engagement**

Click here for definition

1b Teacher Engagement

2a Teacher to Teacher Communication

2b Teacher to Student Communication

3a Comprehension of Content and/or Concepts

4a Management of the Learning Environment

Commentaries

provide an explanation and/or rationale for the team's actions.

TAC-T Behavior List

Engagement Index



INFORMATION

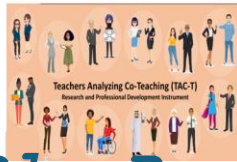
REFLECTION

ANALYSIS

SUPPORT



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Vienna Austria



Your PlayBook for Co-Teaching can

be used to find strategies for
improving any of the 20 co-
teaching behaviors analyzed by the
Teachers Analyzing Co-Teaching



TEACHERS ANALYZING CO-TEACHING (TAC-T) CO-TEACHING REPORT 2: TEAM STRENGTH ANALYSIS- DETAIL

Partner A and Partner B

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The TAC-T Analysis indicates improvement needed in		5	of 20 co-teaching behaviors	

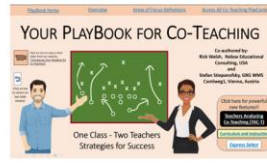
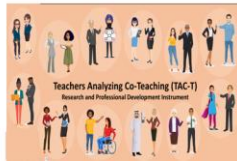
* Areas of potential disagreement are noted with an *

Click on the link below for information about the 20 co-teaching behaviors.

https://drive.google.com/file/d/1thvLq0eynGO44FO6UIW1xgLRDYFm2h4e/view?usp=sharing_



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Rick Wylie,
Director of
Co-Teach
America
and
Mag. Stefan
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Department of
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Vienna Austria



Each of the 20
co-teaching
behaviors is
linked to a
different
subset of co-
teaching


[TAC-T Home](#)
[What is the TAC-T ?](#)
[TAC-T Sample Reports](#)
[TAC-T Link and Directions](#)
[TAC-T Behavior List](#)
[PlayBook Home](#)

#

Co-Teaching Behavior

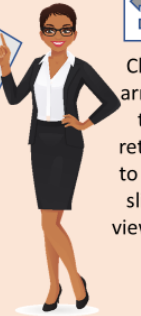
- 1 [Both teachers capable of sharing leadership role.](#)
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- 18 [Teachers use co-teaching as an opportunity to practice new skills.](#)
- 19 [Teachers evaluate their teaming and its effect on instruction and students.](#)
- 20 [Both teachers capable of total role release.](#)

Click on any of the 20
Co-Teaching Behaviors
on the left to learn
about them.

From there you can
easily access the Co-
Teaching Plays that
can support the
development of each
behavior.



Click
arrow
to
return
to last
slide
viewed.



If you and your partner
have participated in the
TAC-T survey analysis
process, consult your
Professional Growth Plan
and Strength Analysis
reports* to determine
which behavior(s) to
explore first.

* Enrolled School systems agree
to pay a \$10.00 per team processing fee for teams to receive
their confidential reports.

[Curriculum and Instruction](#)
[Express Select](#)




An illustration of a woman and a man sitting at a desk in an office. The woman, on the left, has dark hair in a bun, wears glasses, a white shirt, and a black blazer. She is smiling. The man, on the right, has a beard and is wearing a blue button-down shirt. He is also smiling and holding a blue pen over a document on the desk. On the desk are a laptop, a coffee cup, and various office supplies. In the background, there is a whiteboard with a calendar and some sticky notes.

FRAGEN?

QUESTIONS?

3
Wie kann das Konzept Schulen in Wien dabei unterstützen, das Potential unterrichtlicher Teamarbeit nachhaltig zu nutzen?

3
How can the model support schools in Vienna to use the potential of teamwork sustainably?

Schulen mit Integration:

Pflichtschulen mit Integrationsklassen:

- Volksschulen (1. – 4. Schulstufe)
- Mittelschulen (5. – 8. Schulstufe)
- Sonderpädagogische Zentren (1. – 9. Schulstufe)
- Polytechnische Schule (9. Schulstufe)

Integrationsklassen ausschließlich bei Schulversuchen:

- AHS (5. – 12. Schulstufe)
- Berufsbildende Schulen (9. – 13. Schulstufe)

Schools with integration:

- **Compulsory schools with inclusive classes:**
 - Primary Schools (Grades 1–4)
 - Middle Schools (Grades 5–8)
 - Special education centers (Grades 1 – 9)
 - Pre-Vocational Schools (Grade 9)
- **Inclusive classes only within the framework of pilot school projects:**
- Academic Secondary Schools (AHS) (Grades 5–12)
 - Higher Vocational Schools (Grades 9–13)

WELCHE TEAMS UNTERRICHTEN IN WIEN?

A. Inklusives Co-Teaching (Pflichtschule)
Regelschullehrkraft + Inklusivpädagog:in

B. Teamteaching Primarstufe
Klassenlehrkraft + stundenweise Assistenz

**C. Fachbezogenes Teamteaching
(Unterstufe – Sekundarstufe)**
zwei Lehrpersonen insbesondere in D/M/E
der Mittelschule/Schulversuche an AHS

D. Schulautonomes Co-Teaching
zwei Lehrpersonen aufgrund eines
standortspezifischen pädagogischen
Konzepts.

WHICH TEAMS TEACH IN VIENNA?

