



1

UNDERSTANDING

Introduction

Welcome to co-teaching! We'll start in this first chapter with information about what co-teaching is and how it looks in classrooms today. You'll also find exercises to get you started or, if you're an experienced co-teacher, to help you refine your understanding. Let's begin.

What Is Co-Teaching?

You've found yourself as part of a co-teaching pair, or perhaps you've found yourself as a partner to several other teachers (so, you're a member of several pairs). Regardless of how you came to be involved in such a collaborative relationship, this book is intended to help deepen both your knowledge and expertise. Let's start by defining what co-teaching is. We'll also differentiate it from other teacher collaborations you may have experienced or that may be present in your school.

The definition of co-teaching that will be used in this book is as follows: Co-teaching is a teaching arrangement in which a generalist and a specialist employ their expertise jointly to maximize learning for all students, including those with identified disabilities, language deficits, and other special needs.

With this definition in mind, certain characteristics of effective co-teaching are implied. First, because the teachers must jointly instruct, some amount of common planning time is necessary. (This issue will be explored in greater detail in the coming pages.) Second, both teachers must have a solid grasp of differentiation. “One-size-fits-all” curriculum, instruction, and assessment simply are not compatible with the idea of effective co-teaching.

One of my professional mentors in co-teaching is Marilyn Friend. The following fundamental attributes of co-teaching originate in her work (2007):

- Co-teaching is a service delivery mechanism that includes two or more professionals with equivalent licensure and employment status participating.
- Co-teaching is based on parity; therefore, a parent volunteer, paraprofessional, or other adult who does not enjoy a similar status or salary is generally not considered a co-teacher but is instead considered support personnel.
- Co-teachers share the responsibility for the group(s) of students they serve. So, if I were currently a member of a co-teaching team, the students are not “my” kids or “your” kids, but are “our” kids. This means that both teachers must deal not only with instruction but also with classroom management, grading, and other concerns.
- Co-teaching occurs primarily in a shared classroom or workspace. Students are generally not pulled out to receive instruction in another physical location. This is a critical aspect of honoring the least restrictive environment requirement for students with identified disabilities.

Read the other common definitions of co-teaching below.

- “Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom” (Trites, 2017).
- “The general definition of co-teaching involves two equally qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students. . . . For an instructional arrangement to be considered a co-teaching format, both partners must participate fully in the instruction” (Curry School of Education, 2012).
- “Co-teaching is utilizing two or more professionals with equivalent licensure that share instructional responsibility and accountability for a single group of students for whom they both have ownership” (Wisconsin Department of Public Instruction, n.d.).

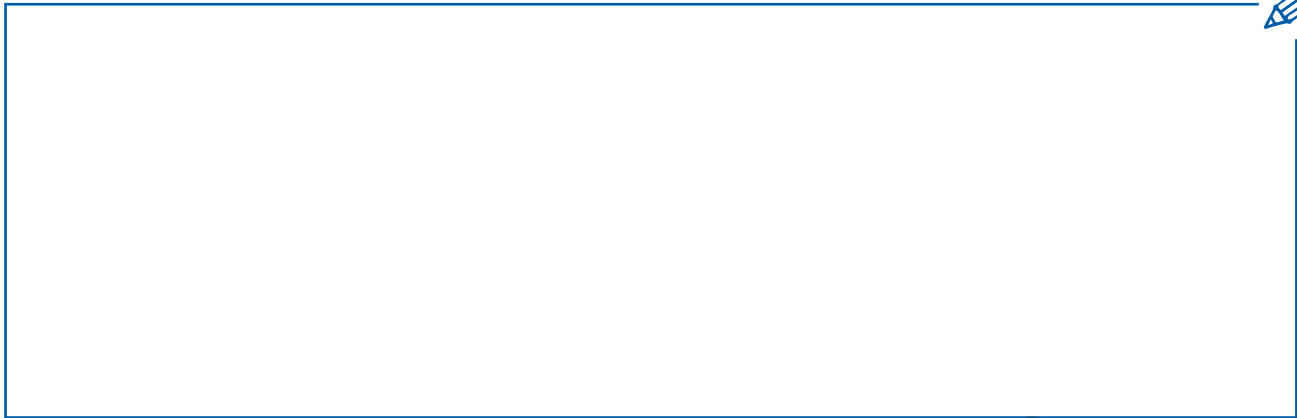
Activity: What's Your Definition?

