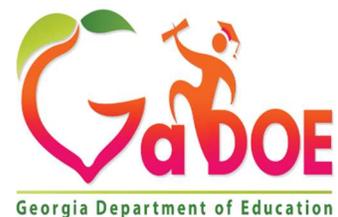


Co-Teaching Training Series

THE SIX CO-TEACHING MODELS



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Credits

The Co-Teaching Series was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Historical elements are included from the original modules created in collaboration with Georgia State University and their partners.

The Georgia Department of Education would also like to thank the other state agencies that provided open access to their resources. These states include but are not limited to Maryland, Texas, and Virginia.

Co-teaching is more than a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities.

These modules can be utilized as independent learning units or as Professional Learning modules. Best practice is that they be completed in a facilitated session with co-teaching teams working and learning together.

IDEA Federal Fund Disclaimer

“The contents of this training were developed under an IDEA grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. No materials developed with IDEA federal funds may be sold for profit.”

Co-Teaching Reflection Tool

School

Co-Teacher(s)

Date [Click here to enter a date.](#)

PURPOSE: This tool is designed to assist co-teaching teams by facilitating reflection upon their co-teaching implementation in order to enhance or refine existing practices.

Directions-Part 1

In each of the category areas, each teacher should individually check the rating of **initiating**, **developing** or **sustaining** that best describes their **co-teaching team's** current status of collaborative implementation of co-teaching approaches. The categories included are planning, instructional environment, physical environment, discipline and school environment.

Initiating: Two teachers have been assigned to the same classroom and have begun to develop a co-teaching partnership and establish responsibilities to be shared.

Developing: Co-Teachers are sharing many responsibilities, modifying their thinking and implementing evidence-based co-teaching practices in an observable way.

Sustaining: Co-Teachers consistently share responsibilities and collaboratively implement evidence-based co-teaching practices through seamless planning, delivery and assessment of instruction.

¹ This document was developed and produced by the Maryland State Department of Education, Division of Special Education/Early Intervention Services (June 2011) with funds from the [U.S. Department of Education, Grant # H323A07000-09].

Co-Teaching Reflection Tool

	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Planning for Instruction and Assessment	<ul style="list-style-type: none"> • One teacher addresses the planning and adaptations necessary for students' specific needs including Universal Design for Learning • One teacher plans content delivery • Each teacher understands the outcome of the lesson and separately monitors student progress • Special education teacher plans for IEP implementation • Teachers maintain separate gradebooks 	<ul style="list-style-type: none"> • One teacher plans for instruction, assessment, behavior and integration of technology • One teacher adapts plans for students with disabilities instruction, assessment and behavior using Universal Design for Learning • Teachers plan to jointly deliver the lesson • One teacher monitors student progress and adjusts instruction accordingly • Teachers begin to develop a consistent grading policy 	<ul style="list-style-type: none"> • Both teachers equally share in the lesson development appropriate to the approach of co-teaching utilized • Identification/alignment to and use of State Curriculum (SC) and/or Core Learning Goals (CLG) • Incorporation of modifications, accommodations, Universal Design for Learning and differentiation to address diverse learning needs • Planning for implementation of instruction and assessment aligned to the SC and individualized goals to be addressed for all students • Selection of appropriate instructional and assessment delivery, based on students' needs and content, including the integration of technology • Incorporation of classroom management procedures • Both teachers monitor student progress and adjust instruction accordingly • Both teachers agree upon a consistent policy for grading and homework

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Co-Teaching Reflection Tool

	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Instructional Environment	<ul style="list-style-type: none"> • Students are learning and engaged by only one teacher • Special educator only provides assistance to the students identified with disabilities and collects and analyzes data in isolation • One teacher's name is included on all written materials • Special educator develops assessments for students identified with disabilities and provides grades to the general educator. 	<ul style="list-style-type: none"> • Students learn and engage more with one teacher than another • One teacher leads instruction while the other teacher only interjects, circulates and provides student support as needed • One teacher primarily communicates with students, parents, other teachers and administrators, regarding instruction, assessment and classroom management • One teacher's name is noted on the majority of information with occasional inclusion of the other teacher's name when it relates to specific students • One teacher develops assessments and collects and analyzes data • One teacher implements agreed upon policy for grading and homework 	<ul style="list-style-type: none"> • All students learn and engage with both teachers • Teachers share equal status in instruction, assessment and classroom management, including data collection and analysis • Teachers share responsibilities such as: communicating with students, parents, other teachers, and administrators, regarding instruction, assessment and classroom management • Both teachers' names are listed on items such as the door, rosters, report cards, and written communication to parents • Teachers share responsibility for integrating technology into instructional delivery and assessment • Both teachers utilize a consistent policy for grading and homework

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Co-Teaching Reflection Tool

	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Physical Environment	<ul style="list-style-type: none"> • Resources and materials are viewed as property of one teacher or the other • One teacher has no assigned area in the learning environment • No flexibility in use of space for co-teaching approaches and the encouragement of student movement for interactions 	<ul style="list-style-type: none"> • Access to all materials in the work environment may be limited • Work space is shared but is somewhat limited • Space restricts selection of co-teaching approaches and appropriate student movement for interactions 	<ul style="list-style-type: none"> • Both teachers have shared access to all resources and materials • Both teachers have appropriate and reasonable work space in the learning environment • Space allows for grouping and student movement for interactions in the implementation of the various co-teaching approaches

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Co-Teaching Reflection Tool

	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Discipline	<ul style="list-style-type: none"> • One teacher is responsible for establishing and communicating expectations • Each teacher disciplines a specified group of students • One teacher is solely responsible for implementing Behavior Intervention Plans • Students respond to one teacher only in regard to instruction and discipline • Teachers independently decide upon behavior practices to use within the classroom 	<ul style="list-style-type: none"> • Some shared responsibility for establishing and communicating expectations • The majority of discipline is handled by one teacher • One teacher has primary responsibility to implement Behavior Intervention Plans • Students respond primarily to one teacher in regard to instruction and discipline • Teachers use some of the behavior practices within an existing school-wide approach 	<ul style="list-style-type: none"> • Both teachers share responsibility for establishing and communicating expectations for all students • Both teachers ensure all students adhere to classroom expectations • Both teachers share responsibility to implement Behavior Intervention Plans • Students respond to both teachers equally in regard to instruction and discipline • Teachers use behavior practices consistent with any existing school-wide approach(es)