A. Inclusive Co-Teaching (Compulsory school)
General education teacher + special
education/inclusive education teacher

B. Teamteaching (Primary school) Main
teacher and assistant

**C. Subject-Specific Team Teaching (Lower
Secondary School)**
Two teachers, particularly in German,
Mathematics, and English at lower
secondary schools (Mittelschule)

D. School-Based Autonomous Co-Teaching
Two teachers working together based on
a school-specific pedagogical concept

BILDUNGSDIREKTION WIEN
PÄDAGOGISCHER DIENST
Fachbereich Diversität, Inklusion und Sonderpädagogik

DIVERSITÄTSMANAGEMENT

BOARD OF EDUCATION VIENNA
PEDAGOGICAL SERVICE
Department for Diversity, Inclusion and Special Education

DIVERSITY MANAGEMENT

23 Diversitäts- manager:innen

Persönliche Zuständigkeit:
1220 Wien
Donaustadt

Zuständig für die Umsetzung von
inklusiven Strukturen

13 Mittelschulen

4 AHS mit Schulversuch Wiener
Mittelschule

1 Schulzentrum

23 diversity managers

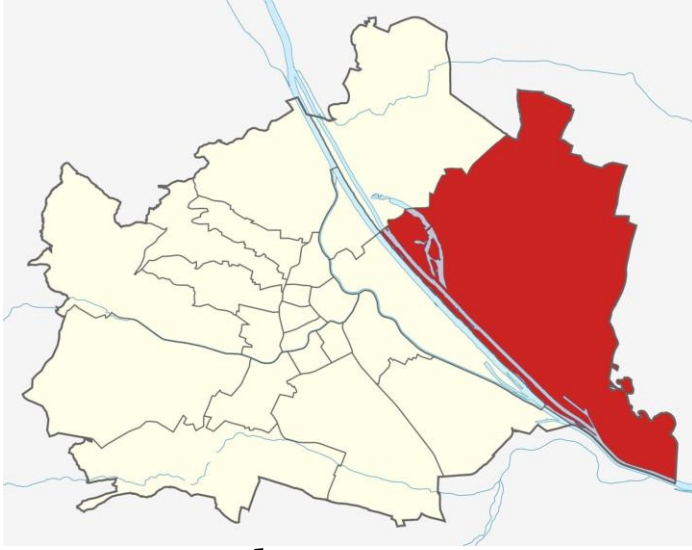
Personal responsibility:
1220 Wien
Donaustadt

Responsible for implementing inclusive
structures within the school system.

13 Lower Secondary Schools

4 AHS with school trial middleschool

1 school center



Zusammenarbeit im 22. Bezirk mit:

- ✓ DIREKTOR:INNEN ALLER MITTELSCHULEN/ SCHULVERSUCHE WIENER MITTELSCHULE
- ✓ FÖRDERMULTIPLIKATOR:INNEN ALLER MITTELSCHULEN/ SCHULVERSUCHE
- ✓ INTEGRATIONSLEHRER:INNEN ALLER MITTELSCHULEN/ SCHULVERSUCHE

Cooperation in the 22nd district with:

- ✓ Principals of all lower secondary schools (Mittelschulen)/ school trials
- ✓ Learning Support Coordinators from all lower secondary schools (Mittelschulen)/ school trials
- ✓ Integration Teachers from all lower secondary schools (Mittelschulen)/ school trials

Das Diversitätsmanagement hat **keine Kontrollfunktion** und **kein Weisungsrecht**.

Kernaufgaben des Diversitätsmanagements sind:
Zusammenarbeit, Bereitstellung von Fachexpertise, Unterstützung der Schulen

Diversity Management has **no supervisory function**
and **no authority to issue instructions**.