Complete the Frayer model graphic organizer below independently. Ideally, meet with your co-teaching partner to compare graphic organizers and to generate additional ideas. Once you've completed the Frayer model, try to come up with a shared definition that you both can refer to.

<p><i>Your own definition of co-teaching</i> (Consider all the definitions in addition to what you'd add.)</p>	<p><i>Critical attributes or characteristics</i> (What must be evident? What must be in place?)</p>
<p><i>Examples of co-teaching</i> (Think about what you've seen or experienced in your teaching career.)</p>	<p><i>Nonexamples of co-teaching</i> (Think about things that may look like co-teaching but that are not.)</p>

Source: Adapted from Frayer, Frederick, and Klausmeier (1969).

Our Shared Definition



Benefits of Co-Teaching

Why do schools and systems move to a model of co-teaching? Why upset the apple cart and pair teachers together instead of simply assigning one teacher per classroom as it's always been done? There are benefits that teachers often mention and feel are huge positives, although large-scale research into these benefits remains mixed.

Both academic gains and social/behavioral improvements are often reported anecdotally by teachers, but the hard data has been mixed (as summarized in Van Garderen, Stormont, & Goel, 2012). In a meta-analysis by Murawski and Swanson (2001), the overall mean effect size was 0.40, a statistically significant finding that suggests co-teaching is moderately effective. However, the caution here is the word *moderately*. Because there are so many variables with co-teaching, and because so few large-scale studies have been completed on the practice, sweeping generalizations simply can't be made.

Speaking from my experience as a co-teacher whose classes were filled with overage boys who had individualized education programs (IEPs) in reading, I agree with teachers who see both academic and social gains in co-taught classes. Many of the male students I taught had been written off by other teachers as virtually unteachable, yet my co-teacher and I were able to support them in raising not only their reading levels but also their academic confidence in general. Many of my students started earning good grades not only in our class but in their other classes as well.

Often teachers cite as a benefit the fact that special education students and English language learners get to see, hear, and participate in higher-level academic conversation when in co-taught classes rather than when in pull-out situations. Melissa Eddington, an ELL teacher who has been in co-teaching situations, says that she appreciates her students having peer models of academic vocabulary and standard grammar and

syntax when in co-taught classes. Eddington also notes that her students feel like “one of the rest” in co-taught classes, meaning that they do not feel separated or different. This is a phenomenon I too have experienced; students who would have normally been pulled out for support or who would have had an entirely separate and below-grade-level English class sat right beside their on-grade-level peers in my classroom, and I expected them to fully take part in reading, speaking, writing, and collaboration activities. In most cases, they stepped up to the plate with energy and enthusiasm.

Students without specific disabilities often get to experience differentiation and collaboration differently when in co-taught classes. Anabel Gonzalez, an ELL specialist who has worked as part of two co-teaching teams, notes that regular ed students often benefit from literacy strategies employed in co-teaching that may not have been used by the regular ed teacher alone. I agree; innovation benefitting all students is often a realized benefit. Co-teaching pairs often report to me that sharing innovative ideas between them is one of the best features of the relationship.

Deeper understanding and increased empathy are benefits that are also often cited in the research. As a co-teacher myself, I witnessed my general ed students being incredibly kind, patient, and collaborative with my special needs students, even those who had conditions (like Tourette’s syndrome) that made it difficult for whole-class or group work to flow smoothly at times. I also saw my special needs students grow in assurance and participate equally and brilliantly in academic tasks with their non-special needs peers.

Some research studies report positive results and mirror my own experiences. For example, students with disabilities served in inclusive settings showed improvement on standardized tests as well as increased social and communication skills (Power-DeFur & Orelove, 1997). They enjoyed more frequent and higher-quality interaction with peers and, by some measures, were better prepared for postschool academic and work experiences (Power-DeFur & Orelove, 1997; Sharpe, n.d.).

