Building Co-Teaching Relationships

Purpose

This planning tool supports teacher collaboration and co-teaching by articulating shared expectations for collaborative teaching relationships. This document outlines discussion points for discussions aimed at developing a trusting collaborative teaching relationship among teaching teams including: mentor and novice teachers, mentors as co-teachers, and co-teacher. The discussion topics are divided into five sections:

This tool is designed to support ongoing discussions about daily classroom interactions and teaching that build classroom culture. Each section offers prompts for discussions and a space to record decisions and notes.

This form is not meant to be completed in a single planning session.

Rather, every team meeting agenda throughout the year might include one or more of these topics. In this way, each topic is revisited several times throughout a school year or semester. Teaching teams should plan to revisit and revise each section periodically based on the length of the collaborative teaching assignment (e.g. one semester or one year) and as needed when events arise that prompt a needed clarification or change.

Note: Edit the prompts in gray and add sections that are relevant to your context.

Section 1: Team Communication - Values

The foundation of partnerships are comprised of clear communication and a willingness to address the uncomfortable. The purpose of this section is to outline the teams' interpersonal communication plan.

A word that describes you as a teacher	
The part of teaching you enjoy most	

A few people or ideas that have influenced your teaching most	
Philosophy towards teaching students with disabilities	Engaging with students to ensure their accommodations are met, they feel included, and feel comfortable expressing themselves within the classroom environment.
Strengths we bring to the classroom	Dependability, Dedication, Engagement
Areas of needed co-teacher support	Managing behaviors & Small group instruction
Hopes/Vision for students, teaching, and co-teaching	For students to be able to not only grow in their knowledge of history but also grow in confidence of themselves. I hope to provide enough opportunities across the year for students to practice their public speaking skill.
How we will keep hope alive	Finding ways to relieve pressure and stress to minimize burnout and continuously look for strategies to connect with all my students.
Fears/Worries	lack of time for class lessons
How we will alleviate each other's fears/stress	addressing each others concerns and questions, discussing and planning collaboration for class instruction, maintaining open lines of communication
Best way to be approached during a disagreement	being open and direct about disagreements while maintaining a cordial exchange to find a cooperative solution

Section 2: Meeting and Teaching Agreements

Agreements are an agreed upon set of actions or guidelines that help a team to shape the interaction among team members. The purpose of this section is to outline the team's meeting and teaching agreements.

Co-planning schedule	talked about and planned at the start of each month and meeting to discuss progress and modifications at the end of
Co-planning meeting - rolling agenda	start of each week for 10 minutes
Responsibilities for classroom set-up and clean-up	
Communication Method (email, text, Slack) Expectations (timing, frequency)	

Section 3: Systems

Systems refer to the methods used to store and share information. The purpose of this section is to establish systems that allow both educators easy access to all relevant instructional and student materials.

Location and organization of lesson plans	Google classroom, Google Drive, and bin by the teacher's desk. Sub folder in teacher's desk
Location and organization of instructional materials (digital, apps)	Google classroom, Google Drive, and class materials and instruction folders inside teacher's desk cabinets.
Location of student materials (physical)	lockers and bins by the windows
Location of student grades	locked in filing cabinet

Location of Summary of IEP goals & Accommodations	locked in filing cabinet
Substitute Plans	Sub folder in teacher's desk
(Add)	

Section 4: Classroom Procedures

Classroom routines help to create a smooth running classroom for students and co-teachers. The purpose of this section is to establish common expectations around the classroom routines outlined below.

Student entrance and exit procedures	Rules, procedures, guidelines, and expectations for student entrance and exit would be outlined and practiced in the first few weeks of school. Students will be expected to enter respectful of those ready to learn and open up their journals or grab a worksheet and start the 'Do Now' or 'Aim'. Exit procedures would be calm, quiet, and orderly, students will be expected to remain quiet for students still completing
Community Welcome	Music would be played while students complete work (if the circumstances allow for this strategy), a five minute break would be given in the middle of class to allow students to refresh and stretch.
Homework	Homework will consist of classwork that was not completed during instruction
Bathroom	Students would be allowed to leave for the bathroom only after 10 minutes of class instruction has passed. Students would only be allowed to leave one at a time, unless it is clear that a student has to really use the bathroom facilities. No student would be allowed to leave for the bathroom in the last 10 minutes of class.
Grading student work	Grading student work would be fair and honest. Feedback would be constructive, supportive, and encourage students to reflect or expand on their submission
Absence	Monthly check-ins with parents would be attempted, in the matter of unexplained absence students parents would be notified either via email or phone call
Technology	Technology would be used when necessary, phones would be expected to be turned in and left in a designated bin at the start of class and remain there until the end of class.

Section 5: Community Agreements

Community Agreements are the actions all community members agree to take to build trusting relationships and support each other in productive learning. Community agreements can be created with students. The purpose of this section is to establish common teacher expectations of classroom culture, student behavior and how co-teachers will interact with students and respond to disruptions of community agreements.

Community agreements teachers	Establish and open line of communication with parents, teachers, and students. Questions or suggestions would be encouraged.
Three essential classroom rules	Respectful of each others answers, opinions, views and space Dispute and concerns among students must be brought to the attention of the teacher Open and honest, but respectful, communication with teacher and other students
Behavior expectations	Be respectful of differences and personal space Use respectful and mature tone when answering questions or participating in discussion Be mindful of other peoples strengths and weaknesses
Late procedure	Hold student for a few minutes after class to discuss lateness if it becomes a recurring issue
Technology	Use of technology would be limited to necessity and seen as a tool not an outlet for distraction
Social media	Would not be applicable considering rule regarding phones

Section 6: Co-Teaching Routines Across ALL Lessons

Classroom routines help to create a smooth running classroom for students and co-teachers. The purpose of this section is to establish common expectations around the classroom routines outlined below.

Entrance (15 min)	Teacher 1 - sets up the lesson, greets students, makes sure students are where they are supposed to be and ready with materials to begin learning Teacher 2 - greets students, provides students with worksheets or guidelines to the aim or do now of the day
Homework Review	Teacher 1 - go over homework with class and create discussion when applicable Teacher 2 - review homework and work with individuals who struggled or may have specific personal questions
Opening Teacher Instructs New Lesson (15 min)	Teacher 1 - teaches lesson, answers individual questions Teacher 2 - conferences with students. answers individual questions
Group Work New Lssson (15 min)	Teacher 1 - works with half of the classroom in ensuring group work is being completed, teacher is available for support or questions Teacher 2 - works with the other half of the classroom in ensuring group work is being completed, teacher is available for support or
Closure Independent Work New Lesson (15 min)	Teacher 1 - ensures students understand the assignment at hand, answers questions or concerns while reviewing group work of the day Teacher 2 - walks around the classroom addressing individual needs, questions or concerns
Lesson review	exit ticket or assignment of unfished work as homeow
Testing (consider accommodations)	one summative assessment every other week. Preparation or study guide would be give two days prior to the test. Procedure for test taking would be outlined at the start of the school year, while modifications to the procedure would be brought to students attention the day before the test.

Please note: This document will be revised as the school year progresses.