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Co-Teaching Reflection Tool

	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
School Environment	<ul style="list-style-type: none"> • Minimal or no time for job embedded co-planning and co-teaching • Few resources are provided including: scheduling, space, appropriate student grouping, instructional materials, and technology • Teachers work in isolation to address barriers or problems • The school community does not embrace collaboration and co-teaching as an integral part of instruction and assessment • Minimal or no professional development, including job-embedded professional development specific to co-teaching is provided • Feedback provided to co-teachers reflects limited or no understanding of the co-teaching framework and focuses more on one teacher than another 	<ul style="list-style-type: none"> • The schedule provides limited time for job embedded co-planning and co-teaching • Limited resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment provides some support for collaboration and problem-solving by staff • Some members of the school community embrace collaboration and co-teaching as an integral part of instruction and assessment • Limited professional development specific to co-teaching including job-embedded professional development is provided • Some feedback is provided to support enhancement of co-teaching and collaborative practices which reflects partial understanding of the co-teaching framework, but may focus more on one teacher than another 	<ul style="list-style-type: none"> • The schedule provides time for job-embedded co-planning and co-teaching • Needed resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment supports collaboration and problem-solving by staff • The school culture embraces collaboration and co-teaching as an integral part of instruction and assessment • High quality professional development specific to co-teaching is provided based upon teacher and student needs including job-embedded professional development • Feedback and coaching is provided to support enhancement of co-teaching and collaborative practices as reflected in the co-teaching framework

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Co-Teaching Reflection Tool

Directions -Collaborative Reflection

Complete the following section *collaboratively* with your co-teaching partner. Begin by sharing your responses to Part I of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. **Reflection Tool Part 3** may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

<u>Co-Teaching Categories</u>	Strengths	Areas for Improvement
Planning for Instruction and Assessment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Instructional Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Physical Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Discipline Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
School Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		

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Co-Teaching Reflection Tool

School _____

Co-Teacher(s) _____

Date [Click here to enter a date.](#)

Directions Part 2-Instructional Delivery

In this section, you will *individually* describe your **team's** implementation of co-teaching approaches. Check the rating of sustaining, developing or initiating, that best describes your team's implementation of each co-teaching approach.

Co-Teaching Approach	Definition ²	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
1 Teach 1 Assist ¹	One teacher is responsible for teaching. One teacher circulates throughout the classroom providing unobtrusive assistance to students as needed.	<ul style="list-style-type: none"> • No co-planning occurs, although the lesson plan may be exchanged • No opportunity to switch roles-lead/assist • This approach is used exclusively • Special education teacher only assists students with disabilities 	<ul style="list-style-type: none"> • Limited co-planning occurs, with one teacher developing the lesson separately • The same teacher leads predominately, while the other usually assists • This approach is used predominately • Students interact mostly with one teacher or the other teacher 	<ul style="list-style-type: none"> • Co-planning occurs consistently • Each teacher has the opportunity to lead and to assist based on the instructional activity • This approach is used strategically • Both teachers share responsibility for maintaining the learning environment for all students • Special educator's role clearly reflects a focus on student's IEP needs

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Co-Teaching Reflection Tool

Co-Teaching Approach	Definition ²	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Station Teaching¹	Two teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently.	<ul style="list-style-type: none"> • Separate content is planned by each teacher and delivered at each station, although resources may be exchanged • One teacher makes all the decisions about objectives, skill development, pre-teaching, etc. • Students rotate through a series of stations that may not be closely related. • Teachers group students with disabilities separately 	<ul style="list-style-type: none"> • Lessons are planned separately • Decisions regarding main objective, needed skill development, and pre-teaching for lesson are developed in isolation • Students rotate through two separate content stations and an independent/partner activity • Teachers group students without pre-determined criteria • Students with disabilities are unevenly distributed among groups 	<ul style="list-style-type: none"> • Co-planning occurs consistently • Decisions for lesson, including main objective, needed skill development, and pre-teaching are collaboratively developed • Students rotate through two cohesive content stations and, if appropriate, a related independent/ partner activity • Teaching team uses pre-determined criteria to group all students, and students with disabilities are part of each group

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Co-Teaching Reflection Tool

Co-Teaching Approach	Definition ²	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Parallel Teaching¹	On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.	<ul style="list-style-type: none"> • Co-planning does not occur, but teachers may exchange materials and resources • Each teacher delivers different/unrelated content • Special educator has separate group for students with disabilities and teaches modified content 	<ul style="list-style-type: none"> • Co-planning occurs sometimes but lessons are planned separately • One teacher is responsible for teaching grade level content • One teacher has a separate group for students with disabilities to teach content using a variety of instructional strategies 	<ul style="list-style-type: none"> • Co-planning occurs consistently • Each teacher presents the same content to divided group using strategies designed to meet individual student needs • Teaching team uses pre-determined criteria to group all students, including students with disabilities • Students with disabilities are a part of each group

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Co-Teaching Reflection Tool

Co-Teaching Approach	Definition ²	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Alternative Teaching¹	In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.	<ul style="list-style-type: none"> • Co-planning does not occur • Special educator always leads smaller group • Small group is static and composed only of students with disabilities • This approach is the primary mode of instruction, so students with disabilities are usually working separately from the rest of the class 	<ul style="list-style-type: none"> • Co-planning occurs sometimes • One educator predominately leads the large group • Small group is composed of students who are struggling with a particular concept or skill; grouping is adjusted periodically • This approach is used primarily or exclusively for remediation for acceleration of struggling students 	<ul style="list-style-type: none"> • Co-planning occurs consistently • Both teachers share responsibility for leading smaller teaching groups • Small groups are formed flexibly and fluidly to address instructional needs • This approach is used creatively to address a variety of student needs, including remediation for acceleration, pre-teaching, and enrichment