Van Garderen and colleagues (2012) summed up the findings well when they said that there is a trend toward positive outcomes from inclusion or push-in models, but even when outcomes seem mixed, we should not interpret this to mean that a model is “bad.” They suggest that lesser outcomes simply mean that more typical practices in some situations, like pull-out services, may be just as effective in supporting students.

Justin Garcia (2018b), an ELL co-teacher, presents a compelling argument for how co-teaching can benefit both teachers and students:

I’ve only been co-teaching for a few months, [but] I’m already seeing the huge benefits of this model on language learners and teachers. Teachers have become more collaborative in their day-to-day practice, and students have benefited from having content and language instruction interwoven throughout lesson activities. . . . Another colleague pointed out how having me be present in her classroom has helped her learn unique ELL strategies that she has never thought of before. Too often

are we left in our classrooms to our own devices with our doors shut. As we know, teaching is a highly collaborative profession; new methods and research are constantly developing every year, and it can be difficult to keep up to date with all of the modern jargon. Collaborating with colleagues eases this load as research and methods are shared and practiced together instead of individually.

Ashley Blackley, a first-grade co-teacher, offered a personal observation via e-mail about how co-teaching benefits students: “The best part about co-teaching is that the students have no idea why they are in the class. They aren’t being pulled out and embarrassed that they receive support. And they also never miss important content that they need to be there for.”

The key idea from the mixed research is that co-teaching is one of several options that may work well in serving special needs students. School leaders must determine when, why, and how co-teaching might work and for whom it might be best.

Activity: The Benefits of Co-Teaching

Reflect on what you just read. Envision your class(es) and think about what you see. Record your ideas below.

<i>Benefits I would like for my special needs/ELL students to realize:</i>	<i>Benefits I would like for my regular ed students to realize:</i>

Additionally, you may want to think about how you will benefit from having another teacher in the room with you. For example, do you look forward to learning new instructional strategies? Jot a few ideas below about how co-teaching will benefit you as a professional.

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Co-Teaching: What Does It Look Like in Today's Classrooms?

Educators know that classrooms of today look different from the past in many respects—the technology used, the seating and other furniture in the room, even the clothing the students wear and the slang they use in speaking with each other. However, many things appear unchanged from a century or more ago, most notably the fact that often one adult stands at the front of the room, speaking to a large group of students who nod, listen (or pretend to listen), and write things down periodically, sometimes after a reminder from the adult to do so.

Co-teaching classrooms look remarkably different from the traditional classroom in which one teacher works mostly independently. In today's classrooms, there are quite a few different co-teaching partnerships, even though the most common and well-researched one is the one between a generalist and a special education specialist. The most common forms of partnerships are described briefly below.

General Ed and Special Ed Partnerships

The longest-standing and most well-researched type of partnership is the one in which a general education teacher and a special education teacher are paired together. This partnership may look different based on the grade levels and licensures of each teacher, but at its core, it is simply this: One teacher is trained and/or has experience in teaching large groups of students, and the other is trained and/or has experience in focusing on individuals and their unique needs according to a specialized educational plan (such as an IEP or 504 plan in the United States).

The intent of this kind of partnership is to make it possible for students with identified disabilities to fully access the general curriculum while also benefiting from specialized instruction that is legally required and that is also recognized as effective instruction. In other words, this type of partnership makes it clear that both disabled and nondisabled students deserve the best instruction they can get, period, and that by having two teachers collaborate, both populations will be well served in the classroom. In this partnership, both teachers are responsible for instruction and assessment. The generalist may be the one who assumes the content leadership role and/or plans most of the curriculum, while the special education teacher's usual role is to be a strategy expert. He or she can often provide an abundance of ideas about adapting the lesson for a wide range of learners and can serve as an expert on how to reach individuals when it seems no strategy used thus far has worked.

