

## Co-Teaching Roles & Responsibilities

General Education/Content Level Teacher	Special Education Co-teacher
<p><b>Beginning of the School Year</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post pictures in the classroom of the co-teacher when he/she was student's age, as well as spouse, children, siblings, pets etc...</li> <li><input type="checkbox"/> Place both teachers' names on the outside of the door indicating that the room is shared.</li> <li><input type="checkbox"/> Provide co-teacher with area for space and belongings in the general education classroom.</li> <li><input type="checkbox"/> Post co-teacher's items of interest on the walls in the classroom (e.g. sports posters, art work, musical interests, hobbies etc</li> <li><input type="checkbox"/> Assign responsibilities to educational assistants</li> <li><input type="checkbox"/></li> </ul>	<p><b>Beginning of the School Year</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the IEP accommodation/modification summary chart for each general education teacher you support so he/she is made aware of the accommodations and modifications needed by the students with IEPs.</li> <li><input type="checkbox"/> Complete the IEP Summary chart for students in each general educator's class so he/she is aware of IEP goals and objectives</li> <li><input type="checkbox"/> Train educational assistants (EAs).</li> <li><input type="checkbox"/> Recruit and train peer tutors</li> <li><input type="checkbox"/> Summarize results of MI profile for all classes you share with the general education teacher (see MI Class Profile)</li> <li><input type="checkbox"/> Develop personal schedules, self-management strategies, visual supports, use of social stories or use of video-self-modeling (<b>and when needed</b>)</li> <li><input type="checkbox"/> Recruit and train peer tutors</li> </ul>
<p><b>Weekly</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine who requires differentiated content and differentiates content in line with state standards. (<b>and when developing student's IEP- if content is to be differentiated recommend making those goals and objectives on the IEP</b>)</li> <li><input type="checkbox"/> Schedule and hold sacred common planning time with special education teacher(s)</li> <li><input type="checkbox"/> Develop assessments for content and EOC standards</li> <li><input type="checkbox"/> Create pre-tests and post-tests and other formative assessments</li> <li><input type="checkbox"/> Coordinates equal access to lesson plans</li> <li><input type="checkbox"/> Develop &amp; document weekly lesson plans to include activities differentiated for all students- ALL students needs are considered when planning the lesson, rather than after the fact.</li> <li><input type="checkbox"/> Develop differentiated instructional activities to address content</li> <li><input type="checkbox"/> Communicate with and assign responsibilities to educational assistants related to their instructional roles.</li> <li><input type="checkbox"/> Assign responsibilities to educational assistants</li> <li><input type="checkbox"/> Communicate with parents</li> <li><input type="checkbox"/> Assign grades to students</li> <li><input type="checkbox"/> Share with students how the co-teacher supports the class and the general education teacher</li> <li><input type="checkbox"/> Create advanced organizers for students (<b>As needed</b>)</li> <li><input type="checkbox"/> Communicate with administrators and/or instructional leaders (<b>Routinely per request or schedule</b>)</li> </ul>	<p><b>Weekly</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine which students (if any) require differentiated content and differentiates content in line with state standards. (<b>and when developing student's IEP- if content is to be differentiated recommend making those goals and objectives on the IEP</b>)</li> <li><input type="checkbox"/> Hold sacred arranged planning time with general education teacher(s)</li> <li><input type="checkbox"/> Modify tests &amp; assessments based on IEP accommodations &amp; modifications</li> <li><input type="checkbox"/> Develop lesson plans with general education teacher and provide ideas for supports, accommodations and modifications to the unit lesson w.r.t. instructional activities, materials, homework, assessments, outside projects (refer to IEP accommodations and modifications) and give input to general education teacher about what works for the students (especially those with IEPs)</li> <li><input type="checkbox"/> Determine differentiated activities to address content</li> <li><input type="checkbox"/> Stay at least one chapter ahead of the students in the content specific book</li> <li><input type="checkbox"/> Communicate with and supervise EAs &amp; peer tutors</li> <li><input type="checkbox"/> Communicate with related service providers</li> <li><input type="checkbox"/> Include co-teacher's name on notes or letters sent home to students' parents (e.g. classroom newsletter, field trip/activity permission slip, note to parents)</li> </ul>

**OVER**



General Education/Content Level Teacher	Special Education Support Co-teacher
<p><b>Daily</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate small groups, oral and re-do on material not mastered</li> <li><input type="checkbox"/> Encourage co-teaching partner to actively and overtly support students without IEPs as well as those with IEPs.</li> <li><input type="checkbox"/> Model respectful interactions when speaking to co-teacher in front of students</li> <li><input type="checkbox"/> Use words such as “we”, “us” and “our” when you would typically use the pronouns “I” and “my”</li> <li><input type="checkbox"/> Routinely ask co-teaching partner his/her opinion in front of students, showing that co-teaching partner’s ideas are valued in the classroom</li> <li><input type="checkbox"/> Implement classroom management plan which includes a system for acknowledgement/ reinforcement for students following the rules and a system for addressing rule violations</li> <li><input type="checkbox"/> Grade student’s class work, homework and assessments/tests</li> <li><input type="checkbox"/> Develops power points and coordinates use of technology</li> <li><input type="checkbox"/> Take care of bookkeeping material beginning and end of class</li> <li><input type="checkbox"/> Ensures active engagement of all students in instruction.</li> <li><input type="checkbox"/> Communicate with and assign responsibilities to educational assistants related to their instructional roles.</li> <li><input type="checkbox"/> Engages in supportive co-teaching with special education teacher, providing supports for students in the classroom. <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in parallel teaching with the special education teacher by which each of you facilitates two different groups doing different work but at the same time- instruction is parallel <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in complementary co-teaching with special education teacher, providing complementary supports for students in the classroom. <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in co-teaching with the special education teacher by which each of you are concurrently teaching and viewed as lead teacher <b>(As Appropriate)</b></li> <li><input type="checkbox"/> COMMUNICATE WITH CO-TEACHERS</li> </ul>	<p><b>Daily</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitate small groups, oral and re-do on material not mastered</li> <li><input type="checkbox"/> Encourage co-teaching partner to actively and overtly support students with IEPs as well as those without IEPs.</li> <li><input type="checkbox"/> Model respectful interactions when speaking to co-teacher in front of students</li> <li><input type="checkbox"/> Use words such as “we”, “us” and “our” when you would typically use the pronouns “I” and “my”</li> <li><input type="checkbox"/> Implement cooperative learning structures to help students gain info</li> <li><input type="checkbox"/> Implement classroom management plan which includes a system for acknowledgement/ reinforcement for students following the rules and a system for addressing rule violations</li> <li><input type="checkbox"/> Grade student’s work- not just the students with IEPs, rather all of them- this helps the teacher to get to know what the student knows and what he/she has to.</li> <li><input type="checkbox"/> Adapts or modify instructional activities for students.</li> <li><input type="checkbox"/> Teach and ensure students use personal schedules, self-management strategies, visual supports, use of social stories or use of video-self-modeling</li> <li><input type="checkbox"/> Engages in supportive co-teaching with general education teacher, providing supports for students in the classroom. <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in parallel teaching with the general education teacher by which each of you facilitates two different groups doing different work but at the same time- instruction is parallel <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in complementary co-teaching with general education teacher, providing complementary supports for students in the classroom. <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Engages in co-teaching with the general education teacher by which each of you are concurrently teaching and viewed as lead teacher <b>(As Appropriate)</b></li> <li><input type="checkbox"/> Recruit and train peer tutors</li> <li><input type="checkbox"/> COMMUNICATE WITH CO-TEACHERS</li> </ul>