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Co-Teaching Reflection Tool

Co-Teaching Approach	Definition ²	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Team Teaching¹ Interactive Teaching	Both teachers are sharing the delivery of, and have equally active roles in leading the class. Both teachers are actively engaged in the delivery of core instruction.	<ul style="list-style-type: none"> • Co-planning occurs rarely, if ever • One teacher delivers all the content information • Special educator delivers only supplemental instruction, not core content instruction • Student Interactions are based on teacher roles (Special Educator or General Educator) 	<ul style="list-style-type: none"> • Some co-planning occurs sometimes • One teacher (usually the general educator) delivers majority of core content • Each educator delivers a prescribed section of the lesson • Student interactions and engagement are primarily with the one teacher delivering content 	<ul style="list-style-type: none"> • Extensive co-planning occurs consistently • Both teachers share delivery of core content to the entire class • Teachers use a “conversation” style to deliver instruction simultaneously • Student interactions with both teachers demonstrate cohesive delivery of instruction and promote high levels of student engagement • Special educator leads accountability for IEP monitoring

References

- 1 Adapted from Cook, Lynn and Friend, Marilyn, (2004). *Co-Teaching: Principles, Practices, and Pragmatics*. New Mexico Public Education Department, Quarterly Special Education Meeting, Albuquerque, NM. April 29, 2004
- 2 Adapted from Marilyn Friend, (2008). *Co-Teach!: A Handbook for creating and Sustaining Effective Classroom Partnerships in Inclusive Schools*.

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Co-Teaching Reflection Tool

Directions Part 3-Collaborative Reflection

Complete the following section *collaboratively* with your co-teaching partner. Begin by sharing your responses to Part 2 of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. **Reflection Tool Part 3** may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

<u>Instructional Delivery</u>	Strengths	Areas for Improvement
One Teach, One Assist Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Parallel Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Station Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Alternative Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Team Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
How many times in the average week do you use each instructional delivery approach?	Keeping in mind your current group of students and the skills and content you teach, are there one or more co-teaching approaches you would like to try, or to use more of, to enhance student achievement?	

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Co-Teaching Reflection Tool

1 Teach 1 Assist Station Teaching Parallel Teaching Alternative Teaching Team Teaching	
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Co-Teaching: What it IS, What it is NOT

Element of co-teaching	Co-teaching DOES	Co-teaching does NOT
<i>“two or more professionals”</i>	involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it (Fennick, 2001).	involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff (Friend, 2003).
<i>“joint delivery of instruction”</i>	mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001, Gately & Gately, 2001).	mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group (Murawski, 2002).
<i>“diverse group of students”</i>	allow teachers to respond effectively to diverse needs of students, lower the teacher-student ratio, and expand the professional expertise that can be applied to student needs (Hourcade & Bauwens, 2001).	Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).
<i>“shared classroom space”</i>	Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pullout programs (Friend, 2003).	Include teaching teams that plan together but then group and instruct students in separate classrooms (Trump, 1966, Geen, 1985).

Co-teaching models between General and Special Education Teachers

	One Teaching, One Drifting	Station Teaching	Parallel Teaching	Alternative Teaching	Team teaching
DESIGN	<ul style="list-style-type: none"> • Lead teacher models organization of the content • Lead teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson • Support teacher assists 	<ul style="list-style-type: none"> • Lead teacher and support teacher segment the lesson content. • Lead teacher and support teacher divide the number of stations they are responsible for • Both teachers plan and organize their station activities with attention to possible group differences 	<ul style="list-style-type: none"> • Lead teacher and support teacher collaboratively organize the lesson content • Lead teacher and support teacher identify strategies needed for groups and individual students • Lead teacher and support teacher divide the students into two groups 	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning 	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher teach simultaneously to the whole class
INSTRUCTION	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching • Support teacher teaches components of lessons with small groups of students • Support teacher provides content support to lead teacher's lesson 	<ul style="list-style-type: none"> • Lead and support teacher segment learning to small groups or individual students at the stations they design 	<ul style="list-style-type: none"> • Lead teacher and support teacher independently deliver the lesson plan to each of the groups • Lead teacher and support teacher facilitate learning in their respective groups 	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching • Support teacher implements supplemental activities for the whole group, small groups or individual students before or after the formal lesson 	<ul style="list-style-type: none"> • Both lead teacher and support teacher conduct formal teaching

Co-teaching models between General and Special Education Teachers

	One Teaching, One Drifting	Station Teaching	Parallel Teaching	Alternative Teaching	Team teaching
MONITORING	<ul style="list-style-type: none"> • Lead teacher uses pre-assessment to determine students' need for support • Support teacher assesses students' skills and facilitates self-regulation during the lesson • Students use self-assessment as they request assistance during or after a formal lesson 	<ul style="list-style-type: none"> • Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random) • Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson 	<ul style="list-style-type: none"> • Lead teacher and support teacher monitor their own groups of students • Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students 	<ul style="list-style-type: none"> • Lead teacher and support teacher pre-assess the students to plan for alternative lessons • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons • Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction 	<ul style="list-style-type: none"> • Lead teacher and support teacher pre-assess the students • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons
BENEFITS	Having two teachers to help individual students after the lesson is presented (individual guided practice)	Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson," 'accelerated learning,' 'mastery learning,' and other ideas that teach to many levels can be readily addressed	Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students	Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery	Team teaching is very powerful when the entire class is participating in a particular inquiry project

Preparing to Co-Teach

Actions	Questions to ask yourself or others
Assess the current environment	<ul style="list-style-type: none"> • What type of collaboration currently exists between general and special education? • Has there been any discussion of inclusion, collaboration, or co-teaching? • How do teachers react when they hear about students with special needs in general education classes? Who reacts favorably?
Move in slowly	<ul style="list-style-type: none"> • What is our joint understanding of co-teaching as a service delivery model? • May I co-teach a lesson with you? • Are there any areas that you feel less strongly about, in which I might be able to assist?
Involve the administration	<ul style="list-style-type: none"> • How is the district addressing the LRE mandate and the inclusive movement? • Would our school site be willing to be proactive by including co-teaching? • What discipline areas will we target first? • How will we ensure that support is provided across all content areas, including electives? • Would we be able to count on administrative support, especially with co-planning time and scheduling assistance?
Get to know your partner	<ul style="list-style-type: none"> • Could we complete a co-teaching checklist to help guide us in discussing our personal and professional preferences? • Are there any pet peeves or issues that I should know prior to our working together? • Do we both have similar levels of expertise about the curriculum and instructing students with disabilities? • How shall we ensure that we are both actively involved and neither feels over- or under-utilized? • What feedback structure can we create to assist in our regular communications?
Create a workable schedule	<ul style="list-style-type: none"> • How often will co-teaching occur (daily, a few times a week, for a specific unit, etc)? • What schedule would best meet the needs of the class and both teachers? • How can we ensure that this schedule will be maintained consistently so that both co-teachers can trust it? • How will we maintain communication between co-taught sessions?

