

Am I Ready to Co-Teach?

Co-Teaching can create a dynamic learning environment and is a different approach for instructing and teaching students. Please write your response to assist in determining if you are ready for this relationship. Be honest with your responses. After you have completed the survey, meet with your fellow colleagues to share your responses by taking turns reading the responses. After you have read all of your responses, discuss the reactions to the responses.

1. My attitude about teaching students with disabilities in a general education classroom is
2. My areas of strength in my teaching is
3. My areas of weaknesses in my teaching is
4. My tolerance level for activity in the classroom is
5. My tolerance level for noise in the classroom is
6. An obstacle I may have in co-teaching is
7. My biggest concerns about teaching in a cooperative, co-teaching structure is
8. Will I be able to tell a colleague that I disagree or have a concern about a teaching method or strategy during the planning process?
9. How often would I like co-teaching to occur? (daily, a few times per week, for review prior to assessments)?
10. What schedule would best meet the needs of the students and both instructors?
11. Am I willing to participate in training to implement co-teaching?

Thank you for taking time to complete this survey. Please use the remainder of the space on this page to share any additional thoughts, ideas, or recommendations you have for co-teaching practices. Your input is appreciated and will be a valuable tool in working toward enhancing the educational outcomes of all students.

Getting to Know Each Other

Dialogue Starters

Teacher can develop communication skills by learning about their partner. Being a reflective practitioner/educator is paramount for the collaborative process to be effective. The questions below are designed to serve as a starting point for co-teaching discussions.

Directions: Answer the questions below independently and then share with your collaborative partner.

1. What are your rules? What are the consequences?
2. How are students grouped for instruction?
3. What instructional methods do you often use (lecture, technology (Smart Board), class discussions)?
4. How do you communicate with parents?
5. What are your strengths as a teacher?
6. How do you monitor and assess student achievement?
7. What are your student expectations for participation, preparation, and homework?
8. Do you differentiate instruction for struggling students and students needing acceleration?
9. What are your pet peeves?
10. What do you see as your potential role as a co-teacher? Concerns?

My Expectations in the Classroom

Name: _____

Directions: Individually complete this worksheet by listing your expectations for the following topics. After completion, share the responses with your co-teacher and discuss your reactions to the responses.

I have the following expectations for my classroom:

1. Parent communication:
2. Instructional routines:
3. Discipline procedures:
4. Planning for instruction::
5. Physical environment:
6. Differentiated instruction:

7. Data analysis:
8. Learning Centers:
9. Evaluation:
10. Homework:
Other:

After completing and sharing the survey, the co-teachers will be ready to examine and discuss how to reach a compromise on the various expectations. This type of activity can be a forum for a discussion about individual responses to all aspects of classroom practice.

Remember: "You get what you expect!"

Hentz, S. M., & Jones, P. M (2011). *Collaborate Smart: Practical Strategies and Tools for Educators*. Arlington, VA: Council for Exceptional Children.