

	Shared Tip 1	Shared Tip 2
1	The open and willing to change your initial idea of what the co-teaching model should look like. If your partner prior experience or ideas of future improvement, do not shut them out due to fear.	Be honest in the evaluation of yourself, and opening up about your weaknesses as a professional. Be able to reflect on these weaknesses in communion with your co-teaching partner.
2	Communicate in the beginning what your roles and responsibilities are going to be in the general education classroom. It is important for both of you to discuss that even though you may have these roles and responsibilities in place, there are times you will need to be flexible and do some of the others responsibilities.	Find a way that works best for you guys to collaborate what the lessons are going to be and the supports, accommodations, modifications that would needed to be made for any of the students. If both of your schedules work out to where you will not be able to meet in person, then there are other options. You can email back and forth to each other or there is google classroom that you can post and each of you can see what the other added or changed and it is a great way to collaborate using technology!
3	When one of your colleagues snaps at you, don't pop a curt answer back at them. Try to perceive the reason for their unpleasant state. Quite often when someone is being uncharacteristically grumpy, there is a reason. If I can't figure it out from observation or just listening to the person, I will try to ask them in a caring way. For example, "I noticed that you set your coffee cup down very loudly. Is there anything bothering you?" Or, you might use an I feel statement (Gordon, 1960's) such as... "I feel uncomfortable when you yell at me. Can we please talk about what happened?"	When planning with your co-teacher, take detailed notes about the tasks to which you each commit. Because plans are sometimes made on the fly and not always during a dedicated planning session, you might even use a dedicated "composition book" in which you write the date and time that something was decided. As we get busy and preoccupied with commitments, it is easy to forget things. I like having a place where I can refer back.
4	Use Your Voice Regardless of years of experience, or the vocal abilities of the other teacher, YOU KNOW WHAT YOU ARE DOING! You have been specially trained for this position. Don't shy away from a louder voice, simply because it is louder. Don't wait until it is too late to rectify a situation. If something is wrong, say so. Speak up.	Be Flexible Co-teaching is a dual effort. It requires both sides to give and take. You may have to be out of your comfort zone, but if it results in your students being better off, risk it. Teachers must be able to give up some control, which is a difficult concept if you are used to being the sole provider of the instruction in your classroom. Other teachers will have to take on a greater role than just teaching in small groups with extremely modified work. The teachers need to be flexible and willing to get away from what they are used to so as to benefit the students they serve.
5	Establish the teaching styles you and your co-teacher bring to the table so that you can utilize them to create a cohesive classroom. How do each of you manage behaviors? What about your disciplinary steps? It is important to find a balance so that the combination of teachers enhances the learning and delivery of instruction for the students.	Discuss your strengths and weaknesses so that you can complement each other in the classroom. Talk about or make a list of likes, dislikes, strengths, and weaknesses. Where one teacher lacks, the other may flourish. Work together as a team so that you grow and strengthen. This will also allow you both to differentiate instruction and provide both with opportunities to lead.
6	Make sure that you have an administrator or supervisor meet in the beginning with the co-teachers to discuss what is	Co-teachers need to continually meet after lessons or a units and have an after action report to discuss what worked and

	<p>expected of both parties and periodically check in to make sure they are comfortable with the exchange of responsibility. It is too easy for someone with an aggressive personality to take over the lead role and someone with a quiet or non-confrontational demeanor take a back seat and bend to the other teacher's wishes more than they would like to. Human nature is interesting and it would be rare to find co-teachers that completely split the responsibility of planning 50-50 and are completely sharing equal authority.</p>	<p>what did not. Each time they will be able to tweak their ideas of how to co-teach effectively. They may find out that they are not calling upon one of the teacher's strengths enough or that one of the teachers is continually taking the lead too often.</p>
7	<p>Prepare for successful co-teaching by planning together with the goal of curriculum access for a classroom for diverse learners. First, the general education teacher and special education teacher should discuss the big ideas in the unit and decide on desired outcomes. At this point teachers use varied expertise to decide what accommodations or modifications may be needed for each learner to be successful. Being proactive allows teachers to come up with strategies other than simply requiring less of the struggling learner, which is what is usually used when the approach is reactive. Planning also involves teachers determining how the unit will be implemented and what resources will be used.</p>	<p>Get to know one another. An inventory that is useful is the S.H.A.R.E. (Sharing Hopes, Attitudes, Responsibilities, and Expectations) worksheet by Murawski & Dieker (2004). It contains various questions such as "My attitude/philosophy regarding teaching students with disabilities in a general education classroom is: _____". "First, it is filled out individually. Then each co-teacher reads the partner's responses. After that she writes down thoughts on what the partner has written. Co-teachers then come together to discuss responses. The goal is to agree, compromise, or agree to disagree. By getting to know one another, a relationship of trust and respect can be formed.</p>