General Education Curriculum Snapshots

Curriculum/content area: _____

Content teacher: _____

WEEK	BIG IDEA	MOST DIFFICULT CONCEPT	MINIMUM LEVEL OF MASTERY
One			
Two			
Three			
Four			
Five			
Six			
Seven			
Eight			
Nine			

Individual Student Needs Summary

Student Name: _____

Collaborative Teacher: _____

Area of Focus	Accommodations Recommended	Additional Notes
Reading/Language Arts		
Math		
Written Communication		
Oral Communication		
Behavior		
Assessment		

What Behaviors are Critical for Success in each Area?

BEHAVIOR	What specific behaviors do successful students exhibit related to each area?
Attitude toward school	
Preparing for class	
General organization	
During class	Behavior
	Disruptions
	Communication
	Note-taking
	Answering questions
	Activities
Group work	
Preparing for tests or state assessments	
Completing homework	

5. I have the following expectations in a classroom:
 - a. Regarding discipline:
 - b. Regarding classwork:
 - c. Regarding materials:
 - d. Regarding homework:
 - e. Regarding planning:
 - f. Regarding modifications for individual students:
 - g. Regarding grading:
 - h. Regarding noise level:
 - i. Regarding cooperative learning:
 - j. Regarding giving/receiving feedback:
 - k. Other important expectations I have:

Preliminary Discussion Questions

It is helpful for potential co-teachers to discuss their teaching philosophies, routines, and student expectations before making the commitment to co-teach. The questions below are designed to serve as a starting point for co-teaching discussion. Depending on previous experiences working together, some questions may not be relevant. Review the questions in advance and plan to spend about an hour together discussing these items. Remember that differences of opinion are inevitable; *differences are OK and perfectly normal*. Effective co-teachers learn and grow professionally from their work together. Competent professional skills, openness, and interest in working together are more important than perfect agreement on classroom rules.

1. What are your expectations for students regarding:
 - a. Participation?
 - b. Daily preparation?
 - c. Written assignments and/or homework completion?
2. What are your basic classroom rules? What are the consequences?
3. Typically, how are students grouped for instruction in your classroom?
4. What instructional methods do you like to use (e.g. lectures, class discussions)?
5. What practice activities do you like to use (e.g. cooperative learning groups, labs)?
6. How do you monitor and evaluate student progress?
7. Describe your typical tests and quizzes.
8. Describe other typical projects and assignments.
9. Do you differentiate instruction for students with special needs? If so, how?
10. Is any special assistance given to students with disabilities during class? On written assignments? On tests and quizzes?
11. How and when do you communicate with families?
12. What are your strengths as a teacher? What are your areas of challenge? How about your pet peeves?
13. What do you see as our potential roles and responsibilities as co-teachers?
14. If we decide to co-teach together, what are your biggest hopes for our work as a team? What are your biggest concerns?

Teaching Style Inventory

This inventory is designed to gauge your teaching preferences and styles. There are no right or wrong answers to these questions. Below, you will find twelve items, each of which contains four statements about ways you might respond in your teaching, through the way you might behave, think or feel. Rank the four statements to reflect how well they describe the way you teach. Occasionally you may feel that none describe you, or all describe you. In these instances you should force yourself to rank the statements in the best manner possible in order to get an accurate picture of your particular styles.

Please rank the statement that **best** describes your response with a **4**. The next best statement should receive a 3, the next a 2, and finally the least descriptive statement should receive a 1.

1. *When I teach my class, I would be most likely to:*

- _____ A. Include students' life experiences or pre-existing knowledge when I introduce a concept.
- _____ B. Incorporate reading assignments that provide the background for each concept introduced.
- _____ C. Require students to learn by doing creative problem solving exercises, lab activities, and projects.
- _____ D. Engage students in problems that are outside the realm of possibility to force them to think creatively.

2. *When I teach my class, I would be most likely to:*

- _____ A. Suggest that students collaborate on their assignments rather than compete.
- _____ B. Instill the relevant facts and procedures. When students cannot pass the state exam or do not have the prerequisite knowledge from my class to the next one they take, I have failed as a teacher.
- _____ C. Assign a wide variety of tasks that facilitate learning for understanding, even though this sometimes takes longer than originally planned.
- _____ D. Cultivate scholarship and independent thinking/reasoning skills by providing optional assignments that can be done outside of class.

3. *When I teach my class, I would be most likely to:*

- _____ A. Tie concepts to applications in the real world.
- _____ B. Institute a regularly scheduled time for skill building where students practice their use of problem solving.
- _____ C. Guide students in their desire to invent new methods for solving problems and/or representing data.
- _____ D. Introduce students to the possibility that for some problems there is no right answer.

4. *When I teach my class, I would be most likely to:*

- A. Challenge students to challenge their own understanding by valuing the opinions of other students
- B. Supply students with the structure they need to recall and repeat the appropriate facts and procedures from memory to pass the end-of-unit test.
- C. Capitalize on student curiosity about unfamiliar situations
- D. Specify a certain amount of time in class for homework.

5. *When I teach my class, I would be most likely to:*

- A. Become concerned if I feel as though students are asking the question, “Why do I have to do this?”
- B. Insist that students follow my lecture, and frequently question them during the lecture as a check of where I am. Often I require that notes be taken as well.
- C. Supply time for exploration and discovery where students have the opportunity to answer their “what if” questions.
- D. Allow students to develop their own problem solution process.

6. *When I teach my class, I would be most likely to:*

- A. Illuminate students’ misunderstanding by having them describe their thought processes and explain their ideas.
- B. Provide a relatively complete content structure for students to memorize so that they build upon this knowledge later.
- C. Present scenarios involving many concepts that provide material for class discussion about solutions and predictions.
- D. Devote time to skill drills where each student works alone.

