

Co-Teaching Parity Reflection Log

SECTION 2 · LOG THE PARTNERSHIP

CO-TEACHING PARITY LOG

LOG

Weekly Collaboration Log

Monday through Friday: what was planned together, what each of you taught, who led, and one decision made jointly. Both names go on every row.

CLASS / PERIOD

WEEK OF

TEACHER A

TEACHER B

DAY	PLANNED TOGETHER (WHAT)	TEACHER A TAUGHT / DID	TEACHER B TAUGHT / DID	LED (A/B/BOTH)	ONE JOINT DECISION MADE
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

ADD UP THE WEEK: A LED ALONE ____ DAYS, B LED ALONE ____ DAYS, BOTH LED ____ DAYS (SHOULD TOTAL 5)

WHAT ALMOST DID NOT GET PLANNED TOGETHER THIS WEEK, AND WHY

STUDENTS EITHER OF US NOTICED THIS WEEK (FIRST NAMES, CARRY TO THE OUTCOMES GRID)

ONE THING TO TRY DIFFERENTLY NEXT WEEK

Page 11 of 22

Co-Teaching Parity and Collaborative Role Reflection Log Editable

BRIGHT PATH SPED

FOUNDATION

CO-TEACHING PARITY LOG

ing Parity Self-Assessment

TEACHER B

DATE

RARELY

SOMETIMES

USUALLY

CONSISTENTLY

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know our roles could not
"the co-teacher" from one

THE ONE AREA TO WORK ON BEFORE WE RATE AGAIN

It is not a formal personnel evaluation and does not replace your
system. Every rating and every word on these pages is written by the
shared with an administrator only as far as the pair chooses on the

Page 7 of 22

BRIGHT PATH SPED

What Is Inside, and Where

22 pages: three sections and a worked example. Nothing here scores a teacher or evaluates a partnership from the outside; every rating is the pair's own.

About This File

PAGES 4–5



Start Here — Three Steps
START HERE **4**



Binder Cover and Divider Tabs
SETUP **5**

01 Set the Foundation

PAGES 7–9



Co-Teaching Parity Self-Assessment
SETUP **7**



Roles and Decision-Making Agreement
SETUP **8**



Which Page for Which Situation
SETUP **9**

02 Log the Partnership

PAGES 11–14



Weekly Collaboration Log
LOG **11**



Student Outcomes Grid
DATA **12**



Meeting-Readiness Notes
NOTES **13**



New or Substitute Co-Teaching Partner Briefing
NOTES **14**

03 Reflect, Report and Share

PAGES 16–21



Parity Snapshot and Trend
TRACKER **16**



Semester Partnership Reflection
REFLECTION **17**



Administrator Progress Brief
NOTES **18**



Partnership Language Phrase Bank
REFERENCE **19**



A Week and Its Outcomes, Filled In
EXAMPLE **20**



A Semester Trend, Filled In
EXAMPLE **21**

WHAT THE PAGE TAGS MEAN

Setup	Fill once, together, at the start of the partnership or the school year.	Tracker	Where weekly ratings turn into a trend across the period.
Log	Filled in once a week, both names on every row.	Reflection	The semester write-up, from the trend and the weeks behind it.
Data	The student outcomes grid, updated the same week as the log.	Reference	The phrase bank — nothing here is filled in per week.
Notes	A meeting, briefing or administrator page, filled in as it comes up.	Example	The invented worked example, at the end of the file.

Start Here — Three Steps

Ninety seconds of reading. This file is the two of you writing about your own partnership, on your own schedule.



1

Set up together, once

Take the parity self-assessment (page 7) together, out loud, in the first week of the partnership or the school year.

Fill in the roles and decision-making agreement (page 8); print the binder cover and tabs (page 5) if this file joins a shared binder.



2

Log the partnership every week

Fill the weekly collaboration log (page 11) together, once a week, before you both leave for the day.

Update the student outcomes grid (page 12) the same week, and use the chooser (page 9) for anything else that comes up.



3

Roll up and share once a period

Carry the weekly ratings onto the trend snapshot (page 16) and write the semester reflection (page 17) from it.

The administrator brief (page 18) is ready to send as soon as the trend snapshot is filled — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it. Print it and it works the same way on paper.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percentage or plot a trend for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS NOT THE SAME AS

Not **Co-Teaching Lesson Plan Templates Editable** — that file plans one lesson at a time: the arrangement, the minutes, the materials. This file asks a different, ongoing question: is the planning, the instruction and the monitoring still shared between the two of you, week to week?

This file is the pair's own reflection tool. It is not a formal personnel evaluation and does not replace your school's own observation or evaluation system. Every rating and every word on these pages is written by the pair, about the pair's own practice, and shared with an administrator only as far as the pair chooses on the brief page.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

A week does not fit the categories on the trend snapshot. Write it in the note column; the categories describe most weeks, not every week.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

WHY A LOG INSTEAD OF ONE RATING

A single end-of-year rating tends to reflect the last few weeks, not the whole partnership. A weekly log keeps the early weeks visible too, so a role that quietly narrowed in October shows up on the trend snapshot instead of disappearing into a single June number.

SETUP

Co-Teaching Parity Self-Assessment

Eight statements, four areas: planning, instruction, monitoring, and how students see the two of you. Read them together, out loud, before rating.