General Ed and ESL/ELL Partnerships

Perhaps the next most common co-teaching arrangement is that of a generalist and a specialist in English language learning. The intent of this type of partnership is similar to that of the generalist and special education specialist: It is

fundamental to both types of setups that no student be excluded from the regular curriculum because of a disability or (perceived) deficiency. The lack of full fluency in oral or written English should not hinder any student from participating fully in the general curriculum. In this partnership, as in the one described above, the generalist may be mostly responsible for curriculum matters like creating the learning goals, pacing the content, and ensuring full coverage of standards, while the English learning specialist might best contribute how to teach domain-specific vocabulary, how to provide language scaffolds and other supports, and how to incorporate plenty of oral language practice in lessons.

General Ed and Interventionist Partnerships

Partnerships between generalists and interventionists (for example, reading specialists) are still rare, but with staffing and funding changes in the last decade, these arrangements seem to be more common. The combination of the generalist and specialist allows each to contribute his or her expertise, as in the previously mentioned partnerships. The specialist may find that working with larger groups of students is quite a change because many are accustomed to small tutoring groups or working one-on-one with students. However, specialists are often able to share specific small-group strategies or highly specialized strategies for specific disabilities. This kind of expertise is often a wonderful complement to the “mass audience” kind of instruction that general education teachers are well schooled in and sometimes rely on too much.

General Ed and Specialist Partnerships

Growing in frequency is the co-teaching relationship that pairs a specialist like a technology integration or arts integration person with a general ed teacher. The specialist has specific, unique expertise that can well complement the expertise of the other teacher. In these relationships, the specialist may be partnered with more than one general ed teacher. For example, a technology specialist might work with one or two entire grade levels. This type of arrangement requires extremely careful planning.

General Ed and Paraprofessional Partnerships

As cited earlier (Friend, 2007), *co-teaching* is a term technically applied to two professionals who are equally licensed, and thus paraprofessionals are not considered co-teachers. They are considered support personnel. However, as staffing and funding challenges force administrators to become increasingly creative in how they structure teaching, these types of partnerships are cropping up more frequently. This type of relationship, by law and by licensure, is not a relationship of parity; the licensed teacher has responsibility for instruction and assessment. Parallel teaching and team teaching are generally not options for this pair because the credentialed teacher is the clear content expert.

Activity: Taking Stock

Complete the following together as a co-teaching team.

Teacher #1

I am a(n) _____ teacher. (What do you most frequently call yourself? For example, I would say, "I am an English teacher.")

Teacher #2

I am a(n) _____ teacher. (What do you most frequently call yourself? My former co-teacher Sandie would have said, "I'm a special ed teacher who works with students who are identified LD.")

Teacher #1

The best thing I bring to this partnership is _____

Teacher #2

The best thing I bring to this partnership is _____

Teacher #1

What are three things you're looking forward to this year?

- 1.
- 2.
- 3.

Teacher #2

What are three things you're looking forward to this year?

- 1.
- 2.
- 3.

Co-Teaching Structures

The most common names for the ways that two teachers partner together originate in the work of Lynne Cook and Marilyn Friend in 1995 and have appeared in many subsequent sources. The names of the six structures as first proposed by Cook and Friend are as follows:

1. One teach, one assist
2. One teach, one observe
3. Alternative teaching
4. Parallel teaching
5. Station teaching
6. Team teaching

Consider the descriptions of each of the structures below and discuss with your co-teaching partner. (These descriptions are based on the original criteria from Friend and Cook and on my personal experience in working with co-teaching teams.)

1. ONE TEACH, ONE ASSIST

This particular structure is quite common among co-teachers and is definitely the number one favorite I see among pairs in secondary schools. It consists of one teacher leading instruction for the whole group while the other teacher circulates and helps students better understand and actively engage. The teacher assisting may provide hints, cues, and additional, more probing questions. He or she may also restate or rephrase what the lead teacher says so that students better understand. The assisting role should not be used primarily for behavior monitoring, although the assisting teacher can (and should) redirect students who are off task or disengaged. The assisting role should also not be one that I call a “glorified aide.” In other words, the assisting teacher should not be stapling papers, creating bulletin boards, or other such menial tasks. At all times, the assisting teacher should be working to advance student understanding.