7. *When I teach my class, I would be most likely to:*

- A. Try to provide a rationale for learning that motivates students based upon relating what they are taught with what they know will help them later in life.
- B. Provide many problems of the same type—repetition can help transfer knowledge to new situations.
- C. Introduce manipulatives or software, so that students can represent concepts concretely.
- D. Require that students commit facts to memory.

8. *When I teach my class, I would be most likely to:*

- A. Assign student roles for activities, such as equipment manager, timer, measurer, recorder, observer, evaluator, etc.
- B. Enforce accurate application of a solution procedure by using already learned responses to solving the problem or similar problems.
- C. Foster creative problem solving that has some element of discovery embedded, forcing students to find the new rule or principle.
- D. Walk around while students are working, speaking to them individually about my observations, or asking them questions about their problem-solving process or procedures.

9. *When I teach my class, I would be most likely to:*

- A. Help students understand that real life situations and scenarios cannot be carried out without an understanding of what they are learning.
- B. Relate the method for solving a problem as explicitly as possible.
- C. Encourage different approaches to problem solving that help students understand their reasoning skills and processes.
- D. Present the facts first.

10. *When I teach my class, I would be most likely to:*

- A. Situate students in groups when assigning worksheets.
- B. Amplify the importance of attaining the correct answer.
- C. Assist students in moving gradually from representing information concretely to representing information abstractly.
- D. Identify and point out during lecture the finer points in my problem solving methods that should be of assistance to all students.

11. *When I teach my class, I would be most likely to:*

- A. Scaffold upon previously understood concepts and knowledge that can be concretely examined based upon experiences at home, with friends, or activities that students find interesting and valuable.
- B. Frequently provide quizzes that help me understand how well my students are able to apply the problem solving methods they have been provided.
- C. Establish activities that require collecting data, analyzing that data, making conclusions and/or predictions from it, followed by group reflection on the fundamental concepts involved in their data collection and analysis process.
- D. Ask open-ended questions that allow students to explore their ideas and creative thoughts in whatever direction they choose.

12. *When I teach my class, I would be most likely to:*

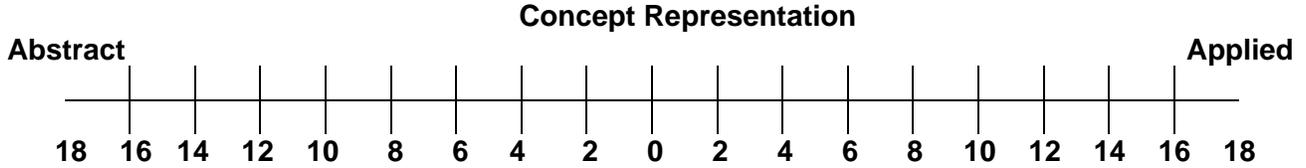
- A. Structure group activities that require students learn to use interpersonal skills.
- B. Maintain the position that even though a problem may be solvable empirically, students must learn the analytical solution first before they begin to make such predictive solutions to problems.
- C. Expand the ability of students to transfer their knowledge to new situations by incorporating project-based approaches.
- D. Eliminate activities where the result is not distinctly attributable to individual students.

Scoring: Complete the table below with the rankings for each item, then add your score for each column.

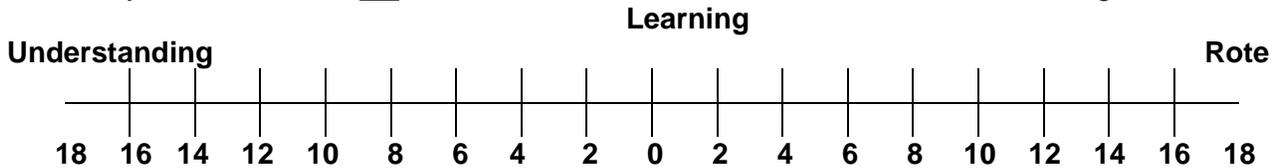
Odd Numbered Items								Even Numbered Items							
A		B		C		D		A		B		C		D	
#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank
1		1		1		1		2		2		2		2	
3		3		3		3		4		4		4		4	
5		5		5		5		6		6		6		6	
7		7		7		7		8		8		8		8	
9		9		9		9		10		10		10		10	
11		11		11		11		12		12		12		12	
Total															

RESULTS

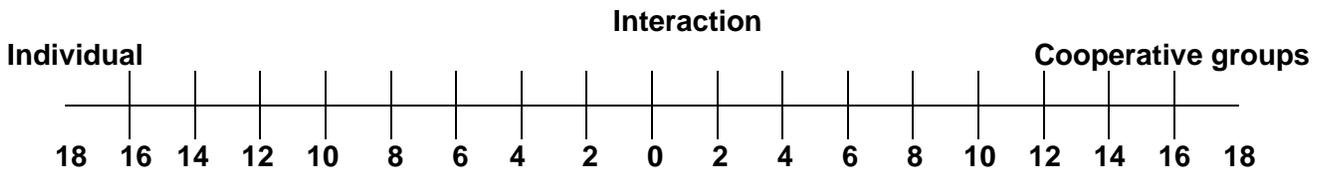
1. Subtract the smaller number from the larger number in columns Odd-A and Odd-D, and plot it on the bar **below**. If A was larger, plot your score on the right. If D was larger, plot your score on the left. *This number will be the X coordinate on the Teaching Goals Matrix.*



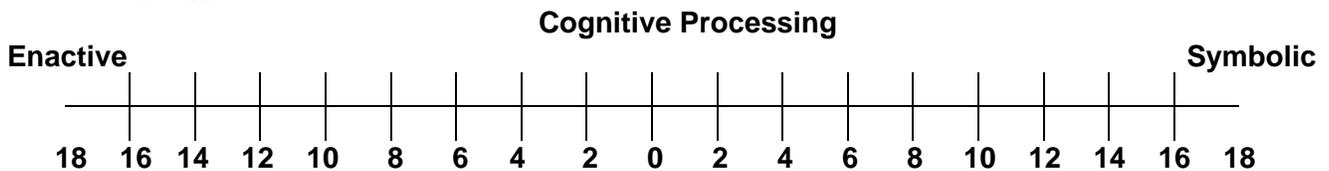
2. Subtract the smaller number from the larger number in columns Even-B and Even-C, and plot it on the bar **below**. If B was larger, plot your score on the right. If C was larger, plot your score on the left. *This number will be the Y coordinate on the Teaching Goals Matrix.*