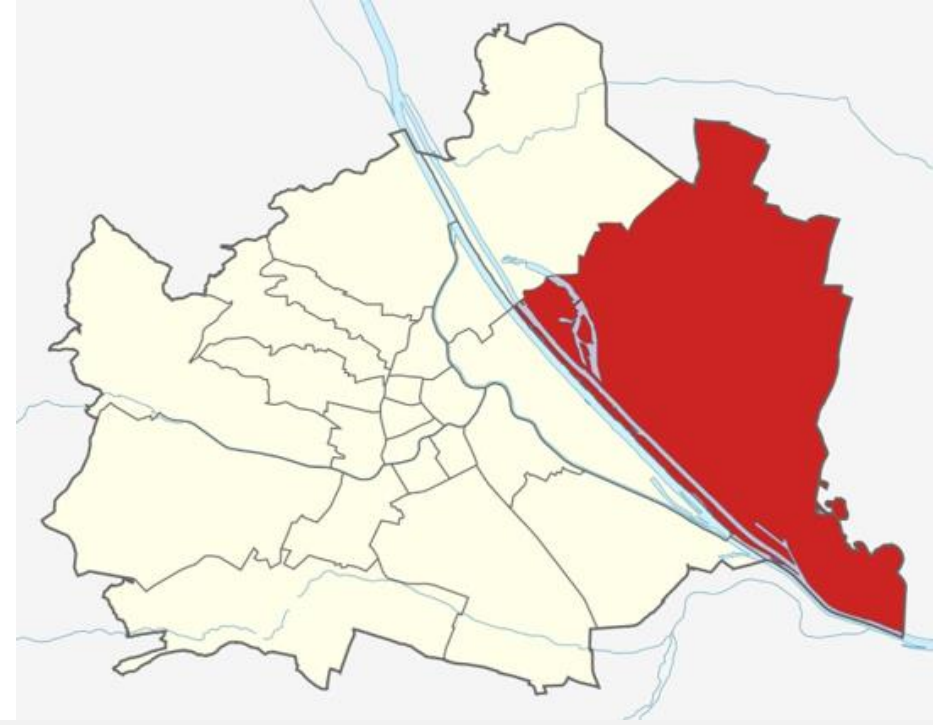
The core responsibilities of diversity management include:
Cooperation, Providing Professional Expertise, Supporting schools.

Welche Möglichkeiten
ergeben sich daraus
für den Schwerpunkt:
unterrichtliche Teamarbeit im 22. Bezirk?



What opportunities does this create for
the focus area of co-teaching in the 22nd
district?

MODELLREGION
DONAUSTADT
(1220 Wien)
Co-Teaching



MODEL REGION DONAUSTADT
(1220 Wien)
Co-Teaching

Ziele

Qualitätskriterien für alle Lehrkräfte, die in einem Team arbeiten **zugänglich machen**

Eine **Selbstevaluationsmöglichkeit** anbieten

Anregungen für kleine **Veränderungsschritte** anbieten.

Den Austausch zwischen Teams in Form von **kollegialer Hospitation ermöglichen** und anleiten, um Kompetenztransfer zu gewährleisten

Goals

- Make **quality criteria** accessible to all teachers working in a team.
 - Provide an **opportunity for evaluation.**
- Offer **suggestions for small steps towards improvement.**
- Enable and facilitate **exchange between teams through peer observation** to ensure the **transfer of competencies.**

WIE KÖNNTEN DIESE ZIELE ERREICHT WERDEN?

Relativer Vorteil

Verbessert sich unsere Teamarbeit durch den Vorschlag?

Passung

Sind die Veränderungen mit unserer Haltung und unseren Erfahrungen vereinbar?

Umsetzbarkeit

Können wir die Veränderungen im Unterricht leicht umsetzen?

Erprobbarkeit

Können wir kleine Schritte ausprobieren?

Beobachtbarkeit

Sehen wir Ergebnisse?

How could these goals be achieved?

Relative Advantage

Does the proposed change improve our teamwork?

Compatibility

Are the changes compatible with our attitudes and experiences?

Viability

Can we easily implement the changes in our teaching?

Trialability

Can we try out the changes in small steps?

Observability

Can we see the results?

PERSÖNLICHE ERFAHRUNGEN

1 UNTERRICHTSENTWICKLUNG

2 SCHULENTWICKLUNG

3 DIVERSITÄTSMANAGEMENT

PERSONAL EXPERIENCES

1 INSTRUCTIONAL DEVELOPMENT

2 SCHOOL DEVELOPMENT

3 DIVERSITY MANAGEMENT

1 UNTERRICHTSENTWICKLUNG

Persönliche Erfahrungen

mit Rick Welsh

(TAC-T, Unterrichtsbeobachtung u. Reports)

als **Lehrkraft** 2020

1 INSTRUCTIONAL IMPROVEMENT

Personal Experiences

with Rick Welsh's resources

(TAC-T, classroom observations and reports)

as a teacher 2020

2. SCHULENTWICKLUNG

Erfahrungen

mit Rick Welshs Ressourcen

im Rahmen der Schulentwicklung 2018 – 2024

2. SCHOOL DEVELOPMENT

Experiences with Rick Welsh's resources
during the school development process

2018 – 2024

4 Schritte, um das Bewusstsein für nachhaltige, effektive Teamarbeit zu stärken:



4 steps to raise awareness of sustainable and effective teamwork:

Wintersemester 2026/27

MODELLREGION DONAUSTADT

Abfrage der aktuellen Donaustädter Teamsituation und
des aktuellen Wissensstandes an ausgewählten Schulen

Winter Semester 2026/27

MODELLREGION DONAUSTADT

Assessment of the current team situation in the
Donaustadt and the current level of knowledge

2. Wie lange haben Sie bereits vor diesem Schuljahr im Team unterrichtet? * 

- ☐ Dies ist mein erstes Jahr.
- ☐ Seit mehr als 2 Jahren.
- ☐ Seit mehr als 5 Jahren.
- ☐ Seit mehr als 10 Jahren.

