

EQUIPPING TEACHERS AND CREATING DIALOGUE IN SPECIAL EDUCATION



CO-TEACHING RESOURCE PACKET



EDUCATION
MODIFIED

GUIDE

BEFORE OR DURING 1ST WEEK OF SCHOOL

Step 1: Getting to Know You Questionnaire

On the first days of PD, reserve 40 minutes for your co-teachers to complete this exercise. Have co-teachers complete this questionnaire together.

Step 2: Admin Discussion

Reserve 10 minutes with each co-teaching team to review the results of this activity.

Step 3: Co- Teaching Lesson Plan Template

Hand this out to co-teaching teams after they have shared out their results.

A FEW WEEKS INTO THE SEMESTER

Step 4: Checking- In Questionnaire

After 3- 4 weeks of school have passed, reserve 40 minutes of PD time for your co-teachers to complete this exercise. Have co-teachers complete this questionnaire together.

2ND SEMESTER

Step 5: Checking- In Questionnaire

At the beginning of 2nd semester, reserve 40 minutes of PD time for your co-teachers to complete this exercise again. Have co-teachers complete this questionnaire together & review with you.

Step 6: Final Evaluation

Have teachers complete the exit slip evaluating their co-teaching relationship. Use this to determine relationships for the coming school year.

Co-Teaching Questionnaire: Getting To Know You

The first step to sharing a classroom is to get to know each other as individual teachers.

Time: 40 minutes

Directions:

1. Collaborative instructors should complete the following questionnaire together:
 - a. Go through each question together & write their own answers based on their individual planning, teaching and discipline style
 - b. Discuss Differences
 - c. Discuss Compromises and Solutions
2. Share with administration

Planning Style:

1. When do you plan your lessons?
2. When do you like to finalize your lesson plan before teaching?
3. What formats does your lesson plan take? (Hand-written, Google Docs, scripted, Powerpoint with notes)
4. What method of saving and sharing documents do you use? (Google Drive, Dropbox, Schoology)
5. How far in advance do you plan?
6. What time (of day) do you typically make copies of handouts?

Teaching Style

1. How do you like to greet your class?
2. How much casual chatter do you engage in with your students before, during, and after the class?
3. Which types of instructional activities do you use most often? (Group Work, Exit Tickets)
4. How frequently do you assign and grade homework?

Discipline Style

1. What is your policy for lateness?
2. In general, what level of noise do you tolerate during class? (None, light, whatever)
3. What is your policy for excused and unexcused absences?
4. What is your strategy for bathroom usage?
5. How do you address a student who is not following the classroom guidelines or policies? (tone of voice, publicly, privately, etc.)
6. What considerations do you make before reprimanding a student?

Grading Style

1. How do you mathematically calculate grades or measure progress? (categories, percentages, weights, etc.)
2. How do you evaluate and grade homework, class work, assessments, participation, etc.? (checkmarks, numerical / letter grade, stickers, comments, etc.)
3. When do you grade? (everyday, only on weekends, as needed, etc.)
4. What systems do you use to record and calculate grades? (Paper, Powerschool, JumpRope, etc.)

Organizational Style

1. How and when do you collect and organize student work?
2. How and when do you pass back student work (during class, all at once)?
3. What does your desk look like?

4. What does your classroom look like?
5. What do you usually display on the walls of your classroom?
6. Where do you keep your teaching materials and supplies?

Compare & Discuss:

| What are the Differences in Your Approaches? | What will you need to compromise on with your co-teacher before you begin work in the classroom? | What solutions will you try that work for both of you? <i>(Ex: I like to plan in the morning, my co-teacher likes to plan late at night: What system can we put in place to make this work?)</i> |
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My name _____ My co-teacher's name _____ Date _____

Co-Teaching Checking-In Questionnaire

Directions: Each co-teaching pair should answer the questions independently; then share your answers with each other to spark discussion, and plan action steps to improve your co-teaching experience. Repeat periodically throughout the school year.

1. I am contributing sound teaching practices.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
2. I feel my teaching partner is contributing sound teaching practices.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
3. I frequently acknowledge and reinforce my teaching partner.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
4. I feel like my partner respects and listens to me.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
5. I feel like an equal in the classroom and in planning sessions.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
6. I treat my partner as an equal in the classroom and during planning sessions.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
7. My time is used productively in the classroom.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
8. My time is used productively during planning.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
9. I communicate frequently and effectively.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)
10. I am satisfied with how my partner communicates with me.
 - ☐ Never (0 points)
 - ☐ Occasionally (1 point)
 - ☐ Regularly (2 points)
 - ☐ Always (4 points)

Add up the point value of each of your answers to obtain your total.

Total _____ / 40

1. **SCORE:** What does your score mean?

- | | | |
|---------------------|----|--|
| 0-15 points | => | Need to address certain issues immediately with your teaching partner. |
| 16-35 points | => | On track to a good working relationship, but could be improved. |
| 36-40 points | => | Effective collaborative relationship reached. |

2. **DISCUSS:** Share your scores with your teaching partner. **It is important to remember; don't take these scores and comments personally.** Approach this discussion with a growth mindset & professionally. The purpose is to figure out how to make your work life more effective and enjoyable.

- a) How do your scores compare? Are they similar or drastically different?
- b) Are your scores for your own contributions in line with how your partner perceives them? Are you scoring yourself too harshly / generously?
- c) Vice versa...are your scores for your partner's contributions in line with how they perceive themselves?

3. **ACT:** Action Steps

- a) Look at the questions that you answered with "**Never**" or "**Occasionally**".
- b) Write down one change you will make to improve. (In box below)
- c) Write down one change you will ask your teaching partner to make. (In box below)
- d) Discuss **change statements**.
- e) Discuss the logistics of making these changes and decide when you will begin.
- f) Shake on it, go get some coffee and get started!

Change Statement & Request

One change you will make:

One change you will ask your teaching partner to make:

Any other comments, suggestions or topics you would like to review together?