



Powerstown Educate Together National School

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POWERSTOWN EDUCATE TOGETHER NATIONAL SCHOOL

Co-Teaching Policy

THIS POLICY HAS BEEN FORMULATED BY POWERSTOWN ETNS TO GIVE GUIDELINES TO TEACHERS IN THE CO-TEACHING MODEL THAT IS IMPLEMENTED IN ALL CLASSES THROUGHOUT THE SCHOOL

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INTRODUCTION:

At Powerstown ETNS the school community has made a commitment that every child will learn, be successful and that every teacher will be responsible for every learner. Teachers, management and support staff have creatively arranged for every student to receive blended services from all school staff.

School management, lead by the Principal, stress the importance of a vision based on the assumptions that

1. All children are capable of learning
2. All children have a right to an education with their peers in their community
3. Everyone who provides instruction shares responsibility for the learning of every child in the school
4. Co-teaching is an organisational and instructional strategy that benefits students, educational staff and schools.

Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction and evaluation for a classroom of students.

Co-teaching is a strategy used in Powerstown E.T.N.S. to make the school more affective. Staff establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome inevitable challenges and problems and anticipate conflict and handle it in a constructive way.

This policy was drawn up by staff of Powerstown E.T.N.S. in consultation with and ratified by Board of Management and circulated to staff. It is also available to read on the school's website by parents / guardians of the children. The objective of co-teaching is to promote inclusive learning that can impact positively upon the learning experiences of both staff and pupils. The purpose of the policy is to document current and future practice on co-teaching. The policy will be reviewed annually.

RATIONALE:

INCLUSIVITY

Creating an inclusive school environment is essential to the ethos of Powerstown ETNS. An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity. The Department of Education and Skills recognises that it is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children.

The PETNS co-teaching model is one method of providing an inclusive educational placement for all students. Co-teaching is effective for students with a variety of instructional needs, including English language learners, children with disabilities, and gifted children.

DEPLOYMENT OF EAL TEACHERS

In accordance with circular 15/2009 the deployment of EAL support teachers within schools is a matter for the school authority (i.e. the Board of Management of P.E.T.N.S.) to deploy this teacher allocation having regard to the proficiency levels of individual pupils involved and in line with their evolving needs. The allocation of EAL support teachers is based on allowing schools flexibility in the deployment of support. It is recommended that pupils receive additional EAL support teaching in the classroom or in timetabled EAL lessons for small groups in addition to the support they receive from the class teachers.

The BOM have decided, under the advice, words and spirit of circular 15/2009, to place some EAL teachers in the classroom and to develop a co-teaching model throughout the school to ensure each child's needs are more appropriately met.

This decision was made with the interest of the pupils at heart and to enable staff to best cater for the individual educational needs of each pupil. Small class sizes increase the focus on language learning and allow for specific EAL provision throughout the day. Research has demonstrated that co-teaching is an effective instructional strategy for enhancing the success of students. This is in line with circular 15/2009.

The commitment of the BOM to co-teaching is clearly evident with the substantial investment the school has made in the school's infrastructure and the installation of internal doors between partner classrooms.

ELEMENTS OF CO-TEACHING:

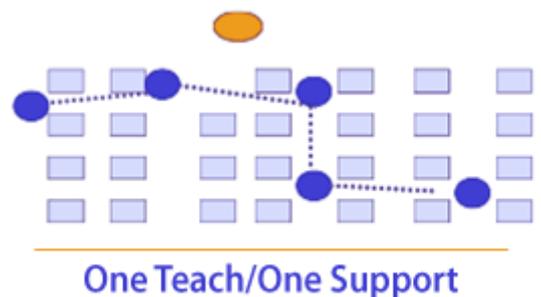
A co-teaching team is defined as two or more people who agree to do the following:

- Co-ordinate their work to achieve at least *one common, publicly agreed-on goal*

- Share a *belief system* that supports the idea that each of the co-teaching team members has unique and needed expertise
- Demonstrate *parity* by alternatively engaging in the dual roles of the teacher and learner, expert and novice, giver and recipient of knowledge or skills.
- Use a *distributed functions theory of leadership* in which the task and relationship functions of the traditional lone teacher are distributed among all co-teaching members.
- Use a *cooperative process* that includes face-to-face interaction, positive interdependence, interpersonal skills, monitoring co-teacher progress, and individual accountability.

