

WWCS Staff:

In an effort to continue working on co-teaching relationships to best serve ALL students in Winton Woods City Schools, the matrix below has been developed for your review and input. The intent is to help structure the opportunity for authentic, meaningful & productive dialogue about the “nuts & bolts” of the co-teaching experience in order to maximize results for our kids.

In teams, please consider the responsibilities listed in the left hand column. Discuss and note who has the given responsibility as (1) a primary responsibility OR alternatively, if it is not someone’s primary responsibility, note for whom it is (2) an equal and shared responsibility. List the last name & their role. Use “CT” for Classroom Teacher, “IS” for Intervention Specialist and “O” for Other to denote the role. Note that it would be helpful if you could note who the “Others” might be – this could be any number of involved positions specialists, re-tasked & included Specials teachers, ESL instructors, Title I interventionists, Occupational Therapists, Physical Therapists, Speech Pathologists, etc... Of course, this may be a different set of professionals for each teaching team or scheduled course since not all teams & courses have the same arrangements of specialists assigned or defined student needs & so forth. Finally, indicate (3) who would be included as having input on the given responsibility, if applicable.

As you move through the document, you’ll notice that some roles are already listed because they have been defined by district procedure or best practice. The others are open for discussion & input. Note that depending on your role, you may even need to designate “N/A” in some of the columns. Once input has been gathered, you’ll have a set of norms for your teaching & co-teaching situation and a document can be created to provide greater consistency in roles and responsibilities in the realm of co-teaching.

Thanks & Best Wishes!

Winton Woods City Schools Co-Teaching Norms Matrix

ROLE: CT = Classroom Teacher or IS= Intervention Specialist OR O = Other Included Support Staff (Title I, GTE, ESL, etc...)

	PRIMARY RESPONSIBILITY	EQUAL RESPONSIBILITY	ONGOING INPUT
RESPONSIBILITIES	Name /Role	Name/Role	Name/Role
INSTRUCTIONAL PLANNING			
Lesson Planning			
Gathering Needed Supplies & Materials for Lessons			
Planning for RTI Time or Intervention/Enrichment Time			
IN-CLASS ASSISTANCE			
Developing Instructional Accommodations			
Implementing Instructional Accommodations		CT & IS or O	
Developing <u>Meaningful</u> Instructional Modifications	IS or O		CT
Implementing Instructional Modifications	IS or O		CT
MATERIALS			
Creating instructional materials			
Creating accommodated instructional materials			
Creating modified instructional materials	IS or O		CT
ASSIGNMENTS			
Creating assignments			
Creating accommodated assignments			
Grading & scoring accommodated assignments			
Creating modified assignments	IS or O		CT
Grading & scoring modified assignments	IS or O		CT
INTERVENTIONS			
Administering DIBELS			
Selecting students to receive research-based interventions		CT & IS or O	

	PRIMARY RESPONSIBILITY	EQUAL RESPONSIBILITY	ONGOING INPUT
RESPONSIBILITIES	Name /Role	Name/Role	Name/Role
Implementing appropriate research-based intervention programs (SOAR, Orton...)	IS or O		CT
Conducting Progress monitoring - ongoing	IS or O		
Reporting Progress monitoring - ongoing	IS or O		
ASSESSMENT			
Creating assessments			
Grading & scoring assessments			
Accommodating assessments			
Providing assessment accommodations			
Modifying assessments (non-OAT-type assessments)	IS or O		CT
Providing testing modifications (non-OAT-type assessments)			
Grading & scoring MODIFIED assessments	IS or O		CT
Tracking/reporting aggregated & disaggregated student data			
GRADES & GRADING			
Assigning Grade(s)			
Creating Grading Rubrics			
Entering Grades in Progress Book			
Entering Report Card Comments in Progress Book			
MEETINGS & WRITTEN PLANS			
Attending IEP Meetings		CT & IS or O	
Creating detailed Quarterly IEP Goal Progress Reports	IS		CT or O
Calling for a program review when students served by IEPs are experiencing academic failure or a behavioral crisis	IS		CT or O

	PRIMARY RESPONSIBILITY	EQUAL RESPONSIBILITY	ONGOING INPUT
RESPONSIBILITIES	Name /Role	Name/Role	Name/Role
Developing/Writing IEP(s)	IS		CT or O
Developing/Writing BIP(s)		CT & IS or O	
Implementing BIP(s)		CT & IS or O	
Participating in FBA meetings		CT & IS or O	
Writing FBA's	SCHOOL PSYCH		CT & IS or O
Attending MFE Meetings		CT & IS or O	
Attending Pre-MFE Meetings (AKA IAT Meetings)		CT & IS or O	
Completing Paperwork for MFE			
Communicating with all teachers about IEP goal/objectives at the beginning of the year and throughout each term	IS		
OTHER			
Communicating with parents about students' success or the lack thereof relative to grades			
Checking Student Planbooks			

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- Use the back of this form for details specific to your team/co-teaching relationship