

“If you want to go fast, go alone. If you want to go far, go together.” -African Proverb

## CO-TEACHING DEFINED

Co-teaching is a widely implemented instructional model for ensuring that students with disabilities have access to high quality instruction in the general education classroom. The objective is for students with disabilities to be educated in their least restrictive environment and receive equitable opportunities and educational benefit (Friend, 2014).

## CO-TEACHING IS

- Two credentialed educators who share co-planning, co-instructing, and co-assessing responsibilities
- Two credentialed educators coordinating and delivering substantive instruction to a diverse group of students in the general education classroom
- All students are full members of their co-taught class
- Intended to raise academic achievement as well as increase a sense of belonging and community for ALL students
- Two credentialed educators sharing responsibility for student outcomes

## CO-TEACHING IS NOT

- Having an “extra set of hands” in the classroom
- One person teaching while the other roams the classroom/behavior monitor
- An arrangement between educators to alternate teaching responsibilities from one day to the next
- A means of completing non-teaching responsibilities (e.g., prep work, grading)
- Push-in support in a “mainstreaming” model

## BENEFITS OF CO-TEACHING

### *For All Students*

- Improvement in educational equity and access
- Appreciation of individual strengths and diversity
- Empathy
- Improved understanding of various disabilities
- Leadership Skills
- Deeper commitments to the importance of inclusion and social justice
- Learning strategies
- Enhanced self-esteem
- Differentiation
- Stronger self-advocacy and support skills
- Greater level of educator access
- Breaking down silos
- Emerging friendships

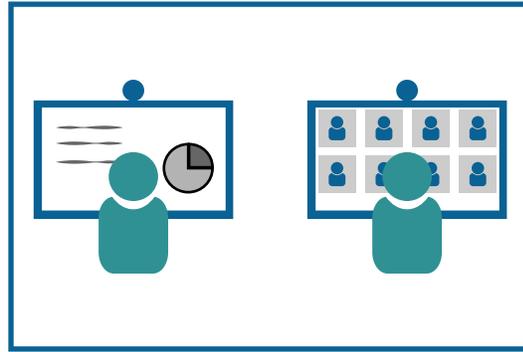
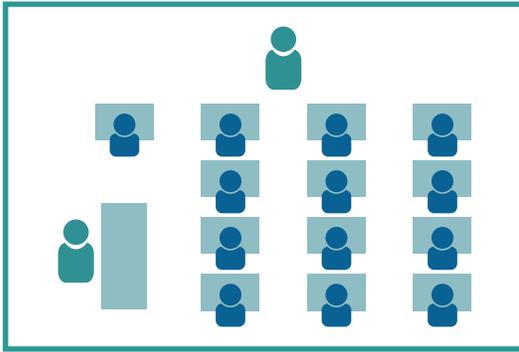
### *For Students with Disabilities*

- Improved social skill development
- A sense of community and belonging with their non-disabled peers
- Increased student engagement
- Improved behavior
- Greater level of educator access
- Access to a highly rigorous academic environment
- Specialized academic instruction
- Increased post-secondary college and/or career (employment) options

### *For Educators*

- Established parity and partnership
- Support
- Professional growth
- Greater educator to student ratio
- Role reciprocity
- Highly coordinated instruction
- Collaboration
- Greater level of access to specialists (e.g., speech, occupational therapy, physical therapist, English Language supports)
- Supports Universal Design for Learning

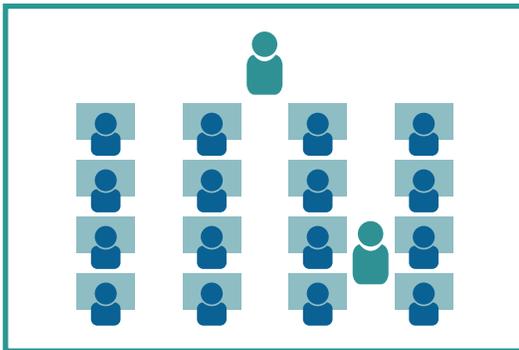
## CO-TEACHING MODELS: IN PERSON AND VIRTUAL



### ONE TEACH, ONE OBSERVE

**In Person:** One educator provides instruction to the large group while the other observes the educator, a student, or a group of students for a specific purpose.

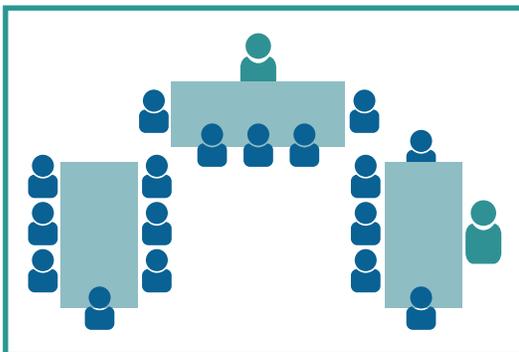
**Virtual:** One teacher shares their screen and provides direct instruction, while the other teacher is observing student engagement and monitoring the chat box.



### ONE TEACH, ONE ASSIST

**In Person:** One educator provides instruction to the large group while the other circulates, supports, and assists individual students. Reminder: This model should be used for a specific purpose and sparingly to avoid parity differential among educators.

**Virtual:** One teacher shares their screen and provides direct instruction, while the other teacher monitors the virtual gallery and the chat box to provide on the spot assistance.

