**Table 11.8** Co-Teaching Tracking Form for a Teacher Candidate in Early Clinical Practice

**Week of:** November 1st

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|  | **Supportive** | **Parallel** | **Complementary** | **Team**  | **Notes** |
| **Monday** | Opening Class Meeting  | Literacy interventiongroups | Health lesson | Health lesson was team planned |  |
| **Tuesday** | Opening Class Meeting; Math block closure | Literacy interventiongroups | Science lab |  | New science unit will be team planned & delivered |
| **Wednesday** | Opening Class Meeting; Math block closure  | Math intervention groups | Physical education demonstration of cooperative game | Physical lesson was team planned |  |
| **Thursday** | Opening Class Meeting; Introduction of new social studies unit | Literacy interventiongroups | Science lab |  |  |
| **Friday** | Introduction of new social studies unit, Pt. 2 | Literacy interventiongroups | Opening Circle |  | Class Meeting will be led by Teacher Candidate next week |
| **Notes and Plans for Next Week** | The goal is that by the end of next week, I will lead both the planning and instruction for the Class Meeting and I will take over the lead in planning health and physical education lessons.  |

Use this tool to monitor, plan, and document your co-teaching experiences.

**Supportive** - One co-teacher takes the lead instructional role and the others rotate among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide assistance when necessary while the other co-teacher continues to direct the lesson. The role of lead and supportive co-teacher can be alternated.

**Parallel** - Two or more people work with or monitor different groups of students at the same time in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time.

**Complementary** – All co-teachers have a role teaching the whole group. One may introduce the new academic content while the other makes it more accessible through complementary instruction (e.g., modeling how to take notes, using different examples or analogies, paraphrasing, creating visuals).

**Team** - Co-teachers equitably share responsibility for that which one teacher otherwise would have performed alone; namely, planning, teaching, and assessing the instruction of all assigned students. Co-teachers are comfortable using and do use each co-teaching approach based upon the needs of students and the demands of the lesson.