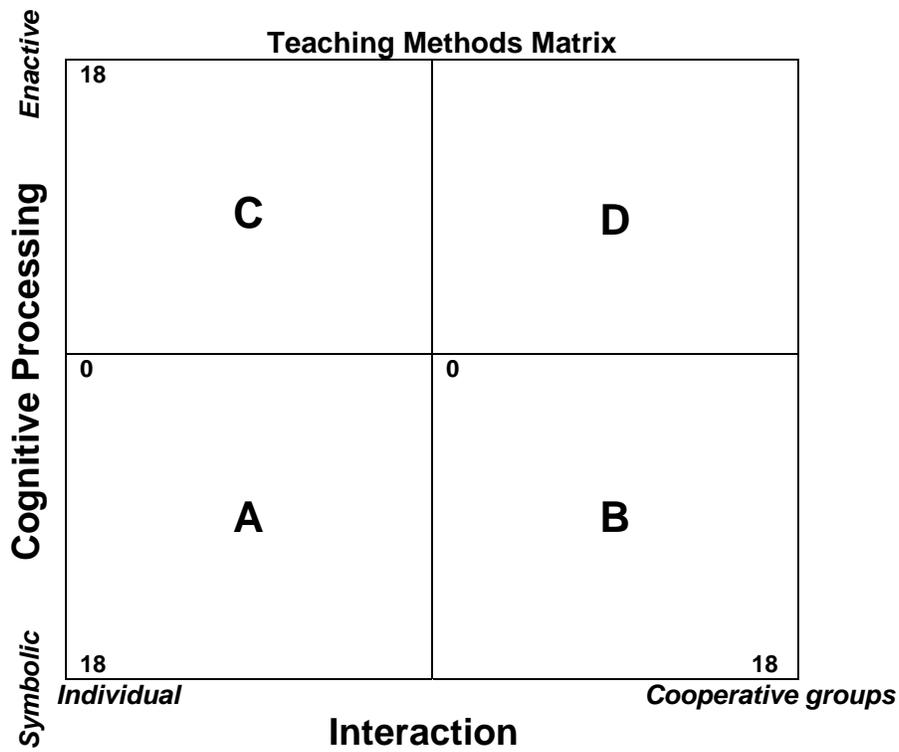
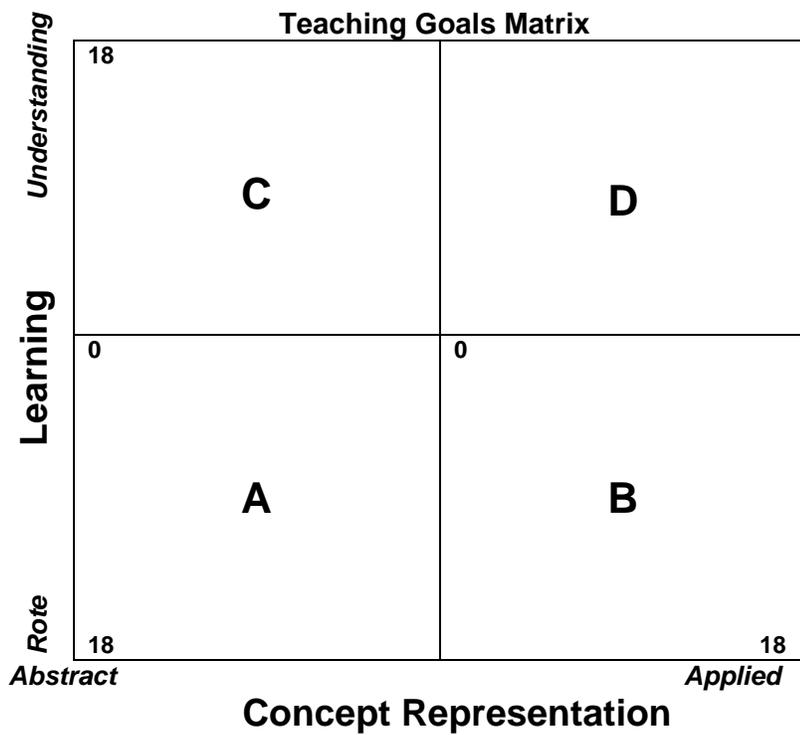


3. Subtract the smaller number from the larger number in columns Even-A and Even-D, and plot it on the bar **below**. If A was larger, plot your score on the right. If D was larger, plot your score on the left. *This number will be the X coordinate on the Teaching Methods Matrix.*



4. Subtract the smaller number from the larger number in columns Odd-B and Odd-C, and plot it on the bar **below**. If B was larger, plot your score on the right. If C was larger, plot your score on the left. *This number will be the Y coordinate on the Teaching Methods Matrix.*





Teaching goals matrix interpretation

Quadrant A: Teacher prefers rote learning to analysis. Example: students memorize abstract facts, such as multiplication tables through repetition.

Quadrant B: Teacher prefers rote learning and focuses on practical applications. Example: students learn practical facts about the real world, such as the available numerical apertures on fiber optics and the tensile strength of different sizes of nails.

Quadrant C: Teacher prefers analysis to rote learning but does not focus on practical applications. Example: students learn abstract processes, such as how to plot vectors representing forces on an object in a space.

Quadrant D: Teacher prefers analysis to rote learning and focuses on familiar applications. Example: students are presented with real-world problems in which they use formulas and processes such as plotting designs for car parts using AutoCAD.

Teaching methods matrix interpretation

Quadrant A: Teacher prefers to have students process information via symbols and language and work as individuals. Example: students listen to lecture.

Quadrant B: Teacher prefers to have students process information via symbols and language and work in groups. Example: students discuss problems in groups.

Quadrant C: Teacher prefers to have students learn through manipulatives used individually. Example: working individually at computers, students explore physics principles by manipulating variables in interactive applets.

Quadrant D: Teacher prefers to have students learn through hands-on activities completed collaboratively. Example: team lab projects.

Subject _____

Class Hour _____

Strategy Suggestion...