BENEFITS OF CO-TEACHING:

- Students develop better attitudes about themselves, academic improvement and social skills
- Teacher to student ratio is increased, leading to better teaching and learning conditions.
- Teachers are able to use research-proven teaching strategies effectively
- Shared expertise among two or more teachers
- Shared responsibility for instruction and management
- Increased opportunity to differentiate for student needs
- Greater social integration among student sub-groups
- Demonstrated improvement in student achievement
- A greater sense of community is fostered in the classroom
- Co-teachers report professional growth, personal growth and enhanced motivation
- Increased job satisfaction can be experienced because needs for survival, power, freedom and choice, a sense of belonging and fun are met.



CO-TEACHING APPROACHES

Teachers implement co-teaching somewhat differently to meet the needs of their integrated instructional styles, and the needs of the students in their care. In P.E.T.N.S. co-teaching is practiced through the following 5 formats

1. [One Teach / One Support](#) More recently, some experts refer to 6 formats based on the division of the "One Teach/One Support" model into two specific models: "One Teach/ One Observe" and "One Teach/One Assist".
2. [Station Teaching](#)
3. [Team Teaching](#)
4. [Alternative Teaching](#)
5. [Parallel Teaching](#)

In P.E.T.N.S. all partners participate fully in all aspects of instruction, each teacher's role is coordinated to contribute to the effectiveness of the lesson. Co-teachers shift roles and focus to match the lesson and target student needs, (i.e. co-teams ensure that one teacher is not always the primary teacher and one is not always in a supporting role)

ONE TEACH/ONE SUPPORT

NOTE: THE ONE TEACH/ONE SUPPORT FORMAT IS SOMETIMES BROKEN INTO TWO SEPARATE FORMATS: "ONE TEACH/ONE OBSERVE" AND "ONE TEACH/ONE ASSIST".

Implementation:

- One teacher leads instruction, while the other provides support to students who need additional help or enrichment, gathers observation data, or provides classroom management.
- Both teachers know the distinct role they are carrying out in the lesson.
- One Teach/One Support is often used when teaching new material/concepts or when one teacher has greater content expertise than the other.

Caution: If used too often with the same teacher taking the instructional lead, the One Teach/One Support format can lead to students seeing one teacher as the authority over the other teacher.

STATION TEACHING

Implementation:

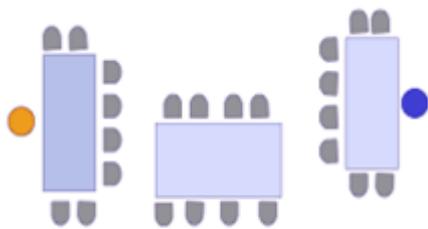
- Each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective.
- Station Teaching is an efficient use of time that allows all students to experience multiple related instructional activities.
- Teachers must communicate to coordinate the tasks and timing at the different stations to support the learning objectives.

Caution: Station Teaching is not used for differentiation purposes as all students participate in all stations.

TEAM TEACHING

Implementation:

- Both teachers "play off" each other while sharing the instructional role.
- When properly implemented, Team Teaching shows clear evidence that the teachers planned together in order to integrate their roles within the lesson.



Station Teaching



Caution: Team Teaching is generally considered the hardest format to implement, as both teachers must be equally prepared and knowledgeable about the lesson content. Teachers who achieve this level of partnership often state their preference for co-teaching in the future.