3. In wieviel Teams unterrichten Sie? * 

- ☐ In einem Team.
- ☐ In zwei Teams.
- ☐ In drei Teams.
- ☐ In mehr als drei Teams.

4. Sind Sie während aller

9. Wer organisiert die Zeit für gemeinsame Planung und Evaluation? * 

- ☐ Die Schule - die Zeit ist im Stundenplan vorgesehen.
- ☐ Das Team selbst.

10. Wie ist die gemeinsame Planungs- und Evaluationszeit organisiert? * 

- ☐ Wir haben für jedes Team wöchentlich gemeinsame Planungs- und Evaluationszeiten.
- ☐ Wir haben alle zwei Wochen gemeinsame Planungs- und Evaluationszeiten.
- ☐ Wir haben einmal im Monat gemeinsame Planungs- und Evaluationszeiten.

13. Haben Sie schon einmal von "offiziellen" Qualitätsmerkmalen für Co-Teaching gehört? * 

- ☐ ja
- ☐ nein

14. Falls ja, von wem haben Sie davon erfahren 

- ☐ Ausbildung
- ☐ Weiterbildung
- ☐ Schulinterne Fortbildung
- ☐ Teamlehrkräften

15. Haben Sie schon einmal Unterstützung dabei erhalten, sowohl ihren eigenen als auch den "offiziellen" Erwartungen an Co-Teaching gerecht zu werden? *

FOKUS

Teamarbeit wird zunächst wertfrei als das akzeptiert was es aktuell in der schulischen Realität ist:

- Bewusstsein schaffen für das Arbeitsfeld Teamarbeit.
- Anerkennung der organisatorischen Herausforderungen
- Bestandaufnahme der aktuellen Teamstrukturen an Pflichtschulen im 22. Bezirk.
- Dokumentation der aktuellen Umsetzung und Interpretation von Teamarbeit durch die Lehrkräfte.

FOCUS

Teamwork is initially accepted without judgement for what it currently is in the reality of everyday school life:

- Raising awareness of teamwork as an important area of professional practice.
 - Acknowledging the organisational challenges involved.
 - Taking stock of the current team structures in compulsory schools in Vienna's 22nd district.
 - Documenting how teamwork is currently implemented and understood by teachers.

Wintersemester 2026/27

Einführung der Qualitätsmerkmale für Co-Teaching
(Welsh)

Winter Semester 2026/27

Introduction of the Quality Criteria for Co-Teaching
(Welsh)

IM RAHMEN VON

- Treffen der Fördermultiplikator:innen des 22. Bezirkes im September
- Treffen aller Integrationslehrkräfte des 22. Bezirkes
- Treffen aller Direktor:innen des 22. Bezirkes im Wintersemester
- Pädagogische Konferenzen zum Thema „Teamarbeit“ an interessierten Schulen

DURING ...

- Meeting of the support coordinators from Vienna's 22nd district in September
- Meeting of all integration teachers from Vienna's 22nd district
- Meeting of all school principals from Vienna's 22nd district during the winter semester
- Pedagogical conferences on "Teamwork" at interested schools

Ein Blick auf Teamarbeit im Unterricht

A Window into Co-Teaching

Erstellt von: Rick Welsh, Director of Co-Teach America, und Mag. Stefan Stiepanofsky, Bildungsdirektion Wien, Österreich



