



SPED 854, Module 5: Co-Teaching Tips

1. Contribute **two** tips for successful co-teaching the class Google document by the assignment due date. Be sure to describe the tips in your own words (don't copy and paste!) More detailed instructions and an example are provided at the top of the table.

Note: If the table runs out of rows, just place your cursor in the last row, then click on "Table" then "Insert Row Below"

Your Name	Provide a short (1 word or more) title that briefly describes the tip	Provide a detailed description and an example of how the tip can be applied in a co-teaching situation	Provide the reference where you found the co-teaching tip (using APA format).
Veronica McCulloch	Parallel Teaching	Parallel teaching is a co-teaching strategy where the two teachers divide the class into two smaller groups and simultaneously teach the same content, but with variations in instructional methods or materials. This strategy promotes increased student engagement, provides additional support, and allows for more personalized instruction. Example: In a co-teaching situation, the teachers can divide the class into two groups, with each teacher taking responsibility for one group. They can then plan and deliver the same lesson simultaneously, but with different approaches. For instance, while one teacher presents the main concepts using direct instruction, the other teacher can facilitate a	Reference: Friend, M., & Cook, L. (2020). Interactions: Collaboration skills for school professionals. Pearson. (Chapter 7: "Co-Teaching Strategies: Parallel Teaching")

		<p>hands-on activity or lead a discussion. This allows students to receive instruction in different formats, catering to various learning styles and promoting deeper understanding of the content. After a specific time period, the groups can switch, allowing all students to benefit from both instructional methods.</p>	
<p>Veronica McCulloch</p>	<p>One Teach, One Observe</p>	<p>One Teach, One Observe is a co-teaching strategy where one teacher takes the lead role in delivering instruction while the other teacher takes on the observer role. This strategy allows for focused observation of student engagement, understanding, and behavior, providing valuable data for instructional planning and intervention.</p> <p>Example: In a co-teaching scenario, one teacher can take the lead in delivering the lesson, while the other teacher assumes the role of an observer. The observing teacher can focus on specific aspects, such as student engagement, participation, and comprehension. They can take notes, collect data, or use a predetermined observation checklist. By closely observing students' responses and behaviors, the observing teacher can gather valuable information about individual needs, learning styles, and areas of improvement. This data can then be used to inform future lesson planning, differentiation, and targeted interventions to better support students' learning.</p>	<p>Reference: Villa, R. A., Thousand, J. S., & Nevin, A. (2020). A guide to co-teaching: Practical tips for facilitating student learning (3rd ed.). Corwin. (Chapter 3: "Five Approaches to Co-Teaching")</p>

<p>Ramona Madrigal</p>	<p>Station Teaching</p>	<p>This is where there are two teachers in the room, each teacher has a station with learning activities that they have planned for.</p> <p>Example: I have actually used station teaching within my classroom during MTSS/ Group time. The ESL and SPED support teachers would come into the room and would take a station with a goal that we have for the students and would use what they had prepared to teach small groups of students that skill. We would have the students circulate to each of us and learn 3 new skills during that time.</p>	<p>Friend, M. P., & Cook, L. (2020). <i>Interactions: Collaboration Skills for School Professionals</i>. Pearson.</p>
<p>Ramona Madrigal</p>	<p>Teaming</p>	<p>In teaming, both teachers are responsible for a lesson, they split up the work of the lesson either by modeling together, having a discussion together, taking turns teaching.</p> <p>Example: Being ESL at my current school, I have been able to team teach. What happens during our session is I will plan and know what is happening during the lesson. I would teach the vocabulary portion of the lesson and bring in visual aides and pictures to show the meaning of the tier 2 and 3 words. Then we would take turns reading the story and helping to facilitate the learning.</p>	<p>Friend, M. P., & Cook, L. (2020). <i>Interactions: Collaboration Skills for School Professionals</i>. Pearson.</p>
<p>Lakshmi Kartik</p>	<p>Collaborate with Shared planning Document on Google Drive</p>	<p>The primary responsibility of the co-teachers (general education and special education teacher) is to establish transparency and clarity in communication and to determine the most appropriate instructional technique (for each of them) to deliver the content most efficiently for</p>	<p><i>Truth For Teachers - 6 ways to make co-planning lessons more efficient.</i> (2021, November 16). Truth for Teachers.</p>