ALTERNATIVE TEACHING

Implementation:

- One teacher instructs a large group while the other works with a smaller group on different content/tasks.
- Teachers work together to determine the groups and the objectives and expected outcomes, activities, and assessment for the content they are teaching to their individual groups.
- Alternative Teaching is appropriate for enriching or remediating instruction for a small group and is commonly used to differentiate instruction in inclusive or collaborative classrooms.

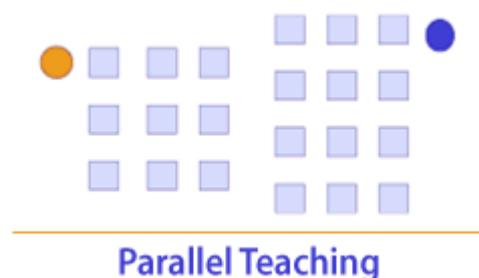
Caution: If the same group of students is always separated for alternative instruction, it works against the benefits of inclusion/collaboration.

PARALLEL TEACHING

Implementation:

- Class is split into small groups with each co-teacher responsible for implementing the same lesson to a group.
- Communication and planning must be done together for the co-teachers to develop the parallel structure and to assure that groups receive the same quality instruction.

Caution: It is preferable to vary the groups and the teacher so that all students see the equal status of the co-teachers.



COMMUNICATION WITH THE CO-TEAM

The underlying key to the success of this co-teaching model is communication. It is imperative that teachers actively participate in professional conversations to enable the implementation of co-teaching.

There are three communication strategies in particular that co-teachers use to communicate more effectively; helping to meet each other's needs, adjusting to each other's learning styles and practice the skill of the process communication model (PCM). [See Appendix 1 for more information](#)

Effective co-teachers must know not only their students, but also themselves and their co-teacher partners. When co-teachers match their communication patterns to meet the communication preferences and personality types of their partners, they can experience increased achievements and satisfaction in that they are doing both individually and jointly.

To help guide co-teaching teams [Appendix 3](#) details possible roles co-teachers can practice to maintain positive interpersonal relationships

CO-TEACHING STAGES AND ROLES

There are four stages of development of a co-teaching relationship; Forming stage; Functioning stage: Formulating stage and Fermenting Stage, Each stage can be experienced more successfully when co-teachers practice the collaboration skills associated with each stage ([See Appendix 2](#)).

To help guide co-teaching teams [Appendix 4](#) details possible roles co-teachers can practice to facilitate goal achievement.

SUPPORT FROM SCHOOL:

- Professional development for staff
- Mentoring
- Time for face to face interaction, time to plan, share and reflect with colleagues during school hours
- Scheduled planning time allocated per teacher from Croke Park hours
- Scheduled evaluation of process with Principal and Deputy Principal
- Planning templates for staff
- Time to set pupil expectations at the beginning and throughout the year
- Adjustments have been made to best meet the needs of the children in the class
- Regular forums for airing concerns and generating viable solutions
- Visits to co-taught classrooms to become familiar with other co-teachers and practices they employ
- Co-teaching planner

THE ROLE OF SPECIAL NEEDS ASSISTANTS:

- SNAs attend planning meetings
- All tasks/duties must be agreed to by the SNA
- It is important that the SNA feels supported and confident in his/her agreed role.
- The duties of S.N.A's are of a **non-teaching nature** (i.e. never should a SNA have a station whereby he/she is leading new learning)
- SNA provides any special assistance required by S.E.N. pupils throughout the school day, while promoting their independence.
- S.N.A. is to be used as a resource in the classroom. However it is important that all activities/stations that SNA works with are something the SNA feels comfortable and confident with.

THE ROLE OF PUPILS:

- Be aware of and agree on their learning targets where appropriate
- Transfer learning strategies acquired in individual or small group lessons to a whole class setting where possible
- Evaluate their own learning where appropriate
- Participate appropriately at independent working stations.

