

Co-Teaching Clarity:



Questions Every Administrator Should Ask Before Assigning a Teaching Team



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What is our definition of co-teaching in this building?

If teachers aren't told what co-teaching looks like here, they will create their own definitions—and those may not align.

What this might sound like: "In our school, co-teaching means shared planning, shared instruction, and shared responsibility for outcomes."





What protected time will be provided for co-planning?

Collaboration requires time. Without it, the partnership is reduced to ‘support’ instead of instruction. What this might sound like: “Each co-teaching team will have one 45-minute planning block together each week.”





How will student progress be assessed and by whom?

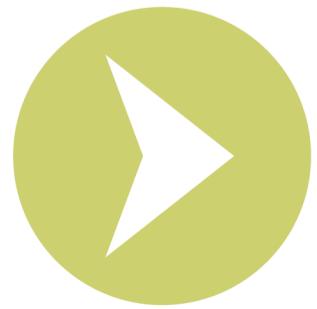
If one teacher owns assessment and data conversations, the other becomes an assistant rather than a collaborator. What this might sound like: “We expect both teachers to analyze language growth and content mastery together, using agreed-upon tools.”





What support will we offer when the co-teaching relationship hits a bump?

Co-teaching involves trust, communication, and conflict. Without support, tension festers. What this might sound like: “If challenges come up, you can request a joint coaching session or mediation with an instructional leader.”



Have both teachers been invited into this partnership with clarity and respect?

When teachers are ‘assigned’ co-teaching without context, power imbalances and resentment grow quickly. What this might sound like: “Let’s meet together to talk through how we’ll approach this as a team and what support you need to start strong.”





**USE THESE QUESTIONS TO GUIDE
PLANNING, COMMUNICATION &
COACHING AROUND CO-TEACHING
→ ESPECIALLY WHEN PAIRING GENERAL
EDUCATION TEACHERS AND
MULTILINGUAL/ESL/EL SPECIALIST
TEACHERS**