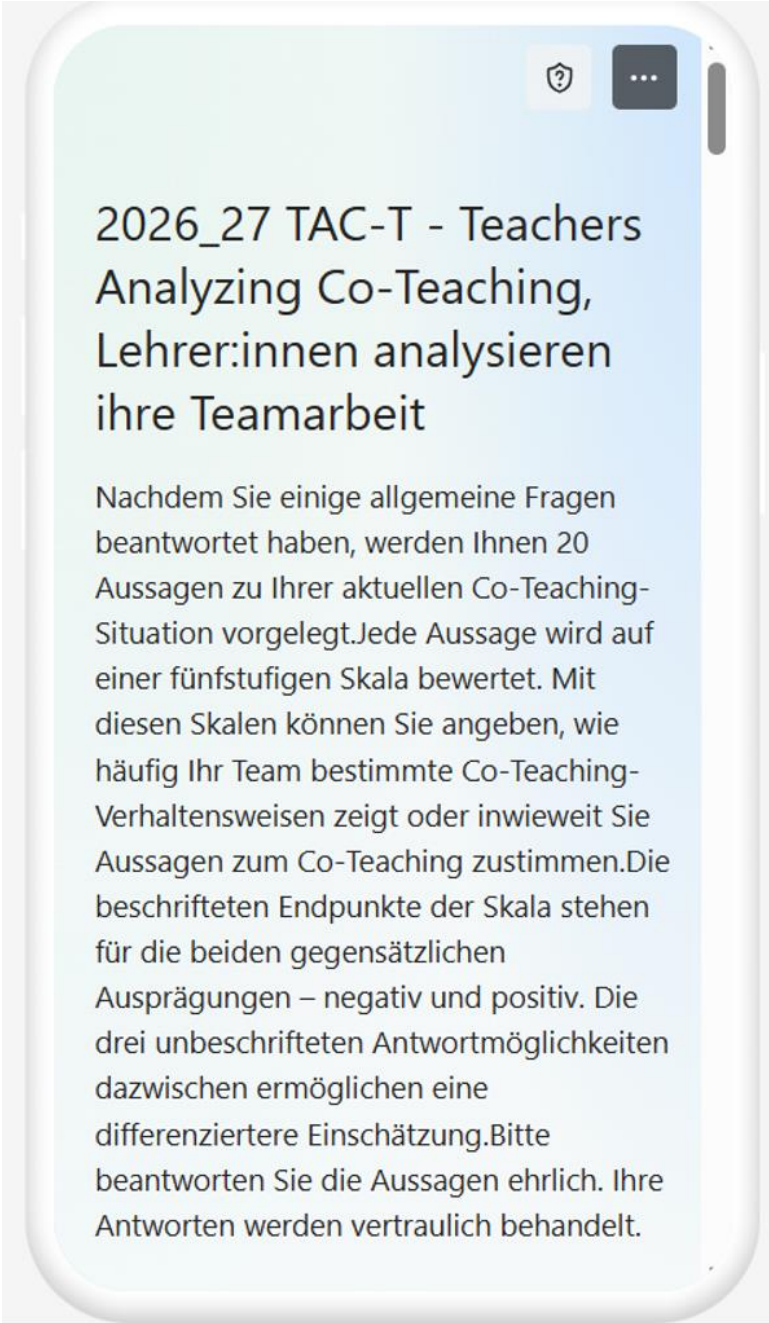
Sommersemester 2027

- *Pädagogische Konferenz an ausgewählten Schulen mit der Durchführung von TACT, evaluiert durch Rick Welsh
- *Präsentation von „Das Co-Teaching Playbook“

Summer semester 2027

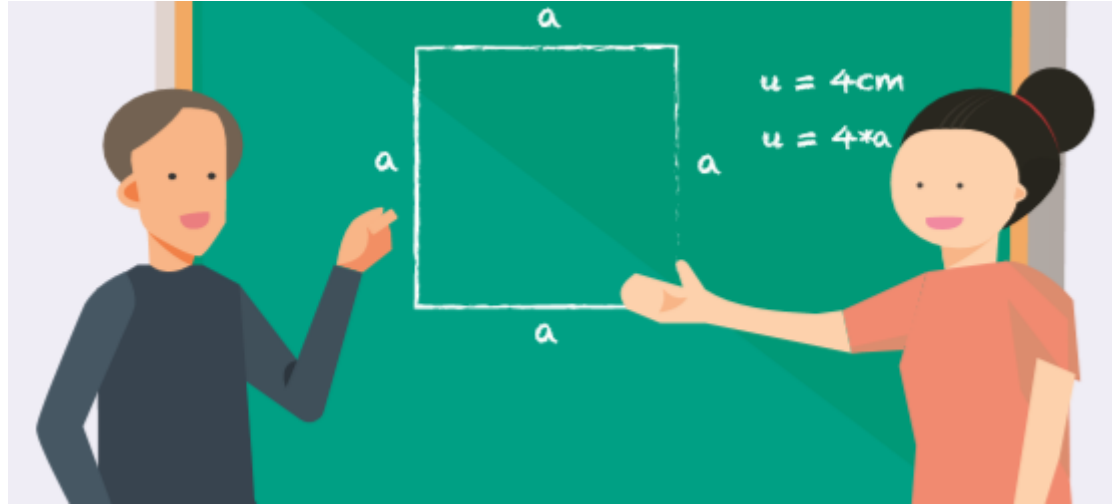
Pedagogical conference to conduct a TAC-T, evaluated
by Rick Welsh

Presentation of „Das Co-Teaching Playbook“



2026_27 TAC-T - Teachers Analyzing Co-Teaching, Lehrer:innen analysieren ihre Teamarbeit

Nachdem Sie einige allgemeine Fragen beantwortet haben, werden Ihnen 20 Aussagen zu Ihrer aktuellen Co-Teaching-Situation vorgelegt. Jede Aussage wird auf einer fünfstufigen Skala bewertet. Mit diesen Skalen können Sie angeben, wie häufig Ihr Team bestimmte Co-Teaching-Verhaltensweisen zeigt oder inwieweit Sie Aussagen zum Co-Teaching zustimmen. Die beschrifteten Endpunkte der Skala stehen für die beiden gegensätzlichen Ausprägungen – negativ und positiv. Die drei unbeschrifteten Antwortmöglichkeiten dazwischen ermöglichen eine differenziertere Einschätzung. Bitte beantworten Sie die Aussagen ehrlich. Ihre Antworten werden vertraulich behandelt.



