



1. Write an article for the local paper about your success.
2. Work within your district or with a local university to do a research study for publication.
3. Nominate your co-teachers for local, state, regional and national awards.
4. Have parents, students, and teachers involved with co-teaching provide a presentation at a local, regional, state or national conference.
5. Make certain that your superiors know about the success by inviting board members and superintendents to observe co-taught classes. Remember they may need to be educated about the dance too.
6. Provide local, regional, state and national legislators with stories and testimonies (in one page or less) of your success.
7. Videotape your teachers (with permission, of course) and send to local and regional TV stations to highlight your effective practices.
8. Make a blog about your co-teaching successes. Share the URL with parents, teachers, and other administrators.
9. Create a podcast showcasing your success and explaining what actions you took to create this dynamic team.
10. Make a YouTube video on your effective co-teaching practices. (For a fun video based on our *50 Ways to Keep Your Co-Teacher* article (Murawski & Dieker, 2008), go to www.YouTube.com. These creative co-teachers must have had a blast designing and filming this video.)

11. Create a Co-Teaching wiki or post information on an Edmodo Community board with your best ideas and invite neighboring schools or districts to add content.
12. Host a mini-co-teaching conference. Have sessions on co-teaching in mathematics, co-teaching for behavior, co-teaching social skills, and so on. Invite other schools to attend and co-present.
13. Ask your co-teachers to create a Co-Teaching Newsletter filled with best practices, tips for addressing common issues, and differentiation strategies. Encourage them to use Microsoft Publisher or other programs that they can then teach to their own students.
14. Have 5 minutes at each faculty meeting devoted to “Inclusive Successes” that can be shared by any teachers or teams.
15. Create a threaded discussion on your school’s website where parents and teachers can dialogue about ideas for inclusive practices and co-teaching. Do have it go through you prior to posting, just to be sure all comments are appropriate for publication. Edmodo (www.edmodo.com) is a wonderful, secure network that would be perfect for this type of sharing of information, ideas, and questions.
16. Invite parents and community members to come in and co-teach specific units or lessons about areas in which they are experts. Demonstrate for them how the focus on collaboration and co-teaching can be used for all students, not just those with disabilities. Using the Station teaching approach would enable a visitor to work with a small group of students at a time to present a limited amount of content, while the co-teachers could each be working with their own small groups concurrently.
17. Let local universities and community colleges know that you are engaged in co-teaching practices and that you are willing to open your doors to those who want to engage in

research, provided you get copies of all data and findings. In addition, let them know you are willing to partner with them for student teachers, with the caveat that those student teachers will co-teach with your master teachers. That way, students have the best of all worlds...and so do the teachers.

18. Invite individuals from the State Department of Education (e.g., Special Education or Curriculum & Instruction) to come down and visit your school. Show them areas in which you are willing to be a mentor or visit site for schools that need support in an area in which you excel.
19. Get T-shirts or magnets made that say, “Co-Teachers do it collaboratively!” If that’s a bit too risqué, and we admit it may be, go with “Two heads are better than one – Co-Teach!” or “Collaborating for Student Success at XXX Elementary School”. Whatever works for you and gets the message across.
20. Most importantly, we recommend that you, as the administrator, be willing to “Walk the walk.” Once every 9 weeks or so, offer to go in and co-teach with a different team. Take the time to co-plan and have a meaningful role in the lesson. Each time you co-teach, try a different co-teaching approach so teachers can see that you are willing to experience what they have to do on a daily basis. Showing that you too are willing to dance will make you a credible, empathetic, and hopefully more effective, dance leader.