8	<p>Keep the lines of communication open and be flexible and understanding with each other. Both teachers are professionals who I'm assuming want the best for the students they interact with on a regular basis.</p>	<p>Set up your nonnegotiable's early on so that each teacher understands certain expectations from the other one.</p>
9	<p>Utilize each other's strengths and weaknesses! Think about your students' learning styles and how your strengths as a teacher can best meet their needs. Also take time to learn from each other. If your partner is an excellent science teacher, and that has always been your weakness, then take time to observe your partner and use him/her as a resource.</p>	<p>Always keep an open line of communication, and don't be afraid of confrontation. If an issue arises, remember your partner cannot read your mind. Be open about your concerns, and address them before they turn into larger issues. This will prevent you from resenting your partner, and will lead to solutions.</p>
10	<p>Inform your co-teaching partner of your pet peeves. Since you will be sharing physical space, materials, and ideally planning time, it's important to avoid unnecessary conflict by voicing the little things early on in the professional relationship. For example, one of my classroom pet peeves is a disorganized teacher work space. If we are sharing a desk, I will be a much happier person if my co-teacher keeps his/her materials tidy.</p>	<p>ADVOCATE for co-planning time! In my experience, unless I am highly vocal about this it doesn't happen. Be firm about your need for dedicated time to co-plan without meetings or other distractions. The co-teaching partnership will only be effective if this is in place.</p>
11	<p>Value each other's expertise.</p>	<p>Strive for equity in planning and instruction.</p>
12	<p>Ensure you and your co-teacher have a shared mindset and vision about the classroom goals and each student's outcomes. If you are the special educator, spend time delving into the mindset of the general educator, asking questions</p>	<p>Create a schedule of check-ins that will address the ongoing collaborative planning, instruction, and assessment of all students in the room by both teachers as well as individual and collaborative goals in your development as co-teachers.</p>

	<p>about their views and roles, and helping foster in them (if not already present), that they are responsible for the success of all students in the room--which is exciting! Even if these students have IEPs or are diverse learners, they are the difference between this student succeeding or not succeeding. Clarify roles and responsibilities at this time, including that the general educator teacher is a key component and presence on the IEP team and in developing a plan that will support the success of all students. Simultaneously, present yourself as a resource to support students who are struggling or for whom the general education teacher is struggling to support.</p>	<p>At the onset of this relationship, share strengths and weaknesses and include these in the plans to address the needs of all students. Create an accountability-buddy system to ensure you are both remaining open-minded to change, sharing struggles with specific students, and addressing conflict with each other when it arises. Reflect on your progress towards your individual and shared goals as co-teachers quarterly (or weekly), and provide feedback to improve the classroom to each other.</p>
13	<p>Understand the strengths and weaknesses that you and your co-teacher possess. This way, you can plan a lesson where your weaknesses are undermined by your positives in a way that most benefits the students.</p>	<p>Be open to different teaching methods than what you're accustomed to. When co-teaching there is a good chance that the other teacher might have a different method of getting across to the kids than you do. Be open to that other method, because who knows, maybe you will learn to incorporate that style of teaching into your own lessons.</p>
14	<p>Make sure the parents are involved in the process. Too many times I have seen upset parents because they are not informed of different things that may be going on in the classroom. In my classroom I make sure to send out weekly emails that describe the different events and lessons that will be going on for that week. This also gets sent out to the special education teachers, administrators and support staff in the building so everyone is on the same page. Using apps such as Bloomz or Class Dojo helps keep parents in the loop while incorporating technology. I have personally used Bloomz to schedule my parent teacher conferences and it makes this process so much easier! Here are the websites for the apps I mentioned earlier:</p> <p>www.bloomz.net www.classdojo.com</p>	<p>Keep all teachers involved on the same page is crucial to successful co-teaching. In our school our gen ed teachers fill out weekly learning targets that are sent to our sped teachers to make sure that everyone knows what lessons will be taught when. At first when when we were asked to fill these out I thought it was just one more thing for us gen ed teachers to have to do. However after speaking with one of our sped teachers I realized that it was so important for them when planning lessons and pushing into our classes. I could also tell a huge improvement in student performance once everyone was on the same page. I have attached examples of these sheets to my weebly site under "other resources" for you to check out at your convenience!</p>
