CO-TEACHING PARTNERSHIP CHECKLIST

What must be done and who does what?

The best way to answer this is to plan with your co-teacher or team and develop a list of all tasks and responsibilities necessary to the smooth running of the classroom. Initial assignment may change as the student and teacher needs change, and as the team gains experience.

Co-Planning

A. Collaborative Relationship
   ___ Your strengths
   ___ Limitations
   ___ Things that push your button

B. Processes
   ___ Time to co-plan
   ___ Place to co-plan
   ___ Frequency of co-plan
   ___ Way to contact one another
   ___ Long term goals for collaboration
   ___ Lesson plans for curriculum
   ___ Modification documentation
   ___ Sub plans

C. Classroom Management
   ___ Physical Arrangement
   ___ Classroom Expectations
   ___ Noise and movement tolerance
   ___ How to achieve joint ownership of behavior management.
Co-Instruction

Instructional Design

___ Pre/Post Organizers
___ Lesson Presentation
___ Small group/Large Group
___ Learning Centers
___ Learning Strategies
___ Computer instruction
___ Audio-visual presentation

Modifications

___ Study Guides
___ Graphic organizers, written outlines
___ Talking Books/Recorded Texts
___ Organization

Co-Evaluation

Grading Daily Assignments

___ Determine grading philosophy and scale
___ Determine evaluation content and format
___ Checking homework
___ Recording grades
___ Alternative/Portfolio Assessment
___ Report Cards
___ Cum file

Conferences

___ Type of conference (Teacher-led, Student-led)
___ Who will contact parents?
___ Academic and behavioral concerns
___ IEP’s, PMP’s, BIP’s and staffing
End of the Year

1) Evaluate program for strengths and needs
2) Determine and obtain staff development follow-up
3) Expand and create
Additional Considerations and Tips When Co-Teaching

- Open House
- Computer Usage (if sharing)
- Personal space/belongings
- Leaving the room
- Making copies
- Weekly newsletter
- Homework
- Parent calls/conferences
- Class work
- Gathering materials
- Modifications for individual students
- Noise level in classroom
- Cooperative learning
- Giving and receiving feedback
- Network for multiple teams
- Both teachers in the classroom
- Examine student data
- Understand co-teaching is an on-going process
- Homework policies and procedures
- Must have a substitute teacher if one of the co-teachers is absent
- Have a plan for when disagreements occur in the classroom
- Classroom Procedures (Harry Wong)
- Diagnosis of Student Needs (how, when, who)
- Grading (philosophy, weighting)
- Both teachers perceived as equals (sharing responsibilities, how introduce selves to class, setting the “co-teaching tone,” maybe combine names to form a new name, accountability as a team)
- Consider taking a co-teaching training (CSDC or school-based)
- Be aware of “perceived” power situations (i.e. male/female pair)
- Plan for delivery
- Plan for parent understanding (pre-planning & communication)
- Room set-up
- Agreement on procedures, responses, set-up
- Discipline-agreement on management
- Principals consider personalities in matching teams
<table>
<thead>
<tr>
<th>If one of you is doing this...</th>
<th>The other can be doing this...</th>
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<tbody>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead; Ensuring “brain breaks” to help students process lecture information</td>
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<tr>
<td>Taking roll</td>
<td>Collecting and reviewing last night’s homework; Introducing a social or study skills</td>
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<td>Passing out papers</td>
<td>Reviewing directions; Modeling first problem on the assignment</td>
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<td>Giving instructions orally</td>
<td>Writing down instructions board; Repeating or clarifying any difficult concept</td>
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<td>Checking for understanding with large heterogeneous group of students</td>
<td>Checking for understanding with small heterogeneous group of students</td>
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<td>Circulating, providing one-on-one support as needed</td>
<td>Providing direct instruction to whole class</td>
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<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
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<tr>
<td>Facilitating a silent activity</td>
<td>Circulating, checking for comprehension</td>
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<tr>
<td>Providing large group instruction</td>
<td>Circulating, using proximity control for behavior management</td>
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<td>Running last minute copies or errands</td>
<td>Review homework; Providing a study or test-taking strategy</td>
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<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
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<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group; previewing upcoming information</td>
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<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
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<td>Creating basic lesson plans for standards, objectives, and content curriculum</td>
<td>Providing suggestions for modifications, accommodations, and activities for diverse learners</td>
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<td>Facilitating stations or groups</td>
<td>Also facilitating stations or groups</td>
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<tr>
<td>Explaining new concept</td>
<td>Conducting role-play or modeling concept; Asking clarifying questions</td>
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<tr>
<td>Considering modification needs</td>
<td>Considering enrichment opportunities</td>
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