Doctor's Prescription – Ask students to all share a made-up illness. For each illness, offer the same treatment (take 2 aspirins and call me in the morning). Discuss this activity and how fair is not equal. In your class, students receive what they need.

Target Students

Day/Date	Big Idea/Goals	Lesson Activities	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Subject _____

Class Hour _____

Strategy Suggestion...
Use person-first language –
e.g., a person with a learning
disability. If it is necessary to
mention the disability, use
"words with dignity."

Students with Special Needs

Co-Teaching Structure	Behavioral & Academic Adaptations (based on IEP goals/objectives)	Materials/Support Needed	Team Notes
<i>Select an appropriate structure</i> one lead, one support station teaching parallel teaching alternative teaching team teaching			

This page is designed to be completed by the Special Educator

Example of Lesson Plan Tool

P

Plan the purpose of the lesson

What will students accomplish?	Why is this important/what are the benefits?
--------------------------------	--

L

Link lesson to student needs & interests

How can the assignment be personally relevant to students?	Options/Choices?	Possible pitfalls to completion?	Solutions to these pitfalls?
--	------------------	----------------------------------	------------------------------

A

Arrange clear student directions

Action steps	Supplies and resources	Grading criteria
		Due date: Pts:

N

Note evaluation date & results of lesson

Date to review assignment outcomes: Results:	Results and additional notes:
---	-------------------------------

Tracking Our Progress through the 3 Stages

Date:	CURRENT STAGE Beginning/ Compromising/ Collaborative	STRENGTHS	AREAS OF CHALLENGE
Physical Arrangement			
Familiarity with Curriculum			
Curriculum Goals and Modifications			
Instructional Presentation			
Classroom Management			
Assessment			

Co-Teaching in the Classroom

If one of you is doing this:	The other can be doing this:
Lecturing	Modeling notetaking on the board or overhead, ensuring “brain breaks” so that students can process lecture information
Taking attendance	Collecting and reviewing last night’s homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling the first problem on the assignment
Giving instructions orally	Writing down instructions on the board; repeating or clarifying any difficult content
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands in the building	Reviewing homework, previewing a study skill or test-taking strategy
Re-teaching or pre-teaching with a small group	Monitoring the large group as they work independently
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting roleplay or modeling the concept, asking clarifying questions
Considering modification needs	Considering enrichment opportunities

Material from “Tips and Strategies for Co-Teaching at the Secondary Level” by Wendy Murawski and Lisa Dieker, *Teaching Exceptional Children*, May/June 2004, p. 57. Copyright 2004 by The Council for Exceptional Children. Reprinted with permission.

Co-Teaching Variations

Optimally, co-teaching teams use variations of the co-teaching model based on student, teacher, and content needs. Each member of the co-teaching team should take the opportunity to fulfill various roles. This helps reinforce to students the idea that both partners are “teachers” and gives both teachers an opportunity to use their expertise and to share in the joys as well as the challenges of the classroom. Common variations of co-teaching are described below.

Variation	Description	Planning Time	Example
One Teaching, One Observing (Whole group)	One teacher teaches the lesson and the other observes students to gain an understanding of their academic and social functioning.	Low	A general educator teaches a whole-group lesson on writing complete sentences. The special ed teacher collects data related to a single student or small groups of students. The data are used to compare targeted student behavior to the behavior of others during the lesson being taught. In future lessons, the partners may reverse roles when specific behaviors need to be observed.
One Teaching, One Assisting (Whole group)	One teacher provides instruction and the other supports the instructional process.	Low	A general educator teaches a whole-group lesson on the causes of the Civil War. The special ed teacher walks around the classroom to assist students by answering individual questions or to redirect students who are not following the instruction. In future lessons, the partners may reverse roles.
Station Teaching (Small group)	Small groups of students rotate to various stations for instruction, review, and/or practice.	Medium	A teacher works with a small group of students on prewriting, while other students are working with the other teacher on research skills. Another group of students are using the classroom computer to research a topic. Over the course of the week, all students work at each task/station.
Parallel Teaching (Small group)	Students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.	Medium	The class is divided in half, and each teacher works with a group on creating a timeline of important events in history. At the end of the session, each group shares its timeline and reviews important concepts.
Teaming or Interactive Teaching (Whole group)	Teachers alternate roles of presenting, reviewing, and monitoring instruction.	High	Both teachers teach a whole-group lesson on fractions. The specialist introduces the concept and provides initial instruction. The general educator directs the guided practice and evaluation. In future lessons, the partners may reverse roles.
Alternative Teaching (Big group/small group)	One person teaches, re-teaches, or enriches a skill or concept for a small group, while the other monitors or teaches the remaining class members.	High	The special education teacher works with a small group of students on an enrichment project, while the general educator teaches the remainder of the students. In future lessons, the partners may reverse roles.

Adapted from *Interactions: Collaboration Skills for School Professionals, 7th ed.*, by M. Friend & L. Cook, 2014, Boston, MA: Pearson Education.

Co-Teaching Models

T (Term)	I (Information)	P (Picture)
<p>One Teach, One Observe</p>	<p>Allows one teacher to provide instruction while the other collects data on the students' academic, behavioral, or social skills. This observational data can be used to inform instruction and document student progress. This model allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies.</p>	
<p>Station Teaching</p>	<p>Allows teachers to work with small groups. Teachers begin by dividing the content into three or more segments. Two groups are teacher-led and the third/fourth groups work independently. During the lesson, the students rotate through the "stations" until they complete all three sections of the content. This approach is beneficial because it allows teachers to create small group activities that are responsive to individual needs.</p>	
<p>Parallel Teaching</p>	<p>Provides opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead instruction with both groups. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students' needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers.</p>	
<p>Alternative Teaching</p>	<p>Allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. Typically for remediation or acceleration. At a non-critical time of instruction, one teacher manages the large group while the other teacher delivers an alternate lesson. This can be used for pre-viewing or re-viewing materials. The same students don't need to be pulled every time. Use data to determine the alternative group</p>	

Co-Teaching Models

<p>Team Teaching</p>	<p>Both teachers share the responsibility of leading instruction. While their roles may shift throughout the lesson, the key characteristic is that “both teachers are fully engaged in the delivery of the core instruction” (Friend, 2008).</p>	
<p>One Teach One Assist</p>	<p>One teacher is in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions. Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant. According to Friend (2008, p. 17), “professionals should be actively involved in all aspects of the instructional process... they should not be functioning like paraprofessionals.”</p>	

From Texas Co-Teaching Handbook, 2016

Co-Teaching: Moving Beyond One Teaching, One Assisting

By Tina Spencer, M.S.