15	<p>Make the time to co-plan. If the time is not already allotted, make sure to regularly schedule the time to meet and stick with it. This time is valuable for both teachers to become familiar with the curriculum that will be presented, what responsibilities each teacher will take on, and what disability-specific teaching adaptations need to be made. When co-planning is routine the general education teacher and the special education teacher are able to build a relationship of communication and trust. If time for co-planning is not a main priority for one or both of the co-teachers, effective instructional skills may not develop in the classroom in addition to the general education teacher may assume the role of lead teacher while the special education teacher falls into</p>	<p>Keep open communication. Provide effective feedback and be open to feedback. Both teachers should feel comfortable sharing ideas with each other. When working with the general education teacher, there are times when the curriculum may not meet the needs of all the students. Being able to share ideas and not be afraid to advocate for the students with disabilities is important. While the general education teacher is likely preparing the content lessons, it is important that the special education teacher is providing a voice and vice versa for the general education teacher. Making sure that both teachers are listening to each other and effectively responding so that the students get what they need is important, but it is</p>

	<p>the role of instructional aid and a true working relationship has not been built. This is detrimental to the learning of all of the students.</p> <p>Mastropieri, M.A., Scruggs, T.E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. <i>Intervention in School and Clinic</i>, 40(5), 260-270.</p>	<p>also key to building and maintaining a functional working relationship.</p> <p>Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. <i>Exceptional Children</i>, 73(4), 392-416.</p>
16	<p>Co-teaching must be a partnership as discussed in the articles we read as well as in the Podcasts. In this partnership the roles of each teacher need to be considered, discussed and defined. Some questions to ask as the two teachers are creating this partnership, what are each person's strengths and weaknesses, how will planning of each lesson be done, assessments, and expectations? In this collaboration the two teachers should ideally come to the conclusion that is a shared responsibility in each and everyone of these areas. The two teachers partnership will show the students both teachers are equal authorities.</p>	<p>Co-teaching must also be an opportunity to learn from one another and about one another. If co-teaching is new it is important for the special education teacher to begin by scheduling meetings and get to know the general education teacher. No teacher wants to feel like they are being criticized or that their class is being high-jacked. Co-teaching needs to be a time of sharing, learning, and listening; without these components the teachers cannot be successful, and neither will the students. It is important to include time for collaboration and this may mean going to administration and explaining the need for the teachers to be able to plan and work together. Interpersonal communication is key in co-teaching, and the communication really needs to be at a transitional level as much as possible; a sharing of ideas, thoughts, planning, and an understanding of expectations for everyone.</p>
17	<p>The last trimester of this past school year, my 3rd grade team kept a Google doc that Title, SpEd, & general education teachers could all access. One of the 3rd grade teachers put in any schedule changes on behalf of the 3rd grade teachers, and the SpEd service teachers could add any temporary changes in service. We included the testing dates for MAP, KITE & AIMSweb and noted which teacher would assess which kids and where. This saved us time emailing about dates and changes, and let us keep our meeting times focused on the skills being taught that week and how we would include/reach our students.</p>	<p>While co-teaching 1st grade Math as a Title para, the general education teacher and I had a lot of success with a 1 teach, 1 assist model. Common core requires a lot of thinking about thinking as well as manipulating numbers. One of us would teach the lesson, and the other would ask questions as if we were the student. That gave us the opportunity to model aloud the thinking needed to be successful with that skill. This could be modified as being a "voice" for students who are too shy to ask their question, or give an opportunity for a student to teach me the right way to solve a problem. Some kids might think you are a little silly at first, but they soon picked up on the math vocabulary. As teachers, we met and predetermined who would teach which lesson, and the responsibilities felt equal.</p>
18	<p>Learn their love language and make lots of deposits. Every relationship has a metaphorical bank account. We make deposits by taking positive actions such as following through on commitments, recognizing and praising people's work, doing acts of service etc... We made withdrawals when we make asks of people such as asking people to try new things, giving critical feedback, or requesting something</p>	<p>Mid-Year or Quarterly Stepbacks. Schedule time at mid-year or even better once a quarter to have a stepbck, a meeting intentionally designed to celebrate and reflect on successes and identify and respond to challenges. These meetings typically take a little longer so if possible, arrange for a substitute or meet outside of school</p>

	<p>be completed. To set up a co-teaching relationship for success it's important to monitor the level of the metaphorical bank account and make sure you spend time making lots of deposits before you withdraw (you can't withdraw from an empty bank account). One of the best ways to make deposits is to learn your co-teacher's love language (http://www.5lovelanguages.com/profile/) and appreciation language (http://www.5lovelanguages.com/profile/appreciation/), you could take the 5-minute test with them or just try lots of different strategies until you find what works or resonates most with them. Small acts of service (e.g. making copies), gifts (e.g. starbucks coffee, favorite pens, etc...), words of affirmation (e.g. shout out at faculty meeting, private thank you note), spending quality time together (outside of school or making a few minutes to chat about not work related topics) can be highly impactful deposits that can build and sustain a co-teaching relationship.</p>	<p>hours. Stepbacks can be as formal or informal as you like. Potential protocols and activities to use during a stepback:</p> <p>a. 2x2- You and your co-teacher each come to the meeting having completed a 2x2 form. The meeting is spent discussing the 2x2 forms and generating solutions, compromises, and next steps. 