2. ONE TEACH, ONE OBSERVE

This structure may initially appear to be similar to *one teach, one assist*, but at its core, it is substantially different. Students remain in one large group while one teacher leads instruction and the other observes the lead teacher, the whole class, individual students, and/or small groups of students. The main objective for the observing teacher is to collect data that will ultimately improve instruction. Therefore, some options for observation include tallying the number of questions posed, recording how many different students are answering, noting who is disengaged and why, analyzing how groups work together, and studying how a struggling student responds during class. As in *one teach, one assist*, the observing teacher must be engaged in productive, data-gathering actions and not menial tasks, or valuable time will be wasted. The use of this structure also necessitates that the teachers meet together as soon as possible after class to discuss and act upon the data that was collected.

3. ALTERNATIVE TEACHING

This structure divides students into two groups, with one group usually being substantially smaller. The large group is led by one teacher as the other teacher works with the small group. The small group receives teaching that is unlike that of the large group (hence the word *alternative*). The small group members may receive instruction designed to prepare them for upcoming content or to reteach prior content that they did not master. The small group formation is ideally based on recent formative assessment data, whether that data is from a formal

assessment or from informal assessment like teacher observation. Two reminders about alternative teaching: one, the formation of groups is flexible and in no way should relegate special needs students to a small group repeatedly; and two, both groups remain in close proximity to each other, preferably still within the same room, so that there is not a stigma associated with being in the small group. In teaching pairs that use alternative teaching often, care should be taken so that one teacher is not always with the small group and the other with the large group. The two professionals should continually demonstrate to students that they work in equal roles.

4. PARALLEL TEACHING

This formation again divides the entire class into two groups, but unlike alternative teaching, in parallel teaching the class is divided basically in half, and very similar (if not exact) content is being taught to each group. The specific methods or materials may differ. For example, Teacher A and Teacher B are teaching an introductory lesson on the replication of DNA. Teacher A uses lecture along with a partially filled-in Cornell notes template, PowerPoint slides, and short video clips with animation to show the process of replication. Teacher B, however, gives each student several pipe cleaners and beads to use as she describes and demonstrates replication. She supplements instruction with some large visuals displayed on the interactive whiteboard.

5. STATION TEACHING

Station teaching involves different areas to which students and teachers move, but it is not like centers, which are often seen in the primary grades. According to Marilyn Friend (Rosenthal & Zindler, 2015), each teacher takes his or her group(s) to various stations at different times; the teachers do not rotate from station to station. In practice, however, many teachers have modified this model and sometimes do indeed stay stationary as groups of heterogeneously mixed students rotate among stations. A common configuration is to have one or two stations where students work independently or with a paraprofessional while the other two stations are staffed by the co-teachers.

6. TEAM TEACHING

Team teaching is what many teachers with whom I work consider the ideal, but it is not always necessary or appropriate. However, when done well, it is incredibly effective. Team teaching is when both individuals teach collaboratively, playing off each other and jumping in on the lesson in what seems like a well-orchestrated waltz. Thus, pre-planning and even actual rehearsal are necessary to make this particular structure work. The co-teachers must be equally confident and competent in the content being presented, in the methods being used, and in the materials and technology being utilized during the lesson.

Reflection Questions

1. Which of the structures seem most comfortable for you?
2. Which structures do you expect that the two of you will use most often? Why?
3. What connections do you see between certain structures and content that you know you'll be teaching?

Conclusion

This chapter lays the groundwork for your work as a co-teacher. You are now familiar with the formal definitions of co-teaching, the various ways two professionals can be paired in co-teaching, and the six basic structures that co-teachers most often use. If you're interested in the history of co-teaching, you'll find a discussion of that in Appendix A. Appendix B contains handy visuals of the six co-teaching structures; you may want to use it as a reference during unit and lesson planning. See the tools and extensions that follow for more helpful information. Best wishes to you on this fantastic journey!

Tool 1 Welcome Letter to Students Template

Dear Student,

Welcome to a new school year! We are thrilled to have you as our student!

You may not have had a class shared by two teachers before. This is called co-teaching. Most of the time, we will be in the room together. You can come to either one of us at any time for help.

We would like to tell you a little about ourselves.