TEACHER A

TEACHER B

DATE

AREA	STATEMENT	RARELY	SOMETIMES	USUALLY	CONSISTENTLY
Planning	We plan lessons together, not just review a plan one of us already wrote.				
Planning	Both of our names and voices are in the materials students see.				
Instruction	Both of us deliver whole-group instruction over the course of a week, not only one of us.				
Instruction	When one of us leads, the other is doing more than passing out papers.				
Monitoring	Both of us collect or read data on how students are doing with today's lesson.				
Monitoring	A decision to change tomorrow's lesson is made together, from what we both saw today.				
How students see us	Students bring a question to either of us, not just one of us by habit.				
How students see us	A visitor who did not know our roles could not guess which of us is "the co-teacher" from one class period.				

EVIDENCE FOR TODAY'S MARKS (A MOMENT FROM THIS WEEK, NOT A GENERAL FEELING)

THE ONE AREA TO WORK ON BEFORE WE RATE AGAIN

READ BEFORE RATING

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02

Log the Partnership

A weekly log of what was planned together, taught by each teacher, and decided jointly; a grid of which students are benefiting from which teacher's expertise; a page to prepare for a team meeting; and a briefing page for a new or substitute co-teaching partner.

IN THIS SECTION

Weekly Collaboration Log	11
Student Outcomes Grid	12
Meeting-Readiness Notes	13
New or Substitute Co-Teaching Partner Briefing	14



LOG

Weekly Collaboration Log

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STUDENTS EITHER OF US NOTICED THIS WEEK (FIRST NAMES, CARRY TO THE OUTCOMES GRID)

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ONE THING TO TRY DIFFERENTLY NEXT WEEK

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TRACKER

Parity Snapshot and Trend

Ten weeks, three questions each, from the weekly log. Read it together at least once a marking period.

CLASS / PERIOD

MARKING PERIOD

FILLED IN BY

WEEK	WEEK OF	PLANNING	INSTRUCTION	MONITORING	NOTE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

HOW TO MARK EACH COLUMN

Planning: Shared or One (one of us planned it alone). **Instruction:** Both or One (who delivered it). **Monitoring:** Both or One (who watched how students were doing). A week that is mostly One is not a failure — it is the reason this page exists.

THIS PERIOD'S ROLL-UP (COUNT FROM THE ROWS ABOVE)

PLANNING	INSTRUCTION	MONITORING
SHARED: ____	BOTH: ____ OF	BOTH: ____ OF
OF ____ WEEKS	____ WEEKS	____ WEEKS
_____	_____	_____

WHEN TO BRING THIS TO A MEETING-READINESS PAGE INSTEAD OF WAITING FOR THE SEMESTER REFLECTION

Two weeks in a row marked One on the same column, or a note that repeats the same reason (a schedule, a duty period, an absence) three times in a marking period. Either is worth ten minutes on the meeting-readiness notes (page 13) rather than a wait until the semester reflection (page 17).

EXAMPLE

A Week and Its Outcomes, Filled In

SAMPLE · INVENTED STUDENT

Ms. Bennett and Mr. Osei, and every student named below, are invented. Every number in the summaries can be re-counted from the rows above it.

WEEKLY COLLABORATION LOG (PAGE 11) — MS. BENNETT AND MR. OSEI, GRADE 5 INCLUSION, READING AND MATH BLOCK (INVENTED)

#	DAY	PLANNED TOGETHER	TEACHER A	TEACHER B	LED	JOINT DECISION
1	Monday	Reading: a new comprehension strategy (annotating for evidence)	Led the whole-group mini-lesson introducing the strategy	Collected annotation data on four target students during practice	A	Move two students who annotated nothing to a fourth small group Wednesday
2	Tuesday	Math: multiplying fractions with visual models	Circulated, providing the accommodations on each student's plan	Led the whole-group model and think-aloud	B	Reteach mixed numbers to five students on Thursday
3	Wednesday	Reading: annotation practice in four rotating stations	Led stations 1 and 3	Led stations 2 and 4	Both	Combine stations 1 and 3 next week; the group sizes were uneven
4	Thursday	Math: mixed-number reteach and independent practice	Led independent practice check-ins for the rest of the class	Led the reteach group of five students	Both	Send a mixed-number practice sheet home Friday for the reteach group
5	Friday	Reading and math: weekly quiz and mixed review	Read the quiz aloud to two students per their accommodations	Scored the reteach group's exit ticket and logged the count	Both	Share Thursday's reteach exit-ticket count with families at Monday's note home

Both teachers led together on 3 of 5 days; Ms. Bennett led alone on 1 day, Mr. Osei led alone on 1 day ($3 + 1 + 1 = 5$ days, the full week).

STUDENT OUTCOMES GRID (PAGE 12) — THE SAME WEEK, 10 STUDENTS

#	STUDENT	BENEFITED MOST FROM	WHAT THAT LOOKED LIKE
1	Aiden	Teacher A	Pulled into the advanced reading group extension text
2	Bella	Teacher A	Given a grade-level-plus math enrichment problem set
3	Camila	Teacher A	Coached on facilitating the Wednesday discussion station
4	Derek	Teacher B	Visual schedule and chunked directions for both blocks
5	Elif	Teacher B	Sentence starters for the annotation task
6	Farid	Teacher B	Extended time and a reduced item set on the Friday quiz
7	Grace	Collaboration	Caught a skill gap during stations that neither teacher saw alone
8	Hana	Collaboration	Behavior plan reinforced the same way by both teachers this week
9	Ibrahim	Collaboration	A prompt level faded gradually, tracked by both teachers
10	Jules	Collaboration	Family update on Thursday's reteach coordinated by both teachers

3 students this week benefited most from Ms. Bennett's expertise, 3 from Mr. Osei's, and 4 from the collaboration itself ($3 + 3 + 4 = 10$, the whole small group tracked this week).