„Your Co-Teaching Playbook“

Eine Klasse – Zwei Lehrer:innen

Strategien für den Unterricht zu zweit in einer Klasse

Rick Welsh, Nobox Educational Consulting, USA

Stefan Stiepanofsky, GRG Contiweg 1, Vienna, Austria

Grafik: Hemma Bergner, GRG Contiweg 1, Vienna, Austria

HOME

1

[WAS IST CO-TEACHING?](#)

2

[DAS CO-TEACHING PLAYBOOK](#)

3

[DIE TAC-T ANALYSE](#)

4

[ÜBER DIE AUTOREN](#)

5

[LITERATUR](#)

Hallo!

Sie halten hier eine Unterlage von Rick Welsh und Stefan Stiepanofsky in Ihren Händen.

Im Zentrum dieser Unterlage steht die Idee, Lehrer:innen ein Instrument in die Hand zu geben, den eigenen Teamunterricht selbstständig zu evaluieren und weiterzuentwickeln.

Dabei gibt es 2 Möglichkeiten, diese Unterlage zu entdecken:

- ✓ Man informiert sich anhand von sogenannten "Playcards" im "**Co-Teaching Playbook**" über konkrete Möglichkeiten im teamgeführten, inklusiven Unterricht.
- ✓ Man evaluiert mittels **TAC-T Analyse** gemeinsam mit dem Teampartner/ der Teampartnerin den Teamunterricht und überlegt weitere Schritte.

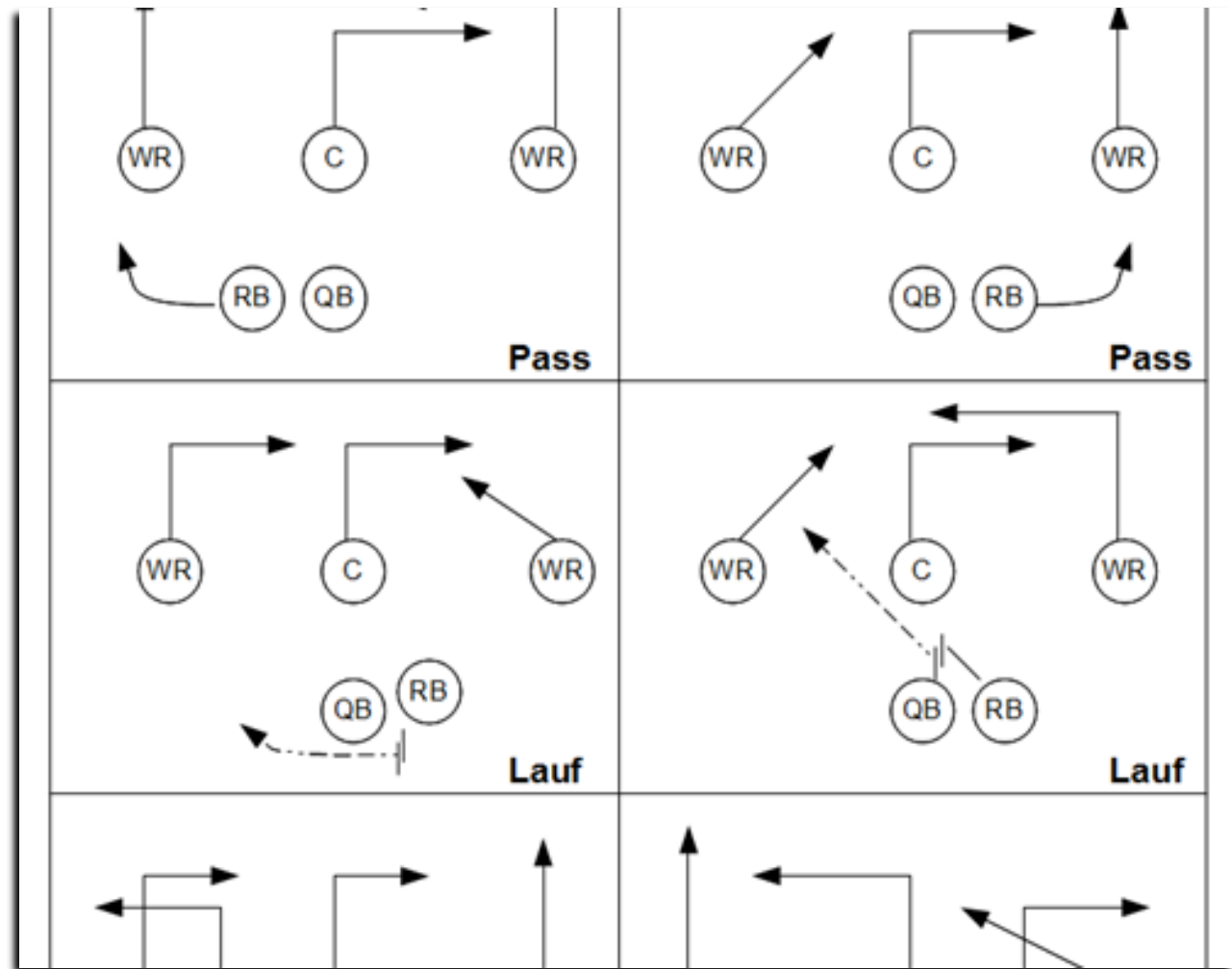
Viel Spaß!