Mr./Ms. (one paragraph)

Mr./Ms. (one paragraph)

(Other information)

Best wishes from us for a spectacular year!

(Signatures)

ELEMENTARY EXAMPLE

Dear Student,

Welcome to a new school year! We are thrilled to have you as our student!

You may not have had a class shared by two teachers before. This is called co-teaching. Most of the time, we will be in the room together. You can come to either one of us at any time for help.

We would like to tell you a little about ourselves.

I (Mrs. Peery) have been a teacher for thirty-two years. I love reading! It's my favorite thing to do in school or at home. I have four pets (two dogs and two cats). My husband and I love spending time with our animals and out on our boat.

I (Mr. Clemons) have been a teacher for five years. I love being in the outdoors. I also enjoy deep-sea fishing. I have a wife, two dogs, and a newborn baby at my house!

We both want you to do your very best this year and are here to support you.

Best wishes from us for a spectacular year,

Mrs. Angela Peery

Mr. Tim Clemons

SECONDARY EXAMPLE

Dear Student,

Welcome to a new school year! We are thrilled to have you as a student in our ninth-grade English class.

You may not have been in a class shared by two teachers before. This is called co-teaching. Most of the time, we will be in the room together. You can come to either one of us at any time for help. Sometimes we'll teach a lesson together. At other times, we may be working with different groups. There are many ways for us to co-teach, and we hope you'll enjoy having two teachers instead of just one for this class.

We would like to tell you a little about ourselves.

I (Mrs. Peery) have been a teacher for thirty-two years. My teaching certification is English. I love reading and writing and have published thirteen books. I currently have four pets (two dogs and two cats). My husband and I live on Lady's Island and love spending time with our animals and out on our boat. On just about any weekend, you can find me taking a boat ride. I also love to cook. Whenever I have spare time, I'm watching cooking shows.

I (Mrs. Merriam) have been a teacher for thirty-six years. My teaching certifications include several areas of special education and also psychology. I live on the north end and love taking walks on the beach. I have one son and two grandchildren, a boy and a girl, who are the light of my life. You will probably hear me talk about my grandkids a lot.

In this class, we will ask you to read books of your choice at all times. That is the main reading requirement. You'll write at least two essays per quarter, in addition to all sorts of writing of your choice. We'll work on reading and writing in a workshop format; you'll learn more about that very soon. We will also read *Romeo and Juliet* this year (it's one of Mrs. Peery's favorite things to teach). There will be some traditional tests in this class, but much of the work is your independent reading and your writing things you choose to write.

Best wishes from us for a spectacular year,

Mrs. Angela Peery

Mrs. Sandie Merriam



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

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Tool 2 Welcome Letter to Parents Template

Elementary

Dear Parent or Guardian,

We are thrilled to have in our co-taught grade class this year! We would like to introduce ourselves to you and tell you a little bit about what we will be doing and learning.

Mr. X has been an educator for years. He has been part of School for years and is looking forward to getting to know your (student) very well.

Ms. Y has been an educator for years. She has been here at School for years and can't wait to work with your child!

Our class is co-taught by the two of us. That means we are both responsible for planning, teaching, and grading. Some of the most important things to remember about our class are as follows:

Please call or e-mail us at any time. We look forward to a successful school year.

(Both signatures)

EXAMPLE

Dear Parent or Guardian,

We are thrilled to have Kesha in our co-taught fourth-grade class this year! We would like to introduce ourselves to you and tell you a little bit about what we will be doing and learning.

Mr. Smith has been an educator for ten years. He has been part of XYZ School for five years and is looking forward to getting to know your Kesha very well.

Ms. Binkley has been an educator for twenty-five years. She has been here at XYZ School for all twenty-five years! She can't wait to work with your student this year!

Our class is co-taught by the two of us. That means we are both responsible for planning, teaching, and grading. Some of the most important things to remember about our class are as follows:

- Students need to read for at least ten minutes every weeknight. Please read to or with your child if possible. We go to the library at least once a week, so your child should always have a book that he or she likes.
- We assign homework only about once a week, usually in math. Please ask your student if he or she has a math sheet to work on.