		<p>all students in the class while meeting academic standards (Murawski & Dieker, 2004).</p> <p><i>Google documents</i> are an excellent resource that can be tapped into to help co-teaching staff brainstorm their ideas. The teachers can share the Google document (with a co-planning template) to simultaneously work on ideas, lesson plans, class schedules, timeframes, skills to be taught, effective strategies/activities, and establish roles and responsibilities for the lesson.</p> <p>Example: The general education teacher would share information on the Google doc about the content, curriculum, standards, and the lesson plan structure and activities involved so that it aligns well with the class structure (lunch, assembly, etc.) for the day. The special education teacher can share information on the student's IEP goals, reflect and make appropriate changes while aligning with the outcome and learning goals of the student. It is also essential to establish a logical order of lesson delivery so that the prior knowledge is tapped and appropriate scaffolding of skills happens gradually. All this information is updated accurately on the Google doc so the roles, responsibilities, and expectations are clear for both teachers before the lesson. Then an in-person meeting could be scheduled (with basic information already laid out clearly), where discussions will be more around the order of the lesson delivery, the suitable model of co-teaching for the lesson is</p>	<p>https://truthforteachers.com/truth-for-teachers-podcast/6-ways-make-co-planning-lessons-efficient/</p> <p>Sacks, A. (2021, February 4). Eight Tips For Making the Most of Co-Teaching (Opinion). <i>Education Week</i>.</p> <p>https://www.edweek.org/teaching-learning/opinion-eight-tips-for-making-the-most-of-co-teaching/2014/10</p> <p>Murawski, W., & Dieker, L. (2004). Tips and Strategies for Co-Teaching at the Secondary Level. <i>Teaching Exceptional Children</i>, 36(5), 52-58.</p>
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		<p>identified together, the strategy for the lesson, and further concerns, which will ensure a successful co-teaching session. The meeting notes will also be recorded and updated on the Google doc for continuous reference.</p>	
Lakshmi Kartik	<p>Plan, Divide, and Execute Roles & Responsibilities:</p>	<p>Different areas of expertise can help the planning by using each educator's strengths to ensure the lesson is appropriately differentiated (Murawski & Dieker, 2004). Efficiently and meaningfully splitting a clearly defined set of roles and responsibilities between the teachers according to their individual strengths is the secret behind successful co-teaching. For this to happen, we must take time to critique each other regarding our strengths and weaknesses. Establishing a solid, mutually productive, and effective co-teaching partnership is hugely beneficial as each can tap into one another's strengths to share the strategies and learning we glean from one another.</p> <p>Example: Each team member needs to choose an area where she or he feels knowledgeable and confident about their abilities (has valuable ideas and activities) to address each other's preferred teaching styles, how they work together, how they can complement one another, and where they can blend. The teachers must sit together and co-plan the lesson plans for their class (so that there is consistency in the content being covered). However, there is flexibility in how each teacher plans the implementation to fit their teaching style. Teachers must know their responsibilities beforehand to avoid confusion or</p>	<p><i>Truth For Teachers - 6 ways to make co-planning lessons more efficient.</i> (2021, November 16). Truth for Teachers.</p> <p>https://truthforteachers.com/truth-for-teachers-podcast/6-ways-make-co-planning-lessons-efficient/</p> <p>Sacks, A. (2021, February 4). Eight Tips For Making the Most of Co-Teaching (Opinion). <i>Education Week</i>.</p> <p>https://www.edweek.org/teaching-learning/opinion-eight-tips-for-making-the-most-of-co-teaching/2014/10</p>

		conflict during teaching.	Murawski, W., & Dieker, L. (2004). Tips and Strategies for Co-Teaching at the Secondary Level. <i>Teaching Exceptional Children</i> , 36(5), 52-58.
Emma Huennekens	Station Teaching	<p>This strategy towards co-teaching is by having different stations set up throughout the classroom. Both teachers are working together like with team teaching but they work with half of the class when the other is working on another task.</p> <p>Example: While using this strategy, co-teachers are able to do many activities with smaller groups and are able to implement even more ideas. For instance, when planning with your co-teacher you are able to split lessons and are able to have more one to one contact with the students. It allows for each co-teacher to display their own talents and interests and it is beneficial for the students as well.</p>	Scruggs, T.E., Mastropieri, M.A., & McDuffie, K.A. (2007). <u>Co-teaching in inclusive classrooms: A metasynthesis of qualitative research</u> . <i>Exceptional Children</i> , 73(4), 392-416.
Emma Huennekens	Team Teaching	<p>This strategy towards co-teaching is where both co-teachers share the responsibilities and are equally involved in all the things involving instruction. Another term that is identified under this strategy is interactive teaching.</p> <p>Example: In my personal experience, I prefer team teaching over anything. I think that it is very beneficial for co-teaching to be done together as a team instead of one person do one</p>	Scruggs, T.E., Mastropieri, M.A., & McDuffie, K.A. (2007). <u>Co-teaching in inclusive classrooms: A metasynthesis of qualitative research</u> . <i>Exceptional Children</i> , 73(4), 392-416.

