

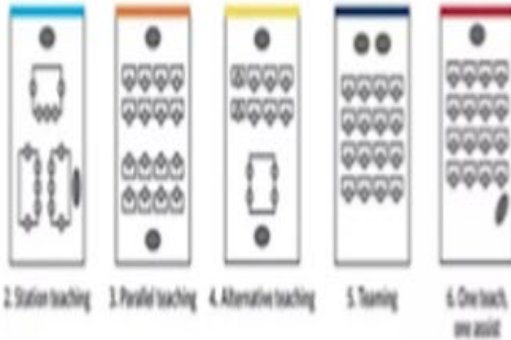
## Co-Teaching Core Principles



**1. Share Decision Making:**  
instructional routines, classroom  
management, organizational routines



**2. Co-Plan Lessons** including  
supports and accommodations



**3. Jointly deliver lessons** using  
a variety of co-teaching  
instructional models



**4. Jointly Reflect and Debrief**  
on lessons and student data

# Co-Teaching Planning Guide

(complete the “Before teaching” column before August, reflect on the during and after co -teaching columns on an ongoing basis)

A. Before CoTeaching	B. During CoTeaching	C. After CoTeaching
<p><b>Become a Unified Team</b></p> <p>Make classroom decisions together regarding</p> <ul style="list-style-type: none"> <li>○ Equality/space</li> <li>○ Professional behavior</li> <li>○ Instructional routines</li> <li>○ Organizational routines</li> <li>○ Behavior management</li> <li>○ Accommodations and modifications</li> <li>○ Grading and testing</li> <li>○ Define roles (Who will develop materials, facilitate technology use and adapt assessments)</li> </ul>	<p><b>Deliver a Lessons</b></p> <p>Consider the following as you teach together:</p> <ul style="list-style-type: none"> <li>● Both voices are heard throughout</li> <li>● Both teachers lead the class at various points in the lesson</li> <li>● Both teacher provide accommodations</li> <li>● Both teachers come in contact with all students</li> <li>● Inclusive language (us, our, we) is used</li> </ul>	<p><b>Debrief the Effectiveness of Lesson</b></p> <ul style="list-style-type: none"> <li>● Assess student work</li> <li>● Consider lesson cycle, pacing, student engagement, rigor, and transitions</li> <li>● Develop strategies to improve these areas</li> </ul>
<p><b>Co-Plan Lessons and Units</b></p> <p>Start with a lesson that has already been designed. Work together to:</p> <ul style="list-style-type: none"> <li>● Incorporate grouping models as appropriate (stations, parallel, alternate group)</li> <li>● Include opportunities to meet Individualized Education Plan (IEP) or Individualized Learning Plan (ILP) goals</li> <li>● Assess using a variety of formats</li> </ul>	<p><b>Utilize a Variety of Grouping Strategies</b></p> <ul style="list-style-type: none"> <li>● Station teaching</li> <li>● Parallel teaching</li> <li>● Alternate teaching</li> <li>● One teach, one support</li> <li>● Team teaching</li> </ul>	<p><b>Analyze Student Data</b></p> <ul style="list-style-type: none"> <li>● Use results of data analysis to determine if learning outcomes have been achieved</li> <li>● Use student outcome data to implement adjustments based on student performance and needs.</li> </ul>

- Include a variety of CFUs
- *Differentiate!*

## Co-Teaching Partner Planning Checklist

Co-Teaching partners discuss and come to agreements on the following:

**Joint Decision Making:** What are our strengths and areas for growth? What are our teaching styles? How will we settle disagreements when they arise?

**Planning Time:** When will we plan together? How will we share information, lesson plans, materials?

**Classroom Space:** What will our room look like? Seating Arrangement? Do both teachers have desks or is there a space for both teachers to put their stuff? What do we want on the walls? Is there any signage identifying the room as a joint shared space?

**Instructional Routines:** What will our common practices look like for Check For Understandings (CFUs)? “Do Now” procedure? Exit tickets? Getting into groups or pairs? Providing multiple opportunities to demonstrate mastery?

**Co-Teaching grouping models:** How will we incorporate parallel teaching, station teaching, alternative teaching, etc.?

**Organizational Routines:** How do we want students to enter the room? How will we greet them? How will we collect and organize work turned in? How will we organize materials for students to access who were absent? Bathroom and break passes? Seating charts? Passing out, collecting, and storing materials such as pencils, paper, chromebooks, other supplies?

**Behavior Management:** What are our class rules? Class or table group incentive system? How will we respond to misbehavior? How will we share behavior support?

**Grading and testing:** How will I share responsibility for grading? How will we adapt assessments?

**Parent contact:** How will we share contacting parents? When will we contact parents and why?

**Other plans:**