

# Co-teaching Basics

## What is co-teaching?

Co-teaching is when two or more professionals work together to provide instruction to a group of students with shared ownership, resources, and accountability.

## Who co-teaches?

Any two (or more) educational professionals can co-teach. Some common pairings include:

- Special education teacher with general education teacher
- General education teacher with general education teacher
- General or special education teacher with specialist (e.g. reading specialist, ESL/ENL teacher)
- Mentor teacher with teacher candidate (during field placement or student teaching)

## How are effective co-teaching relationships developed?

When establishing a co-teaching relationship, there are three important factors which must be considered: parity, planning, and partnership.

### Parity

- Both teachers are equally valuable members of the classroom. It is important to make sure others (e.g. students, other faculty/staff, administrators, parents) know this.
- It is a good idea to delineate roles, but both roles should be viewed as equally valuable. For example, a general education teacher might be known as the “content specialist,” while a special education teacher might be known as the “strategy specialist.”

### Planning

- Co-planning is a must for effective co-teaching. Without co-planning, true co-teaching cannot occur.
- It is critical for teachers to set aside a regular time to co-plan and follow through with it.
- Teachers also need to decide how they will co-plan in terms of format, responsibilities for lesson preparation, etc.
- There are several different approaches, or models, for co-teaching. Each approach has advantages and disadvantages, but is fitting for certain situations. Co-teachers should plan to vary their approaches based on the content, mode of lesson delivery, and needs of students.
- Regardless of the co-teaching approach, the teachers must plan for and engage in high-quality instruction in order for co-teaching to be effective.

### Partnership

- Co-teaching is a relationship, so communication is critical. Co-teachers should discuss and agree upon the details of how the classroom will be run (e.g. rules, procedures).
- Like all relationships, co-teachers will have disagreements and difficulties from time to time. It is important to have a plan in place for how these issues will be resolved professionally. Respect and compromise are essential.

## What are the various approaches, or models, for co-teaching?

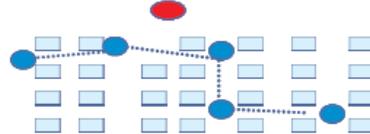
- 1. One Teach, One Observe:** One teacher has primary responsibility for instruction, while the other observes and collects data.
- 2. One Teach, One Assist:** One teacher has primary responsibility for instruction, while the other assists with teaching tasks (e.g. passing out papers, writing notes on the board) and provides individual student assistance.
- 3. Station Teaching:** The teachers divide the content and the students. Each teacher then teaches part of the content to one group and subsequently repeats that instruction for the other group. If appropriate, a third station can be developed at which students work independently.
- 4. Parallel Teaching:** The teachers divide the class into two groups. Then, simultaneously, each teacher teaches one of the groups. They teach the same content, in the same manner.
- 5. Alternative Teaching:** One teacher takes responsibility for the majority of students, while the other teacher works with a smaller group of students needing specialized attention (e.g. remediation, enrichment).
- 6. Teaming/Team Teaching:** Both teachers work together to deliver the same instruction at the same time to the whole group of students.

## CO-TEACHING APPROACHES

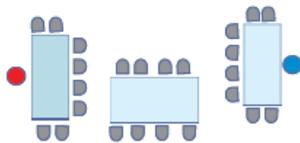
### ONE TEACH, ONE OBSERVE



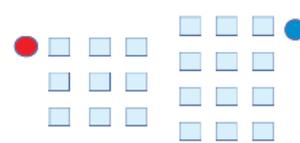
### ONE TEACH, ONE ASSIST



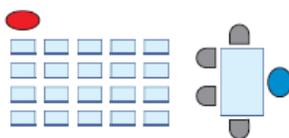
### STATION TEACHING



### PARALLEL TEACHING



### ALTERNATIVE TEACHING



### TEAMING