		<p>thing and the one do the other. I have seen a lot of positive encounters with team teaching. For instance, the past class that I had, I had the opportunity to co-teach. We both had a fantastic collaborative spirit and truly wanted the best for the kids and we both were able to bounce off our ideas with each other to be a combined force for our instruction.</p>	
Katie Kerian	Involve an administrator	<p>Murawski writes that once the administration is involved, support can be put in place concerning questions about what the state and district require, what areas to target first, what kind of supports are needed in all content areas, and concerns with scheduling and planning.</p> <p>Scruggs et al. also note that in several studies, administrative support was the primary need from teachers in order for the co-teaching method to be successful.</p>	<p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children, 36</i>(5), 52-59.</p> <p>Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. <i>Exceptional Children, 73</i>(4), 392-416.</p>
Katie Kerian	Discuss learning style preferences	<p>Just as students have different strengths and learning styles, teachers have different teaching styles. I thrive as a teacher when I am able guide student in make connections between the different content areas. For example, the connections that can be made between ELA and Social Studies. I aslo learn best when hands on activities are involved. However, If my coteacher is more comfortable sticking to his/her subject area, and learns best auditorlly and from presentations, we might have some disagreement on how to teach.</p> <p>Murawski and Dieker suggest that co-teachers</p>	<p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children, 36</i>(5), 52-59.</p>

		discuss their learning styles and how they can be used together to enhance students learning experiences.	
Ashley Shepard	Clear Communication	<p>Clear communication is critical in any teaching scenario but is particularly important in co-teaching situations where two people share responsibilities and work together to achieve a common goal. This tip involves establishing clear expectations at the outset of the partnership and setting up regular check-ins to ensure that both teachers are on the same page.</p> <p>Example: Before or during the first week of school, co-teachers could establish a standard set of goals and objectives for their classes and plan how to work together to achieve them. They could also schedule regular meetings to check progress and discuss any challenges or concerns. Clear communication also involves being transparent about individual teaching styles and habits so that both teachers know each other's strengths and areas for growth.</p>	Friend, M., & Cook, L. (2019). Interactions: Collaboration skills for school professionals. Pearson.
Ashley Shepard	Active Learning	Active learning includes students in the learning process and encourages engagement and collaboration. This tip is beneficial in co-teaching situations because it allows both teachers to contribute their strengths and facilitates sharing ideas and perspectives. One way to apply active learning in co-teaching is through group work or collaborative projects.	Kozar, O. (2019). Co-Teaching Strategies for the Inclusive Classroom. Journal of Education and Training Studies, 7(6), 98-103.

		<p>For example, in an English Language Arts class, one teacher could focus on grammar and sentence structure while the other teacher leads a discussion on the theme of a novel. Together, they could assign a group project that requires students to analyze the use of language in the novel and create a multimedia presentation to showcase their findings. By working together, the teachers can provide a more comprehensive learning experience for students while engaging them in an active and collaborative process</p>	
<p>Nichelle Eutsler</p>	<p>Determining Compatibility</p>	<p>Compatibility is one of the defining elements of a co-teaching partnership's success. As you enter into a co-teaching partnership, it is important to determine if your teaching and working styles are compatible and identify potential areas of strength and weakness. Using a co-teaching checklist together can be a great way to start the conversation around compatibility.</p> <p>Example: When considering if co-teaching should be used in your situation or at the beginning of a co-teaching assignment, both partners take time to complete the survey, such as the S.H.A.R.E. Survey. After completing the surveys they read them and jot down notes on similarities, differences, and concerns. The partners discuss the notes to see how they can make a plan together.</p>	<p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children</i>, 36(5), 52-59</p>

<p>Nichelle Eutsler</p>	<p>Building Trust</p>	<p>Trust is vital to collaboration and new initiatives. Building trust is much like adding deposits to a bank account. Partners must demonstrate that they are consistently exhibiting certain qualities to be considered trustworthy. Those qualities are benevolence, reliability, honesty, openness, and competence. These qualities add relational credit and allow partners to take risks and have meaningful engagements.</p> <p>Example: Taking the opportunity to make a quick copy for your partner, even when it's not your job, demonstrates that you are benevolent. Being willing to have difficult conversations in a respectful and kind way shows that you are willing to be honest and open. These are not required professionally but they are required to build trust.</p>	<p>Vostal, M., LaVenia, K. N., & Horner, C. G. (2019b). Making the Shift to a Co-Teaching Model of Instruction: Considering Relational Trust as a Precursor to Collaboration. <i>Journal of Cases in Educational Leadership</i>, 22(1), 83–94. https://doi.org/10.1177/1555458918796876</p> <p>Tschannen-Moran, M. (2004). <i>Trust matters</i>. San Francisco, CA: Jossey-Bass.</p>
<p>Neil Wayne Trottier</p>	<p>Station Teaching</p>	<p>Using this model, co-teachers split the academic activities, and both are held accountable for planning and teaching part of the strategy. In a classroom where station teaching is used, students move from one station to another according to a predetermined schedule including amount of time.</p> <p>Example: During English Language Arts, one teacher could teach comprehension while the other teacher could focus on writing skills. Obviously, effective planning including utilizing classroom management is a necessary component in determining its success.</p>	<p>Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc.</p>