- We use personal spelling lists and dictionaries, so there are no lists of words to study.
- You will hear from us in a note home, an e-mail, or a phone call if we have any concerns.

Please don't hesitate to call or e-mail us at any time. We look forward to a successful school year.

James Smith

Rene Binkley



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

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Tool 3 Welcome Letter to Parents Template

Secondary

Dear Parent or Guardian,

We are thrilled to have in our co-taught class this year! We would like to introduce ourselves to you and tell you a little bit about what we will be doing in class.

Mr. X is a teacher and has been an educator for years. He has been part of School for years and is looking forward to getting to know your (student) very well.

Ms. Y is a teacher and has been an educator for years. She has been here at School for years and can't wait to work with your student this year!

Our class is co-taught by the two of us. That means we are both responsible for planning, teaching, and assessing learning. Some of the most important things to remember about our class are as follows:

Please don't hesitate to call or e-mail us at any time. We look forward to a successful school year.

(Signatures)

EXAMPLE

Dear Parent or Guardian,

We are thrilled to have Cody in our co-taught class this year! We would like to introduce ourselves to you and tell you a little bit about what we will be doing in class.

Mrs. Peery is an English language arts teacher and has been an educator for thirty-two years. She has been part of ABC High School for five years and is looking forward to getting to know your Cody very well.

Mrs. Merriam is a special education/LD teacher and has been an educator for thirty-five years. She has been here at ABC High School for nine years and can't wait to work with Cody this year!

Our class is co-taught by the two of us. That means we are both responsible for planning, teaching, and assessing learning. Some of the most important things to remember about our English class are as follows:

- Students are to read books of their choice at least twice a week for twenty minutes each time for homework.
- Students are always working on pieces of writing of their choice. We ask that they spend about forty minutes a week working on writing as homework.

- We don't usually send the textbook home. However, we have a class set in our room that we use when we need to. The textbook issued to your student can remain at home or in his/her locker.
- We give students a calendar each month that shows what we're doing in class each day.
- We will go on a field trip in the spring to see a Shakespearean play. More details will be shared at a later date.

Please don't hesitate to call or e-mail us at any time. We look forward to a successful school year.

Angela Peery

Sandie Merriam



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

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Extension 1 Co-Teaching Scavenger Hunt

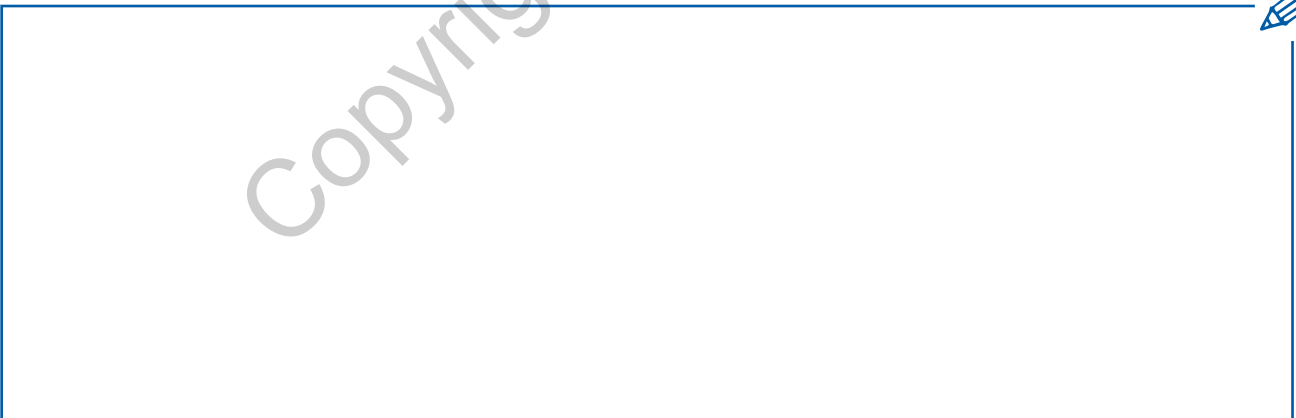
This activity can be done at any time early in the school year when you and your co-teaching partner have about an hour to meet. Ideally you would complete the task together and discuss it all along the way. You may want to assemble these materials into a shared folder, online notebook, or master document to reference for the remainder of the year.