STUDENT'S ROLE AS "CO-TEACHER"

Students are more likely to become a positive co-teacher when their co-teachers explicitly teach how to tutor or work as study buddies. Co-teachers must ensure student tutors enjoy the reciprocity involved in being both teacher and learner. Co-teachers create opportunities for students to develop skills through cooperative group learning so that all members of the group can practice the communication skills involved in teaching others what they know.

Co-teachers who rely on cooperative group learning make sure that students are responsible not only for their own learning but also for the learning of other members of the group. Students are responsible for showing certain social behaviours with their peers. The co-teacher's role shifts from that of a presenter of information to a facilitator of learning. There are five main tasks in a cooperative lesson

1. Clearly specifying objectives
2. Making decision about pacing students in learning groups to ensure heterogeneity
3. Clearly explaining what learning activities are expected of the students and how they will demonstrate positive interdependence
4. Monitoring the cooperative interactions and intervening to provide task assistance or to increase students' interpersonal and group skills
5. Evaluating student achievement and group effectiveness.

See [Appendix 5](#) for Pupil Readiness for Student Co-teaching

ISSUES TO RESOLVE IN PLANNING CO-TEACHING LESSONS

There are numerous organisational, logistical, instructional and communication issues related to role clarification that must be jointly agreed to by members of co-teaching teams.

[Appendix 5](#) highlights discussion points for initial co-planning meeting.

[Appendix 7](#) is the Co-Teaching Roles and Responsibilities Matrix

TIMETABLING:

A minimum of three co-teaching lessons per week are timetabled for English by each co-team. A minimum of three co-teaching lessons per week are timetabled for Maths by each co-team. Co-teams then best decide how to support pupils in class through a mixture of co-teaching and withdrawal support.

All teachers complete timetable and upload same to planning website. ([Click here](#))

PLANNING TIME AND MANAGEMENT SUPPORT:

Management support is essential for the successful and beneficial outcomes of co-teaching. Co-planning meetings are scheduled for both during school and as part of Croke Park Hours. School principal will work consistently with staff to provide systematic professional development, to establish coaching and mentoring opportunities for learning new ways of working together and to arrange master schedules (below and Appendix 8) so that co-teams can teach and plan together.

Team Check Ins				
Helena & Cróna check in with "teams"				
Date	Time	Function	AOB	Hours
Week of 12th September	1.00pm	Check-in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 21st November	1.00pm	Check-in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 20th February	1.00pm	Check-in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 15th May	1.00pm	Check-in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 19th June	1.00pm	Check-in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school

Further check-ins may be timetabled depending on need and resources available to the school.

Team Planning Meetings - Every other Wednesday			
Date	Function	Subject	Hours
07/09/2016	Team Planning Meeting	Agenda as per planning book	1
21/09/2016	Team Planning Meeting	Agenda as per planning book	1
05/10/2016	Team Planning Meeting	Agenda as per planning book	1
19/10/2016	Team Planning Meeting	Agenda as per planning book	1
09/11/2016	Team Planning Meeting	Agenda as per planning book	1
23/11/2016	Team Planning Meeting	Agenda as per planning book	1
07/12/2016	Team Planning Meeting	Agenda as per planning book	1

21/12/2016	Team Planning Meeting	Agenda as per planning book	1
18/01/2017	Team Planning Meeting	Agenda as per planning book	1
01/02/2017	Team Planning Meeting	Agenda as per planning book	1
15/02/2017	Team Planning Meeting	Agenda as per planning book	1
01/03/2017	Team Planning Meeting	Agenda as per planning book	1
15/03/2007	Team Planning Meeting	Agenda as per planning book	1
29/03/2017	Team Planning Meeting	Agenda as per planning book	1
05/04/2017	Team Planning Meeting	Agenda as per planning book	1
03/05/2017	Team Planning Meeting	Agenda as per planning book	1
17/05/2017	Team Planning Meeting	Agenda as per planning book	1
01/06/2017	Team Planning Meeting	Agenda as per planning book	1
15/06/2017	Team Planning Meeting	Agenda as per planning book	1

Please see school policy on teacher planning. All teachers' planning is uploaded to the school planning website ([Click here](#))

All staff are provided with Co-Planner to assist with the implementation of the Co-Teaching Policy.