Neil Wayne Trottier	Alternative Teaching	<p>Alternative co-teaching gives teachers the opportunity to teach students who may be at different instructional levels. This strategy is used a lot in the school district where I currently teach. This model is also used as an effective strategy for those needing special education services.</p> <p>Example: Differentiating instruction by one teacher teaches a skill that is challenging and for those who have already mastered standard be taught at that grade level. On the other hand, the other co-teacher would teach those who may be struggling with grade level content. Let's say the students are having difficulty with reading comprehension. The teacher could use this time to help students complete past due assignments, assessments or if necessary implement accommodations (e.g., read aloud, headphones, small group, and modified lessons). Consequently, the small group teacher applies teaching strategies/resources to improve learner outcomes...</p>	Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i> . Pearson Education Inc.
Maggie Lombardo	Hands-on Learning	Partnering with another unique individual opens the possibility of adding to the variety in learning styles used during lessons. Murawski & Dieker as well as Mastropieri et al recognize this idea. Having more than one teacher makes addressing	Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. <i>Intervention in School and Clinic</i> ,40(5),

		<p>more learning styles and intelligences more feasible. Example: <i>Educators may be more likely to choose a hands-on activity when there is another to share the responsibilities of the prep and facilitation.</i></p>	<p>260-270.</p> <p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children</i>, 36(5), 52-59.</p>
Maggie Lombardo	Brain Breaks	<p>During co-teaching scenarios, giving students a brain break or review break is a benefit to students and teachers. Research shows that students' brains need routine and frequent breaks to help in summarizing information. For the educators, it can be an opportunity for them to check-in with each other on how the lesson is going and / or how it needs to be adjusted.</p> <p>Example: <i>Friend (2021) gives an example of this in Chapter 7: Imagine a special education teacher is coming from another class or meeting (a very likely possibility). The general educator can pause the lesson with a purposeful brain break / review to either help “catch up” the co-teacher coming in via the students or as an aside.</i></p>	<p>Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc. (Chapter 7).</p> <p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children</i>, 36(5), 52-59.</p>
Christian Larsen	Get to know your partner!	<p>“Proactive communication sets the stage for an effective partnership” (Murawski, 2004)</p> <p>Using an established co-teaching checklist is an effective way to establish understanding of your</p>	<p>Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. <i>Intervention in School and Clinic</i>, 40(5),</p>

		<p>co-teaching partner. For example, the S.H.A.R.E. (sharing hopes, attitudes, responsibilities, and expectations) checklist provided in Murawski (2004) ensures both parties have a baseline understanding of the type of co-teaching relationship the other anticipates. The S.H.A.R.E. survey identifies a teacher’s stance in the five domains through seven broad questions. Having mutual understanding of your co-teachers hopes, attitudes, perspectives of responsibilities, and expectations smooths the way for a compatible partnership. Compatibility is frequently acknowledged as a key element of co-teaching (Murawski, 2004; Scruggs, 2007; Mastropieri, 2005) and getting to know your co-teaching partner is one step along the way of compatibility.</p> <p>For example, before the year starts both teachers can complete a co-teaching checklist and then review their answers together. Through this process teachers can agree, compromise or agree to disagree (Murawski, 2004).</p>	<p>260-270.</p> <p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. <i>Teaching Exceptional Children</i>, 36(5), 52-59.</p> <p>Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metanalysis of qualitative research. <i>Exceptional Children</i>, 73(4), 392-416.</p>
Christian Larsen	Use your planning time effectively.	<p>“It is helpful to think of planning as a three-part process” (Friend, 2021)</p> <p>No teacher has the amount of planning time they would like (Friend, 2021), so the question is, how can teachers be most efficient with the limited planning time available. Additionally, teachers are likely to have limited time to meet</p>	<p>2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc.</p>