1. Find your school system's mission and vision statements. (Discuss how these apply to your work.)



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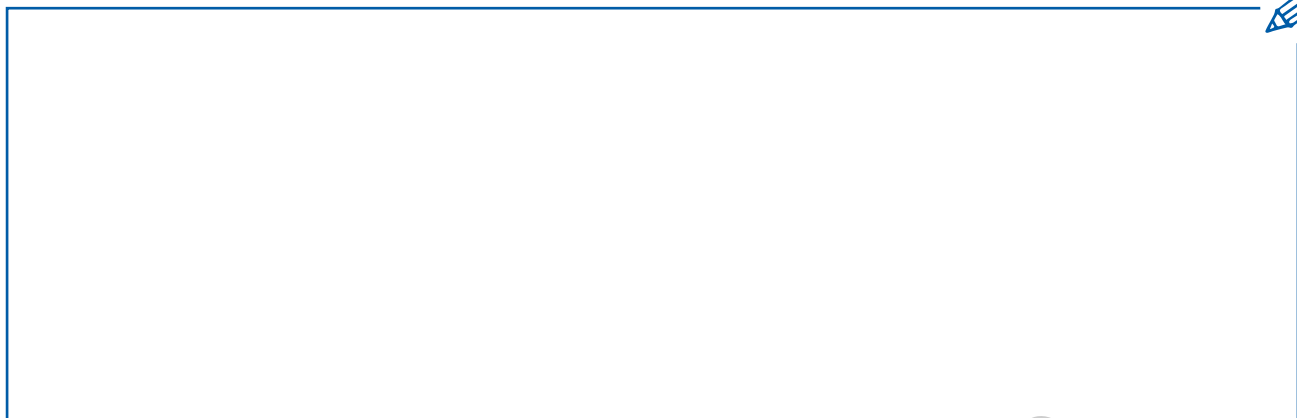
2. Find your school's mission and vision statements. (Discuss how you will make them come alive in your co-taught classroom.)



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3. Make sure you have copies of your school's floor plan and master schedule.

4. What is your school or district's homework policy and grading scale?



5. Where/how can both of you quickly find the phone numbers and e-mail addresses of parents you'll need to reach?



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

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Extension 2 Create a Co-Teaching Vision Board

This could be a fun way to spend an hour after school one day. Put on a pot of coffee or grab your beverage of choice, have some snacks, and dig in! You can work alone or with your co-teaching partner, or you can create an online version of your vision board together on Pinterest!

What is a vision board? A vision board (or inspiration board) is a visualization tool that you can use as inspiration; in this case, it should be a representation of your vision and dreams for your school year. The board should be a collage of pictures, words, quotes, and decoration that reminds you of your passion and purpose in educating the youngsters in your care.

Supplies:

Computer with Internet access and a color printer

Magazines and wall calendars (bring your own or ask the art teacher if he/she has any to spare)

Newspapers (if there are some handy)

Markers, paint pens, stenciling tools

Posterboard, foam board, cork board, or framed/stretched canvas

Glue sticks or rubber cement

Scissors and/or X-Acto knives

Straight pins or thumb tacks

Process:

1. Ensure you won't be disturbed. Put a "do not disturb" sign on the classroom door. Set your cell phone to silent.
2. Play some music to get you into the mood. You may want to play soothing music, or you may want to play something peppy and upbeat.
3. Think about what you want to manifest in your teaching. How do you want to feel? What do you want to impart? What kind of atmosphere do you want to create? You may want to write about these questions before you start creating the board itself.
4. Start looking for words and images that align with your vision. Cut them out.

5. Place the words and images on your board. Move them around and pin or tack them until you find the arrangement you want.
6. Glue the words and images down when you have settled on the arrangement you want. Decorate with markers, paint pens, etc. as you wish. You may want to write favorite words, phrases, or quotations on the board.
7. Display your finished board in your classroom if you wish.



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