

# Co-Teaching Clarity:

# 5

**Questions Every  
Administrator  
Should Ask Before  
Assigning a Teaching  
Team**



# 1

## 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.”



# 2

## **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.”**



# 4 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.”



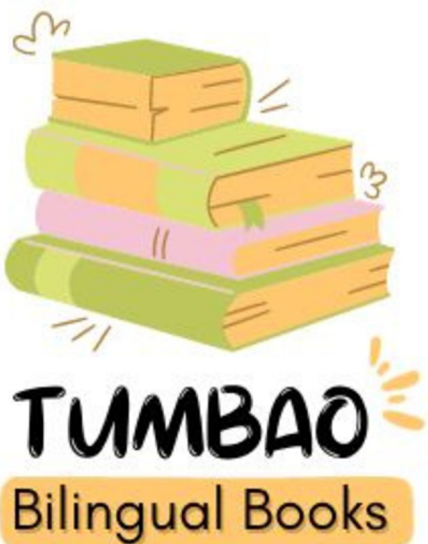
**5 Have both teachers  
been invited into  
this partnership  
with clarity and  
respect?**

**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**



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