		<p>for collaboration. Friend (2021) outlines three parts to collaborative planning that can maximize the limited time we have. The first part is preparing before the meeting. Both teachers need to come having reviewed key points to the agenda and ready to solve identified issues. The second part is the actual collaborative meeting. In this co-teachers review data, review goals, and plan activities. The last part is completing tasks according to what was discussed as a team. If each of the co-teachers is prepared and responsible they will have used limited time well and maximized the engagement of their students.</p> <p>For example, a teaching team may only have a 30 min overlapping time in which they can meet. In this case, each partner must prepare independently in order not to waste time during their collaborative meeting and use time outside of the meeting to prepare resources.</p>	
Selilah Kalev	Find the Time	<p>Shared planning time is a vital, if difficult to come by, aspect of co-teaching. There are numerous ways to approach this need creatively. Here are a few suggestions:</p> <ol style="list-style-type: none"> 1. Establish an early start or early end time once a week for the school to allow for teacher planning time - part of this time, either each day - or once a month, can be used for collaboration. 2. Create a schedule to allow for overlapping free periods that allow for 	<p>Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc. (Chapter 7).</p>

		<p>collaboration.</p> <ol style="list-style-type: none"> 3. Use substitutes. Periodic substitutes can allow for teachers to have collaboration time. The administrators can also fulfill this role if necessary. Another option might be for a paraeducator can cover project time, 4. Establish a rotation of teachers who can cover for each other while the other meets with their co-teacher. 5. Teachers are paid for additional after hour planning time. 6. Time is allocated for collaboration during professional development days. 7. Finally, you can use electronic tools like google docs to aid you in your collaboration. <p>Example: As a co-teacher, Jane can leave her co-teacher Jerry for an hour in October to cover Edith and Martin’s class to allow for their co-planning time. Then in November, Martin can cover Jane and Jerry’s class while they take their turn to co-plan.</p>	
Selilah Kalev	Collaborative Problem Solving	<p>When encountering a student who is not succeeding, a difficult group dynamic or a difference of opinion with your co-teacher, be sure to utilize the process of collaborative problem solving. This takes advantage of everyone’s experience and expertise as well as ensures you will be on the same page when a solution is found.</p> <p>The steps to collaborative problem solving are:</p> <ol style="list-style-type: none"> 1. Identify the problem 	<p>Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc. (Chapter 7).</p> <p>Robinson, S. M. (2004). "Linking to other professionals." In <i>Teaching Content to All</i>, B. K. Lenz and D. D. Deshler (Eds) Boston: Pearson Education, Inc. Chapter 12, pp. 301-322.</p>

		<ol style="list-style-type: none"> 2. Brain storm solutions 3. Evaluate the solutions 4. Choose the best fighting solution 5. Implement the solution 6. Evaluate the outcome and decide and identify and further steps. <p>Example: When a class is too disruptive to be productive, instead of trying to solve the problem on the fly, or on their own, a pair of co-teachers can meet to discuss creative, long term solutions to their problem by using collaborative problem solving.</p>	
<p>Ramona Guerra</p>	<p>Create a workable Schedule</p>	<ul style="list-style-type: none"> - Communicate and come to an agreement on when and how often you will be Co-teaching (daily, a few times a week, or a specific unit). - Make sure the schedule meets the needs of the class and both teachers - Make sure there is collaboration and trust around maintaining the consistency of the schedule. - Make sure there is time built in to maintain the communication in between lessons or units. <p>Example: Have administrative support when creating a schedule. Schedule common planning periods. If there is an issue or setback when trying to find a common planning period. Think of other options such as having someone cover your class or a substitute. When planning together communicate with one another and come to an agreement about when and how often Co-teaching will be occurring. Make sure to meet and discuss lessons and units whether</p>	<p>Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level.</p> <p>Links to an external site.</p> <p><i>Teaching Exceptional Children, 36(5), 52-59.</i></p>

		that be 5 mins after the lesson or during your collabed planning time.	
Ramona Guerra	E-Partnerships	<p>Teachers should collaborate using data collection of the students' performances. While co-teaching there are many apps and websites teachers can use to collaborate via online.</p> <p>Keep: this site allows for organized note taking</p> <p>Note anywhere: able to place a virtual sticky note on any site</p> <p>Sheets: can be used to list out many students goals and progress</p> <p>Forms: data gathering such as ABCs</p> <p>Using websites and technology makes it easy and accessible for both or any teachers to access information they need immediately. This can and will provide the team with more planning time.</p> <p>Example: When progress monitoring my school uses google sheets to input all of each grade's level monthly scores of their reading intervention assessment. This is accessible for any teacher to look at the scores of the students that they work with.</p>	Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i> . Pearson Education Inc. (Chapter 7).
Josh Jennings	Operate as Equals	<p>Make sure that your teaching pair is viewed as a pair and not a "lead" teacher and "assistant." Make sure the students know that BOTH teachers are there to lead them through the year and there isn't one that is</p>	Kluth, P., & Causton, J. (2016). <i>30 Days To The Co-Taught Classroom : How To Create An Amazing, Nearly Miraculous & Frankly Earth-Shattering Partnership In One Month Or Less</i> . North Loop Books.

