

4 steps to preparing for a co-taught CLASSROOM OBSERVATION



Have a pre-observation conference with your administrator, if possible. Discuss with the administrator your joint philosophy of co-teaching and what they should expect to see during the observation.



If co-teaching is new to your administrator, consider providing a book or other resource about co-teaching that is specifically aimed at administrators.



Provide your administrator with a copy of your lesson plan. Even if you don't always write out a full and complete plan, create one for your observation.



Engage in some post-lesson reflection with your co-teacher. Be ready to tell your administrator what went well, what did not work as planned, and what you might change in the future.

4

tips on approaching a potential

CO-TEACHER



Look for someone who has demonstrated a willingness to try new things or has co-taught in the past.



Present them with the benefits of co-teaching, both for the students and for you as teachers. Make your prospective partner want to work together.



Demonstrate that you will be wonderful to work with by giving some concrete examples of how this could work. Show your excitement!



Don't pressure your potential partner or put them on the spot. Give them time to think about the idea and opportunities to say "no."

5 classroom management questions co-teachers should discuss

- What will our policies be for gum, food, and drink in class?
- What will students be expected to have in front of them (e.g., pencil sharpened, paper out, book out, warm-up activity complete) when the bell rings?
- How will we communicate our policies to the students?
- What will consequences be for inappropriate behavior?
- How will we project that we are both classroom leaders?

8 questions about communication co-teachers should discuss

- What will our regular schedule for detailed planning or discussions be?
- How is it best to get last-minute information to each other?
- Can we communicate via e-mail? Telephone calls at home?
- How will we interact with parents? As a team? Separately? As requests come in?
- How will we deal with and communicate issues such as students who are not performing well or who need extra help?
- How will we avoid students asking one of us a question, then going to the other if they don't like the first answer?
- On what kinds of decisions should we always consult each other?
- What kinds of things should we each handle independently?