ASSESSMENT:

Please see school policy on Assessment Strategies.

REVIEW:

Powertown E.T.N.S. Co-teaching Policy will be reviewed annually in May of each year.

APPENDIX 1: SUMMARY DESCRIPTION OF THE 6 PERSONALITY TYPES

HARMONIZER

The base Harmoniser personality character strengths are: Compassionate, sensitive and warm

If your base personality type is Harmoniser, then you are probably appreciated for:

- your warmth in relationships, your ability to nurture, be empathic, create harmony and give to others
- your ability to feel first and take in people and things by feeling about them
- your sensory application and your ability to use your five senses

IMAGINER

The base Imaginer personality character strengths are: Calm, imaginative and reflective

If your base personality type is Imaginer, then you are probably appreciated for:

- your calm, however grave the situation, in which you are able to quietly analyse the different hypotheses or possible solutions
- your ability to reflect and think about humanity. Observing yourself, you don't judge the others too quickly, your imagination for exploring all the hypotheses or possible options

THINKER

The base Thinker personality character strengths are: Organised, responsible and logical

If your base personality type is Thinker, then you are probably appreciated for:

- your capacity for organisation and detailed planning
- your logic in structuring ideas or issues and explaining quickly and clearly to the others
- your ability to take responsibility, making you a welcome person in both your professional and personal relationships

PROMOTER

The base Promoter personality character strengths are: Adaptable, persuasive, and charming

If your base personality type is Promoter, then you are probably appreciated for:

- your charm, born from your direct way of communication and your well-aimed compliments. Even if you may be considered tactless, you are appreciated as a good and pleasant companion
- your extraordinarily resourcefulness and your ability to get back on your feet after any setback. You will always get moving again
- your ability to adapt to any new situation or environment. You like change and are turned off by routine

PERSISTER

The base Persister personality character strengths are: Dedicated, observant and conscientious

If your base personality type is Persister, then you are probably appreciated for:

- your ability to observe and give opinions, beliefs, judgements,... about situations and persons
- your conscientiousness in both professional and personal life. People often admire your moral conduct and your ethics
- your devotion to causes, a political party, your company, etc. and your tenacity in respecting your ideals, principles and values

REBEL

The base Rebel personality character strengths are: Spontaneous, creative and playful

If your base personality type is Rebel, then you are probably appreciated for:

- your creativity: you may find solutions when others saw only problems
- your ability to turn a boring task into a game
- your spontaneity, source of positive energy and enthusiasm for others

APPENDIX 2: CHECKLIST OF SKILLS FOR THE STAGES OF CO-TEACHER DEVELOPMENT

	<p>Skills for the Forming Stage</p> <ul style="list-style-type: none"> • Use teachers' preferred names • Use no put downs • Come to co-teacher meetings on time, and stay for the entire time • Follow through on agreements (show I am trustworthy) • Acknowledge co-teachers for their follow through
	<p>Skills for the Functioning Stage</p> <ul style="list-style-type: none"> • State and restate the purpose of co-teaching • Set or call attention to the time limits • Suggest procedures for how to do the task effectively • Express support and acceptance verbally • Express support and acceptance non-verbally • Paraphrase and clarify • Energise co-teachers with humour, ideas or enthusiasm • Describe feelings when appropriate.
	<p>Skills for the Formulating Stage</p> <ul style="list-style-type: none"> • Summarise what has been said • Seek accuracy by correcting or adding to the summary • Seek connections to other knowledge • Seek clever ways to remember ideas, facts and decisions • Ask co-teachers to plan aloud
	<p>Skills for the Fermenting Stage</p> <ul style="list-style-type: none"> • Criticise ideas without criticising people • Differentiate ideas where there is disagreement • Integrate different ideas into a single position • Probe by asking questions that lead to deeper understanding • Suggest new answers and ideas • Think of new ways to resolve differences of opinion

