Key Points

The *Frameworks for Maximizing Co-Teaching* has eight dimensions.

Each dimension has one or more factors.

All of the dimensions and factors are interrelated.
Planning

1. Time

2. Shared nature of planning

3. Level of planning

4. Conceptual planning
PLANNING VIGNETTE

Cindy (GE): The curriculum planning is really up to me, or actually up to me within the constraints of the district’s science curriculum. Anne really has no say-so in the content of what is taught so she doesn’t come to any of our science curriculum committee meetings. What she is most helpful in is making sure the Special Ed students understand the assignments and helping them individually if they need it.

Anne (SE): I don’t participate in the curriculum planning as a whole. Science is not my area of expertise so I really wouldn’t have any input. Usually Cindy tells me what her lesson plans are for the week and asks if I think any of the Special Ed students are likely to have trouble. But I don’t help her develop them or anything.
Using the Continua

1. What are the ramifications of placement far apart on the continua?
2. Is it OK to be in the middle, but together? If so, why? What is your goal?
3. What is the ideal placement on the line? Why?
4. Can the ideal be achieved for all factors?
Instruction

1. Frequency of modification

2. Degree of modification

3. Co-teacher roles
| Instruction                                    | Ongoing modification of lesson to meet student needs while teaching | One or both | Occasional modification of lesson to meet student needs while teaching | One or both | Minimal degree of modification to meet student needs while teaching | One or both | Moderate degree of modification to meet student needs while teaching | One or both | Both teach and manage most of the time | One or both | Both teach and manage some of the time | One or both | One teaches. One manages. | One or both |
Co-Teaching Project: The Process

Increase your understanding of the dimensions and defining factors.

Use the Frameworks to self-assess your current co-teaching practices.

Review your self-assessment to identify areas of potential growth.

Develop or refine your Action Plan for growth.

Implement the Action Plan in your own classroom setting.

Share your successes and problems with a learning community of co-teachers.

Evaluate the progress of your Action Plan.
Goal Setting and Action Plan Worksheet

Dimension: 
Factor: 
What we currently do (or do not do) that we would like to change:  

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Goal:  
We will know we have reached our goal when:  
We will measure the impact of our goal on student learning by:  

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<thead>
<tr>
<th>Potential Roadblocks</th>
<th>Resources (including our own strengths)</th>
<th>Strategies to tap resources</th>
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<thead>
<tr>
<th>Action Plan</th>
<th>What will be done?</th>
<th>How will we do it?</th>
<th>Who will do it?</th>
<th>By when?</th>
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Co-Teacher Signature ___________________________ Co-Teacher Signature ___________________________