2x2 form = list two things you're doing well (with regards to co-teaching), two things you'd like to improve on (with regards to co-teaching), 2 things your partner does well (with regards to co-teaching, two things you'd like to see them improve on (with regards to co-teaching).</p> <p>b. 1x1- list one piece of affirming and one piece adjusting feedback for your partner. The meeting is spent discussing the feedback and generating solutions, compromises, and next steps</p> <p>c. Revisit vision for co-teaching constructed at beginning of year. For each component, discuss examples of how you are and are not living out that vision. Based on that discussion, establish goals or next steps for how you would like to more fully live out that vision</p> <p>d. Consultancy protocol- select a challenge you are currently facing in the co-teaching relationships (e.g. unequal responsibilities, difficulty using model other than 1 teach 1 assist, low student performance) and go through consultancy protocol to more thoroughly explore challenge and potential solutions</p> <p>e. Stoplight. Draw a large traffic light on a white board or poster paper. Using post it notes or writing directly on the paper generate things you want to stop doing (red light), modify (yellow light), and start or keep doing (green light).</p>
19	<p>You must be open minded and flexible to new ideas and strategies. When working with someone else you have to share your own expertise but also be open to the other persons ideas and strategies.</p>	<p>You need to be reflective. As two teachers work collaboratively you need be always reflecting and asking yourselves, " Is what we are doing good for both of us?" and "Is what we are doing good for all the students? If the answer is yes then keep at it. If the answer is no you both need to professional figure out how you can change what isn't working.</p>
20	<p>My first tip is to use forms and checklists to determine each teachers views, what they find important, and to help identify the different roles they will have in the classroom. By doing this, the roles and beliefs of each teacher or more defined and more models of co-teaching can be used. By being honest with one another, the teachers can quickly get to know each other, be comfortable, and hopefully be interchangeable.</p>	<p>My second tip for successful co-teaching would be to create a planning document where the teachers can write down a rough plan of what will happen during the week, who will be responsible for each part of the lesson, and the modifications that need to be done including who will create them. By doing this, responsibilities are easily defined and each teacher shares all roles in the classroom.</p>
21	<p>Get to know each other on a personal level. It is so important to know the other person you're working with to establish</p>	<p>Be unified. Co-teachers need to have a set standard in (and out) of the classroom beginning at the start of the year; this</p>

	rapport; knowing their likes/dislikes, pet peeves, their background. This will help with create a comfortable classroom environment and a positive relationship. Thus an open and honest relationship will ensue. Uncomfortable conversations come with the territory, having a great relationship will ease these encounters.	goes for scheduling, grading, behavior expectations, classroom procedures, consequences, communication between school and home. This ensures that the co-teachers are cohesive in their classroom.
22	Planning Preparation- When you are meeting at an agreed upon planning time; find an appropriate place to do so where you can work and you will be less likely to be interrupted. If you are responsible for bringing materials or ideas, have them ready. It never seems like enough time, so preparation will make that planning time all the more valuable.	Planning Roles- During a planning meeting, it is important to establish roles within the meeting. Things to be decided may include taking notes, marking a calendar, bringing materials, or even preparing lessons. Try to distribute evenly so one person is not overwhelmed. The imbalance of work load could cause resentment later.
23	Be flexible and willing to assume equal responsibility for ALL students success and struggles. When students are going to be assessed, planning and implementation needs to happen with both teachers that are co-teaching together. This can happen by communicating student concerns, frequently throughout the week and documenting gains and declines in academic/behavioral progress that is being made with each student. It is important to remember that these students belong to each teacher individually as well.	Communication is the key. Making sure to sit down and plan meeting times for you and your co-teacher, along with, a schedule or agenda with what is going to be discussed. Planning and preparation can happen during these meeting times as well, but it is important to schedule these meetings so that you know what to plan for and when you are going to plan it.
24	Planning: Get administrative support in scheduling common planning periods. Select once or twice a week to use part of a period for planning.	Create signals with students that are consistent and can be used by either teacher to aid in transitions, to gain attention, or to make an announcement. Consistency and structure are important to classroom management. The co-teachers can create signals that they use with the students that are consistent, this will aid in transitions, and to gain attention of a students or your co-teacher.
25	Be intentional about communicating. Partnership will not occur if educators' are not willing to be vulnerable in sharing successes and areas of improvement in themselves/ in the classroom. Partnership will not occur unless educators' are actively expressing concerns, ideas, or potential solutions. Through communication, co-teachers can establish vision, roles/ responsibilities, planning, instruction, and assessment. Effective communication requires frequency, listening, and discipline.	Plan for ALL students. Co-teachers must actively work in developing an inclusive culture within their classrooms that fights against "mine" / "yours" in regards to students population. Co-teachers must partner together to provide a wide range of instructional options for students with and without disabilities.