APPENDIX 3: ROLES THAT MAINTAIN POSITIVE INTERPERSONAL RELATIONSHIPS

Role	Description of role that maintains positive interpersonal relationships	Person Nominated
Facilitator	The facilitator encourages all co-teachers to participate and to carry out their roles. The facilitator summarises outcomes of a discussion before moving on to a new topic and makes sure that co-teachers' needs are met by adding items as required	
Praiser	The praiser lets co-teachers know when they are using collaborative skills that positively impact each other. The praiser is careful to make the praise sound and feel authentic and focused (e.g. "Thanks to [name] for keeping us focused on our tasks!") rather than general comments (e.g. "Good Job")	
Prober	The prober makes sure all possibilities have been explored "What could we include?" "Are there any other ways we could do that?"	
Jargon Buster	The jargon buster lets co-teachers know when they are using terms that not all those who are present may understand, such as acronyms, abbreviations, and so on. This is an especially important role when co-teachers include people from a specialty area that is not familiar to everyone. "Whoops – does everyone now what IEP means?"	
Other	To be added by you and your co-team	

APPENDIX 4: ROLES THAT FACILITATE GOAL ACHIEVEMENT

Role	Description of Role that facilitates goal achievement	Nominated person
Timekeeper	The time keeper monitors the time, encourages co-teachers to stop at agreed-on times, and alerts co-teachers when it is approaching the end of the agreed-on time period. "We have five minutes to finish"	
Recorder	The recorder writes down the decisions made by the co-teachers and distributes copies to each present and absent co-teacher team member within one week's time	
Checker	The checker makes sure co-teachers understand discussion and decisions. "Can you explain how we arrived at this decision"	
Photocopier	The photocopier takes completed minutes from the recorder, copies them, and distributes them to absent and present co-teachers. Sometimes the photocopier makes copies of specific teaching/learning procedures so that all teachers can follow the same strategy	
"Yes, But..." Monitor	During brainstorming sessions, when all ideas are being recorded, the "yes,but..." monitor signals when judgemental or negative statements are made that might thwart the creative process and decrease the generation of ideas.	
Others	To be added by you and your co-teachers	

APPENDIX 5: PUPIL READINESS FOR STUDENT CO-TEACHING

Directions: If you wonder whether or not your students are co-teachers ask your students to check *Yes* or *Not Yet* in response to each of the following statements. Then add the number of responses in each column to discover their current co-teacher score.

We know we are student co teachers when we	Yes	Not Yet
1. Explain instructional goals or objectives of a lesson		
2. Apply a scoring guide (rubric) to self-evaluate work produced		
3. Detect mistakes or misunderstandings		
4. Provide instructional feedback to correct mistakes without giving away answers		
5. Celebrate the successes of students		
6. Communicate with other co-teachers to plan, teach and evaluate lessons		
7. Discuss concerns or disagreements freely with co-teaching partners.		
8. Use a problem solving method when faced with conflicts.		
9. Ask for help when necessary		
10. Add item of interest to your own situation _____		
Total		

APPENDIX 6: CO TEACHING ISSUES FOR DISCUSSION AND PLANNING

Discussion Points	Comments
<p>Time for Planning</p> <ul style="list-style-type: none"> • How much time will we need? • Where will we find the time that we need? • How will we use our time together? • What records can we keep to facilitate our planning? 	
<p>Instruction</p> <ul style="list-style-type: none"> • What content will we include? • Who will plan for what content? • How will we share teaching responsibility? • Who will adapt the curriculum, instructional and assessment procedures for select students? • What are our strengths in the areas of the curriculum, instruction and assessment? • What unique talents, interests, life experiences and cultural heritage(s) do each of us contribute to the instructional process? • How will the content be presented – will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson? • How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching? • How will we assess the effectiveness of our instruction? 	
<p>Student Behaviour</p> <ul style="list-style-type: none"> • If we could have only three class rules, what would those be? • Who will decide on disciplinary procedures? • Who will carry out the disciplinary procedures and deliver the consequences? • How will we be consistent in dealing with behaviour? • How will we proactively address behaviour? 	
<p>Communication</p> <ul style="list-style-type: none"> • What grounds do we want to establish to govern our communication during planning and while teaching? • What types and frequency of communication do we each like to have with parents? • How will we explain this collaborative teaching arrangement to parents? • Who will communicate with parents? Will there be shared responsibility for communication 	

