**Procedures for Working with Colleagues**

**(I.A.s, ESL, and Special Education)**

**Create a Shared Vision for Student Success**

* Lay out expectations for seamlessly working with *all students*. Students should not be singled out as “Special Ed” or any other label.
* Discuss shared roles and responsibilities in the classroom.
* Discuss when and how the co-teacher will take part in assisting students and/or teaching lessons.
* Discuss the idea of “help.” What do you encourage? What do you discourage?
* Decide how you will share your co-teaching model with parents so that they are comfortable communicating with both of you.

**Allocate Classroom Space**

* Designate an area for co-teacher (desk, chair, etc.). You may want to offer a place to store any personal items.
* You may also wish to offer an area where the co-teacher posts messages, reminders, etc.

**Agree Upon Classroom Procedures and Handling of Consequences**

* Discuss who will start class, handle warm-up, take attendance, etc.
* Discuss daily procedures and how you will work together to uphold them:
	+ Tardy students
	+ Bathroom use
	+ Student request for materials
	+ Student request to leave the class (office, locker, visit another teacher, etc.)
	+ Collecting materials
	+ Cell phone use
	+ Cussing, in general
	+ Students who disrespect classmates
	+ Students who disrespect teachers
	+ Extreme behavior intervention (aggression, fighting, etc.)
* Discuss how discipline will occur.
* Will you be primarily responsible for responding to inappropriate behavior?
* When should your co-teacher intervene?
* Who will document student infractions and enter them in X2?
* Who will contact parents, if needed?

**Agree Upon Grading**

* Agree upon best times and ways to help students make up lessons, missing assignments, and assessments.
* Make joint decisions about grading
* participation/effort
	+ - * + in-class assignments
				+ quizzes/larger assessments
				+ homework
	+ Decide who will update parents regarding students’ progress.

**Agree Upon Methods and Frequency of Communication**

* Decide how to share curricular and student updates through the use of forms, etc.
* Decide best ways of utilizing the Special Education teacher’s expertise in differentiating skills and assessments.