		<p>more in charge than the other. Start the day as a tandem in front of the class, working off of one another and both taking the lead at different times. Simple things like ensuring both names are on the school website or parent communication home are vital to the success of setting up a true partnership!</p>	
Josh Jennings	Station Planning	<p>Planning stations can become overwhelming for some teachers. Coming up with all the different activities is not something that's easy. What can help when you start to do this, is to plan the same type of activity each time. This allows the co-teaching pair to focus more on the actual activity than trying to figure out what type it should be. For example, during math, there could be four rotations: teacher, game, application practice, and technology. Keeping them consistent lets the teachers focus more on the students and also gives the students a nice routine to follow.</p>	<p>Kluth, P., & Causton, J. (2016). <i>30 Days To The Co-Taught Classroom : How To Create An Amazing, Nearly Miraculous & Frankly Earth-Shattering Partnership In One Month Or Less</i>. North Loop Books.</p>
Amanda Shaver	The Duet Model	<p>In this model both teachers work together in all aspects. The teachers collaborate through every phase of instructional development utilizing each other's strengths to build a curriculum to meet the needs of all students. Teachers take turns in leading instruction and handling daily classroom management. This method is in which 100% of</p>	<p>Beninghof, Anne M. (2020). <i>Co-teaching that works : structures and strategies for maximizing student learning (Second edition.)</i>.</p>

		<p>the classroom responsibilities are shared at all times.</p> <p>Example: Teacher 1 and 2 team plan to build a curriculum or lesson for a unit of study. Teacher A will teach on days 1,3 and Teacher B will teach the lesson on days 2,4. Day 5 students will be given assessments at this time teacher A and B will split the assessments to be graded.</p>	
Amanda Shaver	The Adding Model	<p>In this model one teacher is leading the whole group instruction to the class while the co-teacher is adding verbal or visual information to help target those struggling students.</p> <p>Example: Teacher 1 - Explains to the class what they will be discussing in the lesson. She gives students 1 minute to write down their ideas related to a specific topic. Teacher 2 - will “jump in” and ask students to recall the video they watched the day before to help them with their thoughts and ideas</p> <p>Teacher one is providing the direct teaching and teacher two is providing the additional supports to help students be successful</p>	Beninghof, Anne M. (2020). Co-teaching that works : structures and strategies for maximizing student learning (Second edition.).
Sydney De Selm	Effective lesson planning	<p>Description: Co-teachers should have a process they use to plan lessons during their planning time in order to be efficient and effective. This process has three parts: 1- Each teacher prepares for the meeting. The</p>	<ul style="list-style-type: none"> ● Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc. <ul style="list-style-type: none"> ○ Chapter 7: Co-teaching

		<p>general ed teacher previews upcoming curricula and class activities while the special ed teacher previews student goals and learning needs.</p> <p>2- During the meeting, teachers come together with the data they have prepared to co-create learning goals, topics, and activities that meet curricula and the needs of all students.</p> <p>3- The general ed teacher drafts the lesson plans and the special ed teacher edits/annotates to accommodate for students and plan specially designed instruction</p> <p>Example: For an English class's unit on poetry, each teacher preps the standards and student IEP goals. With the standards and goals, they decide on what type of co-teaching model they will chose and the types of poetry the students can select. The special educator decides to include lessons on how to interpret vocabulary with multiple meanings to address the reading goal of students. The lesson plan gets drafted and the special education teacher writes notes on how to introduce vocabulary instruction for students.</p>	
Sydney De Selm	Progress monitoring/feedback	<p>Description: In order to progress and adjust in co-teaching, each teacher should ask for regular feedback from the other teacher, students, and even families. They should also take regular data on student success such as with grades, time on task, participation, behaviors, IEP goal progress, and overall understanding of the content. This data and feedback should be reviewed weekly and used to inform further instructional</p>	<ul style="list-style-type: none"> ● Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc. <ul style="list-style-type: none"> ○ Chapter 7: Co-teaching

