

**Figure 11.3** Co-Teaching: Preferences and Teaching Personalities

**Purpose:** This document is a tool to help begin the discussion on each of the co-teachers' preferences and teaching personalities. The "A" and "B" options are opposites on a spectrum of personality/preference. Therefore, most teachers will fall somewhere in the spectrum between "A" and "B," but try to select one choice. The purpose of this tool is to start a conversation, help each teacher value the unique contributions of their co-teacher, and to develop a relationship based on trust and reciprocal understanding.

			I prefer to . . .	
	Content Teacher	Co-teacher	A	B
Planning	_____	_____	<ul style="list-style-type: none"> <li>Plan with very <b>specific steps</b></li> <li><b>Create</b> materials together</li> <li>Plan <b>well ahead</b></li> <li>Focus on <b>specific lessons</b></li> <li>Divide and conquer <b>independently</b></li> <li>Pay attention to the <b>details of the lesson</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan with more <b>general ideas</b></li> <li><b>Brainstorm</b> ideas together</li> <li>Plan <b>closer to the time</b> of instruction</li> <li>Focus on the <b>whole unit</b></li> <li>Create <b>everything together</b></li> <li>See the big picture and <b>overarching direction the lesson is going</b></li> </ul>
Teaching	_____	_____	<ul style="list-style-type: none"> <li>Establish <b>specific roles</b> prior to the lesson</li> <li>Have "<b>interruptions</b>" during the lesson</li> <li><b>Stick to the plan</b></li> </ul>	<ul style="list-style-type: none"> <li>Have <b>flexible roles</b> during the lesson</li> <li>Have <b>no interruptions</b></li> <li><b>Adjust as necessary</b></li> </ul>
Management	_____	_____	<ul style="list-style-type: none"> <li>Have a <b>quiet classroom</b></li> <li><b>Respond immediately</b> to off-task behavior</li> <li>Use a <b>whole-class</b> visible behavior system (class chart)</li> </ul>	<ul style="list-style-type: none"> <li>Have <b>some productive noise</b>; noise is not a problem</li> <li>Stop the behavior and <b>discuss it later</b></li> <li>Use an <b>individual</b> behavior system for each student</li> </ul>
Reflection	_____	_____	<ul style="list-style-type: none"> <li>Discuss lessons <b>ASAP</b></li> <li>Focus on <b>what to fix/change</b></li> <li>Have <b>data-driven</b> conversations</li> <li>Conclude reflections with <b>specific next steps or plans of actions</b></li> </ul>	<ul style="list-style-type: none"> <li>Take notes and <b>discuss later</b></li> <li>Emphasize <b>positives</b> for the future</li> <li>Focus on <b>student engagement</b></li> <li>Conclude reflections with <b>overall takeaways</b></li> </ul>

Created and Field Tested by Todd Halstead and Ryan Zak, Kildeer Countryside School District 96, IL, used with permission.