Was ist ein “*Playbook*”?

Im sogenannten „*Playbook*“ werden die Kombinationen zwischen Formation und Passrouten beim **American Football** in einem Buch festgehalten.

Ein Strategiebuch!

Es zeigt die Gesamtheit aller festgeschriebenen Spielzüge einer Mannschaft beim **American Football** - den strategische Masterplan.





2b

Playcard 42

Teamaktivität:

Beide erklären den Schüler:innen, dass beide Lehrer:innen sich die Verantwortung für das Klassenmanagement und den Unterricht teilen.



Das Team ist gut eingespielt.

Planung ist nicht notwendig. Es ist eine Tradition

Beide Lehrer:innen erklären, geben Anweisungen, kommentieren den Lernfortschritt oder informieren die Klasse über notwendige Schritte.

Beide Lehrer:innen verwenden dabei wie selbstverständlich Formulierungen, die „wir“, „uns“, „unser“ enthalten.

Sie sagen „**Frau Jones und ich...**“, „**Es ist uns wichtig....**“, „**Wir haben beschlossen...**“

20 Team Handlungsweisen

Vergleichen Sie mit der dem Entwicklungsplan.

Klicken Sie eine der untenstehenden Handlungsweisen an, um mehr darüber zu erfahren!

Philosophie	1	Beide Lehrer*innen sind durch das gemeinsame Augenmerk auf den Lehrplan geeint.	Zusammenarbeit	11	Beide Lehrer*innen kommen im Unterricht zu Wort.
	2	Die Ideen der Partner*innen werden offen angenommen.		12	Beide Lehrer*innen unterrichten die ganze Gruppe gleichzeitig.
	3	Die Lehrer*innen haben unterschiedliche Zugänge zum Unterrichten.		13	Beide Lehrer*innen sind in der Lage, die „Stundenleitung“ zu teilen.
	4	Die Lehrer*innen haben miteinander vergleichbare Zugänge zu Disziplin in der Klasse.		14	Beide Lehrer*innen sind fähig ihre Rollen vollständig loszulassen.
	5	Die Lehrer*innen fühlen sich im Teamteaching wohl.		15	Beide Lehrer*innen teilen sich die Verantwortung während der Stunde gleichwertig auf.
	6	Die Lehrer*innen erachten Teamteaching als effektiv.		16	Beide Lehrer*innen konzentrieren sich auf den Unterricht des Partners/der Partnerin.
Zusammenarbeit	7	Es gibt eine nachweisliche gemeinsame Planung.	Kommunikation	17	Beide Lehrer*innen sprechen sich während des Unterrichts ab.
	8	Die Vorschläge und Ideen beider Lehrer*innen kommen im Unterricht zum Tragen.		18	Beide Lehrer*innen evaluieren ihre Teamarbeit und deren Auswirkung auf den Unterricht und auf die Schüler*innen.
	9	Beide Lehrer*innen sind für alle Lernende zuständig.	Professionalisierung	19	Es gibt sichtbaren Hinweis auf Austausch von Fachkompetenz.
	10	Beiden Lehrer*innen stehen sämtliche Materialien und Ressourcen zur Verfügung.		20	Beide Lehrer*innen nutzen Co-Teaching als Möglichkeit neue Unterrichtsmethoden auszuprobieren.

Wintersemester 2027/28

- *Wiener Co-Teaching Handbuch (Onlineplattform)
- *Kollegiale Hospitationen zwischen ausgewählten Standorten im 22. Bezirk

Winter Semester 2027/28

The Vienna Co-Teaching Handbook

Peer classroom observations between selected schools
in Vienna's 22nd district



Stefan Stiepanofsky + 1 • 3h
CO-TEACHING

INFORMATIONEN ZUR TEAMARBEIT IM INKLUSIVEM SCHULSETTING



Diashow

Teilen



**Das Co-Teaching
Playbook**



TAC- T



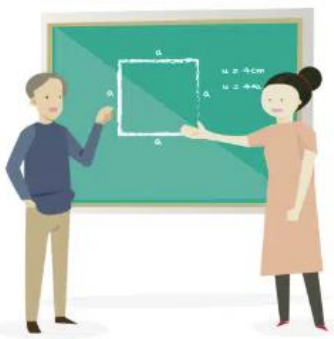
**UNTERRICHTS-
TEAMS**



Differentiation



**KONTAKTE UND
VERNETZUNG**



Tools für Unterrichtsteams



iqesonline.net



It takes two - Antwerpen



uantwerpen.be **University of Antwerp**

Programme | It takes two to teach!
Teacher collaboration for learning and
teaching | University of Antwerp

BELGIEN



MATERIALIEN BEREITSTELLEN

- Vernetzung mit bestehenden Unterlagen.
- Vernetzung mit Pädagogischer Hochschule
- Materialien und Unterlagen von Rick Welsh
- Verweis auf weitere Strategien und Handlungsmöglichkeiten Reflexionsbögen.

