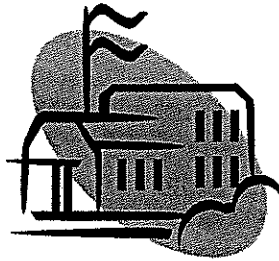


Finding the Time

- **Hire substitutes.** Floating subs can be available on a rotating bi-weekly basis for collaboration and co-planning to occur. Subs can cover duties and non-instructional responsibilities. Two subs can be hired for a full day or a half-day.
- **Use of Interns.** Internships are becoming very popular on college campuses. Less than the cost of an aide, interns are generally seniors or post-graduates, fulfilling a college requirement before they begin student teaching. They can be available for coverage.
- **Volunteers.** Parents and school volunteers can help in two ways. They can either provide coverage, or act as a guest speaker. Arrange with a volunteer committee to have guest speakers once a month to come in and speak to the class about a career related to your current curriculum.
- **Technology.** Use the phone, fax, e-mail (use a digital camera to have live e-conferences) to communicate.
- **Paraprofessionals.** Use paraprofessionals to monitor a practice assignment for 15 minutes, while you meet in the back of the room to plan.
- **Schedule it.** Volunteer to be on the schedule committee in your school. Schedule planning time with your co-teacher. If your partner has a duty such as study hall while you have planning time, agree to meet in study hall 1x per week.
- **Before or after school.** Meet before or after school once a week or once every other week, depending on your curriculum demands.

- **One teacher covers two classes.** A teacher in your department or team shows a film all students need to watch. You combine classes and alternate coverage during the film time to free one of you up to meet with another teacher.
- **Other professionals teach a class.** Guidance department meets with your class to cover their developmental guidance curriculum, or the school social worker does a lesson on problem solving.
- **Professional Development Time.** Use some of your professional development time to create co-taught units.
- **Rethink Faculty Meetings.** Are there some items that can be bulleted in a memo, freeing up 15 minutes for collaboration and co-planning to happen?
- **Summer Curriculum Writing.** Is this available for you to use to plan or collaborate to preset the year? Can you write a curriculum that will be based on two teachers in the classroom?
- **Release time.**
- **Lunch together**
- **Found time.** Snow days, assemblies.



SAMPLE

Dear Parents,

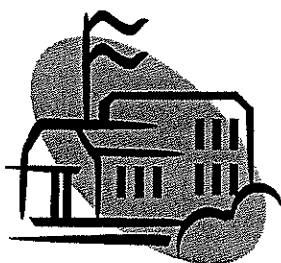
We will be co-teaching your child's class this semester and want to share some information with you about this class. Co-teaching is an approach that involves two professionals teaching the same class together by sharing their expertise with the students. Co-teaching is being used in schools across the country as a way to meet the diverse needs of students in today's classrooms – from students who may need some extra support to those who may need extra challenge to stay engaged.

We each possess different areas of expertise and will be collaborating to ensure that students' needs are met. We will be co-planning together on a regular basis, as well as co-instructing. Sometimes we will both be in the front of the class sharing instruction, while sometimes one will take the lead while the other circulates to help individual students. There may be times when we divide the class into two or more groups so that students can have greater opportunities for participation and individualization. We will take turns with various roles in the classroom so that students understand that we are both teachers with equal authority and expertise. We will also be working together to assess student learning and make grading decisions.

We are very excited about the opportunities co-teaching will provide to the students in this class. If you have any questions about co-teaching or specific questions about your child, feel free to contact either of us by phone or email.

Sincerely,

Copyright 2012 Beninghof & Kunkel



SAMPLE

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Sincerely,

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Parent Survey

Directions: We would like your feedback on the co-taught class(es) in which your child has participated. Please take a moment to circle the number that best describes your opinion, and return the survey in the envelope provided.

- 1 – strongly disagree
- 2 – disagree
- 3 – neutral
- 4 – agree
- 5 – strongly agree

1. My child enjoyed having two teachers in class.	1	2	3	4	5
2. My child received more assistance by having two teachers in class.	1	2	3	4	5
3. My child benefited from being in a co-taught class.	1	2	3	4	5
4. I would like my child to have more co-taught classes.	1	2	3	4	5
5. I was adequately informed about the co-teaching program.	1	2	3	4	5
6. Communication with the teachers in the co-taught class was sufficient.	1	2	3	4	5
7. My child does better in a co-taught class.	1	2	3	4	5

Do you have anything else you want to say about your child's experience in a co-taught class?

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Student Survey

Directions: We want to know how you felt about your co-taught class. Circle the number that best describes your opinion.

- 1 – strongly disagree
- 2 – disagree
- 3 – neutral
- 4 – agree
- 5 – strongly agree

1. I enjoyed having two teachers in this class.	1	2	3	4	5
2. I received more help in this class than in classes taught by just one teacher.	1	2	3	4	5
3. All students were treated as equals.	1	2	3	4	5
4. I liked the variety of activities in this class.	1	2	3	4	5
5. I think I learn more when I have two teachers.	1	2	3	4	5
6. The class is more well behaved when we have two teachers.	1	2	3	4	5
7. I would like to have two teachers in my other classes.	1	2	3	4	5

Do you have anything else you want to say about your co-taught class?

Co-Teaching Grading Questions

- In general, how do you grade students?
- Does effort matter?
- Does participation matter?
- Does attendance count? Punctuality?
- Do you ever grade on a curve?
- Does a student's individual progress enter into the grade?
- Do you give the benefit of the doubt?
- Do you have a rubric for students for every assignment?
- Do you allow extra time? extra credit?
- Do you allow partial credit for late work?
- Do students get a 0 for missing work?
- Does neatness count?
- Is it ever okay to fail a student? A student with an IEP?
- How do you feel about varied options for showing learning?
- If a student does less complex work, can he still achieve an A? If a student does more difficult work, does that automatically mean he receives an A?
- Are students ever graded as a group? Ever graded based on group skills?
- Which accommodations are you comfortable with during test taking? Which cause you concern?
- Do more recent scores in a semester carry greater weight than earlier ones?
- Do students ever grade their own work? Do peers ever grade each other's work?
- Should we differentiate grades based on process, product and soft skills?
- How will we communicate "OUR" grading policy to students? To parents?

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Organizing and Planning for Success - Chapter 6

Considerations for organizing your classroom for effective co-teaching:

Factors to consider for co-teaching	Our customized plan to address each factor
Physical organization of the room	
Classroom procedures	
Classroom climate	
Classroom management	
Classroom Expectations	
Classroom agreements	