

Figure 11.10 A Co-Teaching Self-Assessment Checklist During Continuous Implementation

Yes	No	In Our Co-Teaching Partnership
		We are aware of what our co-teacher(s) is (are) doing even when we are not directly in one another's presence.
		We are flexible and make changes as needed during a lesson.
		We share responsibility for differentiating instruction.
		We include other people when their expertise or experience is needed.
		We have a fair and equitable grading policy that is clearly communicated to students and parents alike.
		We can show that students are learning the content and developing language when we co-teach.
		We give feedback to one another on what goes on in the classroom.
		We make improvements in our lessons based on what happens in the classroom.
		We communicate our concerns freely and regularly.
		We have a process for resolving our disagreements and use it when faced with problems and conflicts.
		We have fun with the students and with each other when we co-teach.
		We go beyond our regularly scheduled times to meet and discuss our work.
		We use our meeting time productively.
		We can effectively co-teach even when we don't have enough time to plan.
		We showcase the benefits of, and successes with, co-teaching to the students and their families, making co-teaching visible.
		Our modeling of collaboration and teamwork translates into improved collaboration and teamwork for our students.
		We are both viewed by our students as their teachers who jointly support language and content learning.
		We depend on one another to follow through on tasks and responsibilities.
		We seek and enjoy additional training to make our co-teaching better.
		We experiment with new co-teaching models.
		We make recommendations to our administrators based on our needs for logistical support and resources.