February/March 2012

Co-teaching is a model of delivering special education services in general education classes to students with disabilities. Within this model, two or more professionals are expected to deliver instruction together to a diverse group of students in the same classroom. As increasing numbers of special educators and general educators co-teach, teachers are looking for the best approaches to teaching content to all students. Friend and Cook (2007) found the following co-teaching approaches to be used most often in schools:

- One teaching, one observing,
- Station teaching,
- Parallel teaching,
- Alternative teaching,
- Teaming,
- One teaching, one assisting.

According to Friend and Cook (2007), one teaching, one observing, “sometimes becomes the sole or primary co-teaching approach in many classrooms, particularly when planning time is scarce” (p. 128). Wendy Murawski, an associate professor at California State University, is often requested by school districts to provide professional development in the areas of inclusive education, collaboration, and co-teaching. Murawski (2009) discussed possible reasons for special educators taking on a less active, more supportive role of assisting general educators in co-taught classes, noting that both general and special educators contend that they received “no training, no time for planning, no shared knowledge of content or students, and no true understanding of the goal or rationale for this professional marriage” (p. 21).

As a result, in many instances, general educators continue their role of leading all the instruction while special educators complain that they are treated as assistants in the classroom (Murawski, 2009).

The Challenge

Friend (2008) identified the *one teaching, one assisting* approach to co-teaching as the teaching variation with “the greatest potential to be over-used and abused” (p. 79). Even though no single approach is thought to be the best, co-teaching partners must move beyond *one teaching, one assisting* in order to create the powerful instructional partnership that is needed to effectively support students with disabilities and others at risk for academic failure.

One Solution: A commitment from administrators to build common planning time into master schedules, as well as a commitment from teaching partners to honor and use that time in a structured planning process, may be strong first steps in moving beyond the *one teaching, one assisting* approach. The article ***The Planning Meeting Process: An Excerpt From the Considerations Packet, Co-Planning for Student Success*** provides the steps of such a planning process, suggestions for finding common planning time, and guidelines for implementing all six co-teaching approaches. This is in keeping with Friend and Cook’s (2007) recommendation that to keep “...co-teaching relations and instructional arrangements fresh and effective, teachers should consider trying several of the approaches, regularly changing their co-teaching methods ...” (p.120).

One Example: Ms. Myers, the special education teacher, is partnering with Ms. Bennett, the general education teacher. Their principal, Ms. Walker, has agreed to give both teachers a common planning time. She has provided them with copies of the ***Co-Teaching and Co-Planning for Student Success*** T/TAC W&M Considerations Packets and has asked them to use suggestions from these packets to plan and teach lessons in their co-taught class. Ms. Myers spends the first two weeks supporting Ms. Bennett in the *one teaching, one assisting* form of co-teaching while becoming familiar with the students and Ms. Bennett’s teaching style. During this time, she helps refocus students as Ms. Bennett teaches the content. After two weeks of assisting students and making classroom observations, Ms. Myers has a good sense of how Ms. Bennett delivers the content and what strategies students use to learn that content. While planning together, Ms. Myers

and Ms. Bennett discuss all the accommodations needed by the students with individualized education programs (IEPs) and 504 plans. The two teachers also talk about the other variations of co-teaching they have reviewed in the packets and how best to use them when planning lessons.

Specifically, together, the two teachers problem-solve how best to move beyond *one teaching, one assisting*. They have decided that Ms. Myers will take the lead with several of the opening and closing activities while Ms. Bennett will continue to teach all new content. Both teachers will share the lead when helping students with practice assignments. Also, several types of assessments have been created throughout the unit by Ms. Myers and Ms. Bennett. They will share the responsibility for using these assessments to check for understanding of the content.

Ms. Myers is ready to take a more active role with classroom instruction. Her co-teacher is looking forward to having a partner who equally shares the teaching responsibilities. They discuss *station teaching* as a way for students to practice content in small groups, as the groups rotate among the various stations featuring different practice activities.

To utilize another form of co-teaching, Ms. Bennett will frontload vocabulary words by working with a small group of struggling students, while Ms. Myers introduces the warm-up activity to most of the class. This approach of *alternative teaching* will give Ms. Myers a chance to lead most of the class, while Ms. Bennett works with the smaller group of students. Both educators are excited about moving beyond *one teaching, one assisting* as they share the roles and responsibilities for jointly planning and delivering the content.

Moving Beyond One Teaching, One Assisting: As educators, we must ensure that students with disabilities have access to the general education curriculum. Co-teaching is one service delivery option that gives students with disabilities that access. To maximize the impact of this service option, both teachers must take an active role in providing instruction and commit to teaching students using a variety of teaching approaches. The following tips are provided to assist co-teaching partners in moving beyond *one teaching, one assisting*.

- Stay focused during common planning time by using an agenda and a lesson plan template. Write everything down!

- Become knowledgeable about the six co-teaching approaches and commit to using them appropriately. Follow Friend's (2008) guidelines for using various co-teaching approaches when planning content units:
 1. One teaching, one observing: Occasional
 2. Station teaching: Frequent
 3. Parallel teaching: Frequent
 4. Alternative teaching: Occasional
 5. Team teaching: Occasional
 6. One teaching, one assisting: Seldom

At the end of the unit, reflect on your planning and teaching practices. Discuss how the content was taught to students. As a team, were you able to move beyond *one teaching, one assisting*? To ensure delivering content in a variety of ways, commit to using three or more co-teaching variations for future units.

References

Friend, M. (2008). *Co-teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools*. Greensboro, NC: Marilyn Friend, Inc.

Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.) Boston, MA: Pearson Education.

Murawski, W. (2009). *Collaborative teaching in secondary schools: Making the co-teaching marriage work!* Thousand Oaks, CA: Corwin Press.

3-2-1- Co-Teaching Summary Form

3	Things I learned....	
2	Things I found Interesting....	
1	Question I still have....	