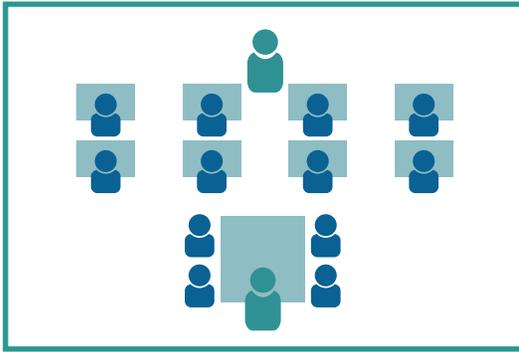


### STATION TEACHING

**In Person:** In small groups, students rotate among several learning activities; often, each educator leads a station, one station is an independent learning station, and additional stations are supported by volunteers.

**Virtual:** Both teachers use breakout rooms or different virtual classrooms as stations for small group instruction. A third station can be an asynchronous learning activity.

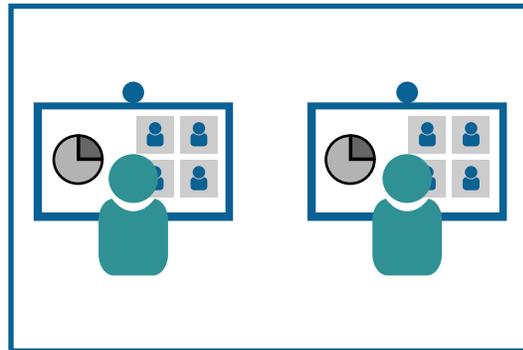
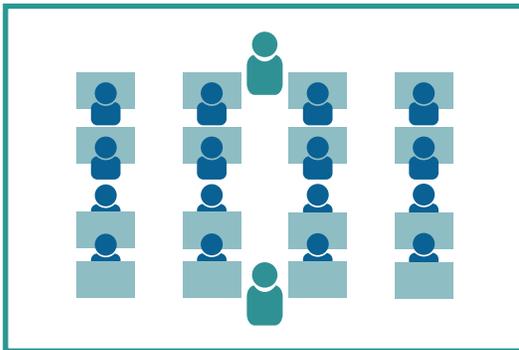
## CO-TEACHING MODELS: IN PERSON AND VIRTUAL



### ALTERNATIVE TEACHING

**In Person:** One educator provides instruction to the large group while the other pre-teaches or reteaches a small group of students for a short period of time.

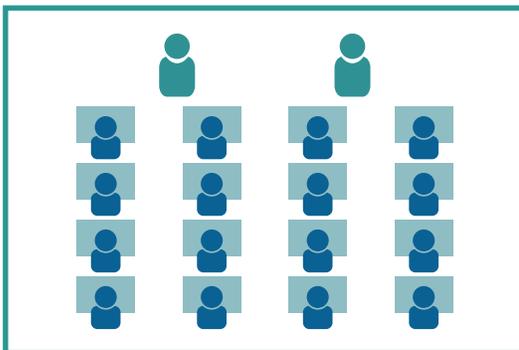
**Virtual:** One teacher shares their screen and provides direct instruction, while the other teacher pre-teaches or reteaches a small group of students in a breakout room.



### PARALLEL TEACHING

**In Person:** Each educator delivers the same instruction to his or her student groups determined prior to instructional delivery.

**Virtual:** Both teachers split the class in half and provide instruction at the same time but in separate breakout rooms/virtual classrooms.



### TEAM TEACHING

**In Person:** Both educators share delivery of instruction to the large group.

**Virtual:** Both teachers simultaneously provide direct instruction in the virtual classroom. This model can also be used for recorded asynchronous lessons.

“When a special educator and a general educator collaborate in co-teaching, their unique areas of expertise can be blended so that students with disabilities receive the special education services to which they are entitled while at the same time meaningfully accessing the general curriculum.” – Marilyn Friend, Ph.D.

## CONSIDERATIONS BEFORE IMPLEMENTATION

### Envisioning

- Cohesive, Coordinated, Transformative Leadership
- Uncompromising Vision, Mission, and Values
- Communicating Clarity and Urgency of Purpose
- Focus on First Adopters

### Building

- Data Collection Including Stakeholder Input
- Data Analysis and Use (Equitable Access to Resources)
- Strategic Planning (Centered on Equity)
- Goal Setting and Progress Measurement
- Identification and Reexamination of -Inclusive Policies and Practices

### Additional Considerations

- Professional development
- Educator buy-in
- Master scheduling
- Specialized Academic Instruction is provided in addition to the co-taught lesson
- Can be utilized by general educators in partnership with special educators and/or related service providers (e.g., school psychologist, speech therapists, behavior specialist)
- Review FAQ for more information

## REFERENCES

Friend, M. (2014). Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools.  
Beninghof, A. (2012). Co-Teaching that Works: Structures and Strategies for Maximizing Student Learning.  
Molfenter, N., Huff, S. (2015). Why High School Inclusion Matters: Factors to Consider.  
Murawski, W., Dieker, L. (2013). Leading the Co-Teaching Dance: Leadership Strategies to Enhance Outcomes.



## Supporting Inclusive Practices



[www.sipinclusion.org](http://www.sipinclusion.org)  
Twitter/Facebook: @SIPinclusion

