## Components of Effective Co-Teaching Practices

### Necessary Components of Co-teaching

<table>
<thead>
<tr>
<th>What are your current practices?</th>
<th>Future practices to implement?</th>
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- Basic classroom rules & routines:
  - behavior management
  - behavior modification techniques
  - personal preferences (pet peeves)?
  - how to handle procedures / transitions
  - communication with parents, etc.

- Planning for instruction: Co-Planning
  - scope and sequence of curriculum
  - pacing of curriculum
  - knowledge of content standards
  - assessment & data collection
  - research based strategies/SI components
  - additional resources for the content
  - delivery of the content
  - use of technology

- Identify Specific Needs of Students:
  - learning styles
  - Individual Learning Plans (ILPs)
  - educational accommodations
  - at risk students (RTI/ESOL)

- Building in differentiated instruction:
  - scaffolding the instruction
  - using formative assessment to form flexible groups
  - providing opportunities for pre-teaching, reteaching, extra practice, choice, tiered assignments, extension activities

- Evaluating student progress/grading:
  - monitoring progress
  - grading
  - data collection
  - analyzing the data and adjusting instruction
  - feedback to students

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Adapted from: Marilyn Friend (2008): Co-Teaching: A Simple Solution That Isn’t Simple After All

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developing student’s self-reflection about their learning