		<p>decisions.</p> <p>Example: Once at the beginning of each new unit, teachers administer a pre-assessment to students to gather their pre-existing knowledge and gaps in knowledge in order to design a timeline for a unit that addresses student needs. They then administer a post-assessment and compare to determine where students are growing and lacking in instruction.</p>	
Jenny Wierschem	Co-Teaching; Make it Work	<p>This article provides tips and strategies so that your co-teaching relationship can flourish. The article states the co-teaching structures;</p> <ul style="list-style-type: none"> ○ One teach; one observe ○ One teach, one assist ○ Parallel teaching ○ Station teaching ○ Alternative teaching ○ Team teaching <p>Additionally, there is advice on co-teacher recommendations, what the relationship should determine.</p> <ul style="list-style-type: none"> ○ Respect each other ○ Define roles and responsibilities ○ Be flexible and ○ plan together ○ Communicate ○ Seek administrative support when needed. <p>Examples: The co-teacher recommendations can be utilized in the first few days of meeting and planning with one</p>	<p>Peery, A. (2018). Cult of Pedagogy. Retrieved on June 11, 2023. Retrieved from https://www.cultofpedagogy.com/co-teaching-push-in/</p>

		<p>another. These items are great talking points to understand how you will both operate in a co-teaching relationship and support one another in the classroom.</p> <p>The co-teaching structures can be discussed and arranged as the teachers see fit, allowing for flexibility on both teachers' behalf.</p>	
<p>Jenny Wierschem</p>	<p>Strategies for Co-teaching & Teacher Collaborations</p>	<p>It is important to work together when planning and teaching and creating an Inclusive learning community.</p> <p>Collaborative teaching vs Co-teaching</p> <ul style="list-style-type: none"> ● Collaborative teaching entails where both teachers work together to assist in the learning process and provide students with options ● Co-teaching both teachers should try to divide the lesson when it comes to planning, obtaining materials, grading, and carrying out responsibilities <p>Both require discussing a communication strategy; email, post its, discussions and flexibility. Additionally, special education students should be receiving the instructional support they need in a regular classroom while regular education students who may struggle can gain additional support from other teachers.</p> <p>Examples:</p> <p>Accommodations that could be included:</p> <ul style="list-style-type: none"> ● extended time on tests, ● word banks, 	<p>BATTAGLIA, E. & BROOKS, K. (2019) Science Scope: Strategies for co-teaching and teacher collaborations. Retrieved on June 12, 2023. Retrieved from, https://www-jstor-org.www2.lib.ku.edu/stable/pdf/26899069.pdf?refreqid=excelsior%3A6684b2971b66b3e90380f403b30f8ea8&ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&origin=&initiator=&acceptTC=1</p>

		<ul style="list-style-type: none"> • preferential seating, • assistive technology, • directions or test items read aloud by the teacher, • directions given in simplified language, • fewer items placed on each page <p>Modifications that could be included:</p> <ul style="list-style-type: none"> • shortened vocabulary lists, • less content covered on assessments, • alternative books or materials on the same theme or topic, • spelling support from a computerized spell check program 	
Morgan Humble	Proactive Communication	<p>All of the readings for this module at one point mentioned the importance of communication while co-teaching.</p> <p>Co-teaching is like a professional marriage that requires communication to maintain a healthy relationship. Clearly communicating one’s expectations, roles, and philosophies is a good way to start the year off on a healthy note. The IRIS center states that co-teachers should initially discuss responsibilities, grading rules, classroom management techniques in order to start off on the right foot.</p> <p style="text-align: center;">An example of this tip would be for new co-teaching partners to intentionally plan a meeting to communicate their needs and expectations together. That</p>	<p>The IRIS Center, Peabody College, Vanderbilt University (n.d.). Instructional modifications/co-teaching: A broken arm. Licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License Links to an external site.</p>

		<p>way, miscommunications, assumptions, cultural aspects, and teaching styles can be fully addressed up front.</p> <p>Intentional proactive communication is the key!</p>	
Morgan Humble	Mixing Things Up	<p>It's important for co-teachers to both be seen as an instructor and authority in the room.</p> <p>Assigning one teacher to always instruct and the other to always assist or observe is an ineffective way to go about co-teaching. That's why mixing things up - or having each co-teacher take turns instructing or participating in different co-teaching arrangements is important. This tip was detailed on page 173 of <i>Interactions: Collaboration Skills for School Professionals</i>.</p> <p>Friend states that the lack of mixing teaching styles up can lead to one co-teacher being almost demoted to an assistant. To avoid this situation, co-teachers should "periodically exchange roles... it clarifies for students that their class is led by</p>	<p>Friend, M. (2021). <i>Interactions: Collaboration skills for school professionals (9th ed)</i>. Pearson Education Inc.</p>

