MUST-HAVES FOR A STRONG CO-TEACHING TEAM

MANAGEABLE TEACHING SCHEDULES

Limit the number of different co-teaching assignments (grade levels and content areas) and co-teaching partners so relationships can be established and grow. Invite teacher input on scheduling and capitalize on areas of expertise and strength.



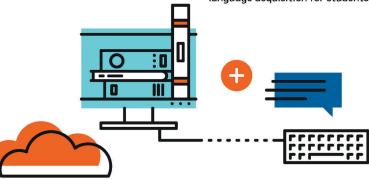
THINKING FOR TWO

Engage co-teaching partners in the opportunity to establish thoughtful co-planning norms, a shared vision for instruction, an equitable division of responsibilities, intentional reflection and effective communication.



PROFESSIONAL LEARNING

Provide ongoing training for co-teaching pairs on how to integrate academic language and make content comprehensible while facilitating language acquisition for students.



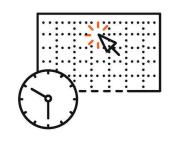
COLLABORATIVE WORK ENVIRONMENT

Establish a supportive working environment in dedicated work spaces for co-teachers to engage in meaningful conversations that recognize the skills and expertise each brings to the partnership and lead to shared roles and responsibilities for all students.



COMMON PLANNING TIME

Schedule time during the school day every week for co-teachers to plan together. Be sure to provide time for each different subject and co-teaching partner so there is adequate time to discuss lessons and assessments. This common prep time is in addition to personal planning time teachers receive.







FEEDBACK = FEED FORWARD

Solicit comments from co-teachers on what is working and fix what isn't. Generate ideas and suggestions on how to improve the district's co-teaching practices so they benefit students and teachers while meeting state mandates. Going above minimum requirements can yield maximum results.

This project was prepared by the NYSUT ELL Subject Area Committee to facilitate co-teaching models for English language learner instruction, however, these recommendations would help strengthen other co-teaching teams, too.