PROVIDING MATERIAL

- Linking with existing resources and materials
 - Cooperation with the University College of Teacher Education
- Materials and resources developed by Rick Welsh
- References to additional strategies and possible courses of action
- Reflection tools and questionnaires

Methodenkoffer Teamentwicklung und Teamarbeit – IQES



Methodenkoffer Teamentwicklung und Teamarbeit

Dieser Methodenkoffer zeigt wie Kooperative Arbeits- und Lernformen genutzt werden können, um die Zusammenarbeit in Unterrichtsteams befriedigend und gleichzeitig effektiv zu gestalten. Schulleitungen, Teamleitungen und Lehrpersonen finden eine große Palette bewährter und einfach umsetzbarer Methoden.

Autor/Autorin: **Achim Koblitz, Gerold Brägger, Jürgen Friedrich, Norbert Posse**

Umfang/Länge: 188 Seiten

Fächer: alle Fächer

Stufen: alle Stufen



KOLLEGIALE HOSPITATION FÖRDERN

- Aufbau eines Pools von Schulen und Lehrer:innenteams, die bereit sind Multiplikator:innenfunktion zu übernehmen.
- Kollegiale Unterrichtsbesuche.
- Strukturierte Feedbackgespräche.
- Peer-Coaching zwischen Schulen.

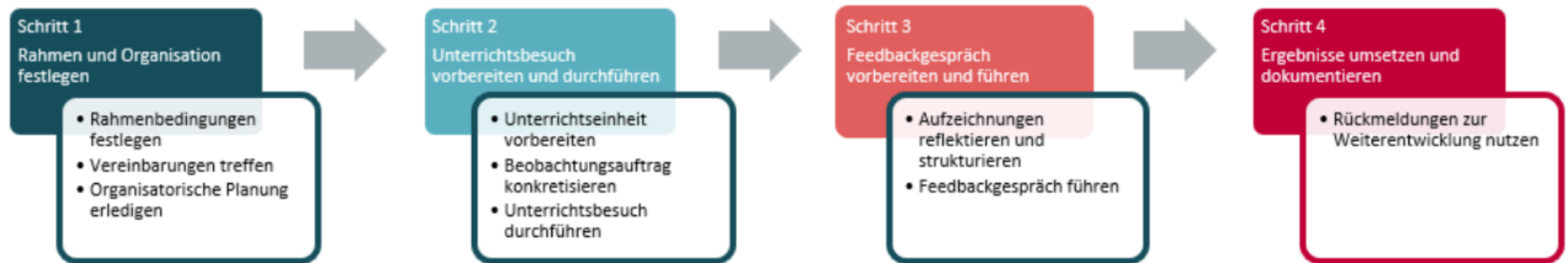
PROMOTING PEER CLASSROOM OBSERVATION

- Establishing a network of schools and teaching teams willing to act as multipliers
 - Peer classroom observations
 - Structured feedback sessions
 - Peer coaching between schools

<https://www.qms.at/q-news/neuer-prozess-zur-kollegialen-hospitation>

Q-Handbuch: Neuer Prozess zur Kollegialen Hospitation

Auf qms.at steht neu der Prozess für die „Kollegiale Hospitation“ zur Verfügung. Der Prozess wird der Qualitätsdimension 3 **„Lehren und Lernen“** des QR für Schulen zugeordnet und ist verfügbar unter: <https://www.qms.at/ueber-qms/qms-modell-und-instrumente/q-handbuch/erstellung/prozesse>. Die entsprechende Vorlage kann nach Bedarf bearbeitet und aktualisiert werden, um sie auf die spezifischen Bedingungen des Schulstandorts anzupassen.



Sommersemester 2028

*Abschließende Rückmeldung

Winter Semester 2027/28
Final feedback

1

Mein Wissen um die Qualität von Teamarbeit hat sich erweitert und ist mit Zusatzinformationen angereichert worden * 

☐ Ja

☐ Nein

2

"Ein Blick ins Klassenzimmer - 20 förderliche Teamhandlungen" hat meinen Blick auf Teamarbeit geschärft * 



3

Die TAC-T Analyse hat meinem Team geholfen, unsere Teamarbeit zu reflektieren. * 

☐ Ja

☐ Nein

4

"Das Co-Teaching Playbook" hat Anregungen geliefert, die gemeinsame Teamarbeit in kleinen Schritten mit neuen Elementen anzureichern. * 



5

Wir haben uns als Team im letzten Jahr kleine Ziele gesetzt, um unsere Teamarbeit weiterzuentwickeln. * 

☐ Ja

☐ Nein

6

Ich sehe diese Veränderung positiv. * 

☐ Ja

☐ Nein

7

Ich habe auf dem Padlet die

LAUFEND:

Ausbau der Kooperation mit
Pädagogischer Hochschule mit Florentine
Paudelt

ONGOING:

Expanding the cooperation with the
University College of Teacher Education
together with Florentine Paudelt

LAUFEND:

Weiterführung der Kooperation mit
Rick Welsh und anderen Expert:innen

ONGOING:

Continuing the collaboration with
Rick Welsh and experts

Vielen Dank für Ihre Geduld!

Thanks for your patience!