		<p>two teachers with equivalent responsibility and authority” (173).</p> <p>For example, co-teachers could agree to switch roles after each period or subject so that each professional gets the chance to lead classroom instruction. Teachers could switch off roles while doing the “one teaching, one observing” method. Or, the teachers could try to commonly use the teaming or parallel teaching method to ensure that each teacher is seen as a leader.</p>	
Randi Cassel	Focus on the common goal	<p>All teachers’ motivation should be student-centered. “Personnel in all areas of the educational enterprise are having their responsibilities redefined to ensure that their primary task is assisting students in meeting high standards of academic proficiency and promoting a supportive learning environment that ensures all student the best possible opportunity for a productive future.” (Robinson, 307). This can be a daunting task however, if all personnel have the success of each student as a common goal, it is easier to work through differences and collaborate successfully.</p>	<p>Robinson, S. M. (2004). “Linking to other professionals.” In Teaching Content to All, B. K. Lenz and D. D. Deshler (Eds) Boston: Pearson Education, Inc. Chapter 12, pp. 301-322</p>

Randi Cassel	Best Practice Over Past Practice	<p>“Teaching is much more than delivering content; teaching is facilitating students’ success.” (Robinson, p.305). In recent years, the roles and practices of a teacher have been redefined. When we consider differentiating instruction, especially when it relates to students who struggle learning in the traditional educational model, teachers must utilize the strengths of their team members to implement effective, research-based practices consistently and with fidelity.</p>	<p>Robinson, S. M. (2004). “Linking to other professionals.” In <i>Teaching Content to All</i>, B. K. Lenz and D. D. Deshler (Eds) Boston: Pearson Education, Inc. Chapter 12, pp. 301-322</p>
Allie Reilly	Reflecting and Problem solving	<p>Reflecting- Think about what your teaching style is. Think about what you could compromise about in your teaching style. Thinking about your teaching style will help you communicate and build a working relationship with the other teacher you are going to co-teach with. Thinking about what you would be willing to compromise about in your teaching style will help you set a teaching style both teachers are comfortable with in order to be the most effective co-teaching team for students.</p> <p>Reflecting- Think about what went well during the lesson, what did not go well, and what you observed from the students during the lesson. This will help you and your co=teacher to look at the lesson and determine what individual supports students will need to be successful with the content.</p> <p>When Reflecting on a lesson you start to problem solve what is not going well about the lesson, and ways to help students who are</p>	<p>Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. Links to an external site.</p> <p><i>Teaching Exceptional Children</i>, 36(5), 52-59.</p> <p>Robinson, S. M. (2004). “Linking to other professionals.” Download “Linking to other professionals.” In <i>Teaching Content to All</i>, B. K. Lenz and D. D. Deshler (Eds) Boston: Pearson Education, Inc. Chapter 12, pp. 301-322.</p>

		struggling with the academic work. Effective problem solving is looking over the data, observation and any background information on the student to brainstorm ideas, or collaborate with another team with different expertise in order to develop a plan of support for the student to succeed.	
Ashley Gillaspie	Plan Together	It is critical to make sure that co-teachers have time to plan together. Even if you do not have a time allotted to there are ways to plan together digitally using a shared document where you can add handouts, make adjustments, etc. Making sure there is time to have coffee or lunch together to touchbase and ensure that both are on the same page. As teachers we are so busy throughout our day and often our plan time or any other unstructured time is take up with meetings or other administrative tasks. While I was co-teaching this past year we would spend one day planning out the main themes for each day and going over specific data from previous units. Then throughout the rest of the week we would add specific content into a shared document in the areas we selected (I did small group and direct special education lessons and she complete large group and intentional play lessons). It wasn't the best lay-out and still left plenty of room for improvement, but we ended up making it work for us. One change we made part way through the year was to have the para that assisted in each area help us to plan that area and make adjustments as needed.	Gross, H. (2022, November 29). <i>5 Tips for Co-Teaching</i> NEA. National Education Association. Retrieved June 23, 2023, from https://www.nea.org/professional-excellence/student-engagement/tools-tips/5-tips-co-teaching

Ashley Gillaspie	Find the Structure that Fits	<p>There are many different structures of co-teaching and it's important for the teachers to determine what structure will best fit their teaching styles, the students, and the content. They may need to use a different structure during different content areas or during different times of the day. Not all structures will work for different personalities (students or teachers). I think looking at these structures would be beneficial for general education and special education classrooms. During small group lesson time we would use Station Teaching; so each group of students rotated between the three stations to get the lesson at different levels. However, during ELA time we used Parallel Teaching in which each of us had a group of students and taught the same lesson; but we were able to adjust groups based on needs or interest levels. During large group we used more of an Alternative Teaching structure in which a group would go with a different teacher to have more intensive teaching of language skills instead of doing the full extent of the large group (which often caused them frustration and behaviors to occur).</p>	<p><i>Co-Teaching: How to Make it Work.</i> (2017, February 5). Cult of Pedagogy. Retrieved June 23, 2023, from https://www.cultofpedagogy.com/co-teaching-push-in/</p>
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