**Challenges of Co-Teaching**

* **Planning Time –** Initially, co-teaching necessarily involves more time for planning together. While building a working relationship, both teachers need time to voice their thoughts and ask one another questions to be sure the lesson preparation and delivery go smoothly. Since teaching is a recursive process – planning, delivery, reflection -- discussions of assessment and reflection are usually threaded throughout the planning conversations. However, once a routine and pattern emerge, the planning time usually is reduced.
* **Preparation for Individual Teaching** – For Co-teaching in Clinical Practice, there is a gradual shift of lead responsibility for the planning from the Cooperating Teacher to the Teacher Candidate. In addition, the Teacher Candidate can do a few days or even a couple of weeks of solo teaching if there are concerns about the TCs ability to manage the classroom responsibilities.
* **Relinquishing Control** – For some teachers, the idea of not being in complete control is a foreign notion. After all, one teacher per classroom most of the time is certainly the norm. For teachers who have difficulty relinquishing control, co-teaching is not likely a good option.