Preparing to Co-Teach

Actions	Questions to ask yourself or others
Assess the current environment	• What type of collaboration currently exists between general and special education? • Has there been any discussion of inclusion, collaboration, or co-teaching? • How do teachers react when they hear about students with special needs in general education classes? Who reacts favorably?
Move in slowly	• What is our joint understanding of co-teaching as a service delivery model? • May I co-teach a lesson with you? • Are there any areas that you feel less strongly about, in which I might be able to assist?
Involve the administration	• How is the district addressing the LRE mandate and the inclusive movement? • Would our school site be willing to be proactive by including co-teaching? • What discipline areas will we target first? • How will we ensure that support is provided across all content areas, including electives? • Would we be able to count on administrative support, especially with co-planning time and scheduling assistance?
Get to know your partner	• Could we complete a co-teaching checklist to help guide us in discussing our personal and professional preferences? • Are there any pet peeves or issues that I should know prior to our working together? • Do we both have similar levels of expertise about the curriculum and instructing students with disabilities? • How shall we ensure that we are both actively involved and neither feels over- or under-utilized? • What feedback structure can we create to assist in our regular communications?
Create a workable schedule	• How often will co-teaching occur (daily, a few times a week, for a specific unit, etc)? • What schedule would best meet the needs of the class and both teachers? • How can we ensure that this schedule will be maintained consistently so that both co-teachers can trust it? • How will we maintain communication between co-taught sessions?