**THE CO-TEACHING “NUPTIAL CONVERSATION” GUIDE**

**What are Co-Teaching Issues for Discussion and Planning?**

**IT DOES TAKE MORE TIME TO PLAN INiTIALLY!**

**Sample “Nuptial Conversation” Issues for Discussion and Planning**

Time for Planning

* How much time do we need?
* Where will we find the time that we need?
* How will we use our time together?
* What records can we keep to facilitate our planning?

Instruction

* What content will we include?
* Who plans for what content?
* How will we share teaching responsibility?
* Who adapts the curriculum and instructional and assessment procedures for select students?
* What are our strengths in the area of instruction and assessment?
* How will the content be presented -- will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
* How will we arrange to share our expertise? How can we arrange to observe one another and practice peer coaching?
* Do we rotate responsibilities?
* How will we assess the effectiveness of our instruction?

Student Behavior

* If we could each have only three class rules, what would those be?
* Who decides on the disciplinary procedures?
* Who carries out the disciplinary procedures and delivers the consequences?
* How will we be consistent in dealing with behavior?
* How will we proactively addressing behavior?

Communication

* What types and frequency of communication do we each like to have with parents?
* How will we explain this collaborative teaching arrangement to the parents?
* Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of co-teaching team have this responsibility?
* What types and frequency of communication do we each like to have with students?
* Who will communicate with students?
* How will we ensure regular communication with each other?
* Who communicates with administrators?

Evaluation

* How will we monitor students' progress?
* How will we assess and grade student performance?
* Who evaluates which group of students -- do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics

* How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
* How will we refer to each other in front of the students?
* How will teacher space be shared?
* How will the room be arranged?
* Who completes the paperwork for students identified as eligible for special education?
* How is the decision made to expand or contract team membership?
* How will a balance of decision-making power be maintained among co-teachers?

Induction: Timeline for shift from CT to TC and “solo” teaching?

* How long will the CT take the lead for planning? When will TC take lead for planning?
* How long will the CT take the lead for teaching? When will the TC take the lead for teaching?
* What content will the TC take the lead in planning and teaching, aka “solo” teaching? & When?

Materials from or adapted by Dr. E. Garza from: Villa, Thousand, & Nevin (2008) *A guide to co-teaching: Practical tips for facilitating student learning (2nd ed.).* Thousand Oaks, CA: Corwin Press.

**The “Nuptial Conversation” CT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TC: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What are Co-Teaching Issues for Discussion and Planning?**

Time for Planning: **IT DOES TAKE MORE TIME TO PLAN INiTIALLY!**

Instruction

Student Behavior

Communication

Evaluation

Logistics

Induction: Timeline for shift from CT to TC and “solo” teaching?

Other?

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**Co-Teaching Nuptial Conversation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Approaching** | **Meets** | **Exceeds** |
| **Response to Questions or Prompts** | Provide answers to 6 of the prompt themes. | Provide answers to all 8 prompt themes. | Provide rich detail for the 8 prompt themes. |
| **Added Questions or Prompts** | Provide a list of the questions or prompts and expand on the ones provided in sample. | Provide the prompts & responses & an additional 5 questions/prompts beyond the sample. | Organize additional prompts & responses with the themes of the other prompts or create new themes. |
| **Induction Plan - Clinical Practice Timeline of Activities** | Make reference to the induction plan – the transition to lead teacher - “solo” teaching. | Provide evidence of how you and your teacher will use a variety of supports for the different stages of the induction process. | Articulate how you and your teacher will access the needs of you as a team in the different stages of the induction process. |
| **Evidence of Developing a Collaboration** | Articulate the foundation you are creating as a team. | Articulate strategies that will be used for a successful collaboration (communication, planning, management…). | Cite how your teaming approaches are grounded in your philosophy. |
| **Organization** | Each question is recognized with a different font (italic, bold, colored…). | Interview is organized so the questions/prompts are easy to identify not only by font, but also in the context of the writing. | Visual representations are provided to communicate the foundation of the collaboration of your team. |
| **Self-Evaluation**  (1 point will be deducted  if not included) | Provides a copy of the rubric … | & highlights or circles the criteria for each component… | & provides written evidence for each criteria marked. |