<p>with parents of students with identified special education and other specialised needs, or will particular members of the co-teaching team have this responsibility?</p> <ul style="list-style-type: none"> • What types and frequency of communication do we each like to have with students? • Who will communicate with students? • How will we ensure regular communication with one another? • Who will communicate with management? 	
<p>Evaluation:</p> <ul style="list-style-type: none"> • How will we monitor students' progress? • How will we assess and grade students' performances? • Who will evaluate which group of students – do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students? 	
<p>Logistics:</p> <ul style="list-style-type: none"> • How will we explain our co-teaching arrangements to the students and convey that we are equals in the classroom? • How will we refer to each other in front of the students? • How will teacher space be shared? • How will the room be arranged? • Who will complete paperwork for students identified as eligible for special education? • How will the decision be made to expand or contract team membership? • How will a balance of decision-making power be maintained among co-teachers? 	

APPENDIX 7: CO-TEACHING ROLES AND RESPONSIBILITIES MATRIX

Directions: Insert P,S,E or I to designate level of responsibility. Plan to revise based on changes in co-teacher skills and/or student needs.

Responsibilities	Person Responsible			
	Name:	Name:	Name:	Name:
Develop units, projects, lessons				
Create advance organisers (e.g. concept map, lesson guide)				
Monitor and assess student progress				
Assign grades				
Schedule / facilitate team meetings				
Assign responsibilities to team				
Train team				
Supervise team				
Recruit and train peer tutors				
Facilitate peer support and friendship				
Communicate with management				
Communicate with related service providers (e.g. SLT, OT, Psy etc)				
Communicate with parents				
Develop IEPs / COS Plans				
Other:				
Code Key: P = Primary responsibility S = Secondary responsibility E = Equal responsibility I = Input in the decision making				

APPENDIX 8: PLANNING TIME FOR CO-TEAMS

Team Check Ins				
Date	Time	Function	AOB	Hours
Week of 12th September	1.00pm	Check in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
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Week of 20th February	1.00pm	Check in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 15th May	1.00pm	Check in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school
Week of 19th June	1.00pm	Check in on progress, COS pupils, team dynamics etc	Each team can set agenda for check in	during school

Further check ins may be timetabled depending on need and resources available to the school.

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Date	Function	Subject	Hours
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19/10/2016	Team Planning Meeting	Agenda as per planning book	1
09/11/2016	Team Planning Meeting	Agenda as per planning book	1
23/11/2016	Team Planning Meeting	Agenda as per planning book	1
07/12/2016	Team Planning Meeting	Agenda as per planning book	1
21/12/2016	Team Planning Meeting	Agenda as per planning book	1
18/01/2017	Team Planning Meeting	Agenda as per planning book	1
01/02/2017	Team Planning Meeting	Agenda as per planning book	1
15/02/2017	Team Planning Meeting	Agenda as per planning book	1
01/03/2017	Team Planning Meeting	Agenda as per planning book	1
15/03/2017	Team Planning Meeting	Agenda as per planning book	1
29/03/2017	Team Planning Meeting	Agenda as per planning book	1
05/04/2017	Team Planning Meeting	Agenda as per planning book	1
03/05/2017	Team Planning Meeting	Agenda as per planning book	1
17/05/2017	Team Planning Meeting	Agenda as per planning book	1
01/06/2017	Team Planning Meeting	Agenda as per planning book	1
15/06/2017	Team Planning Meeting	Agenda as per planning book	1