

“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

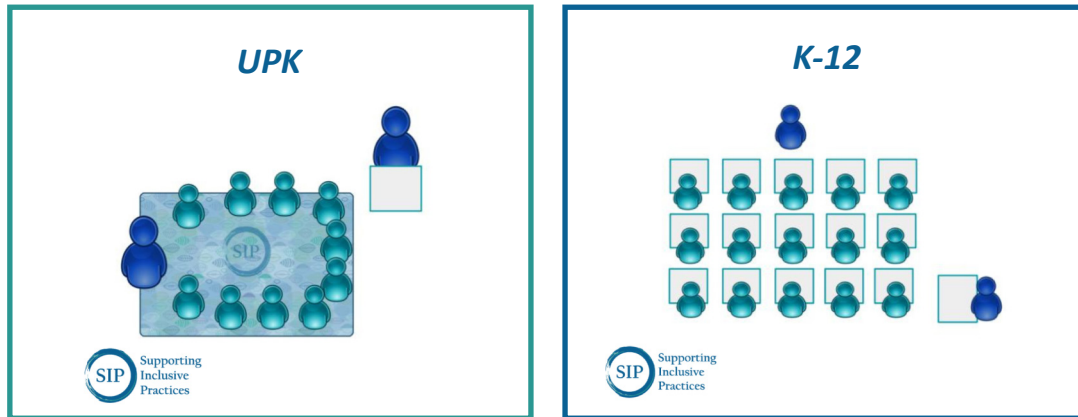
For Educators

- 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

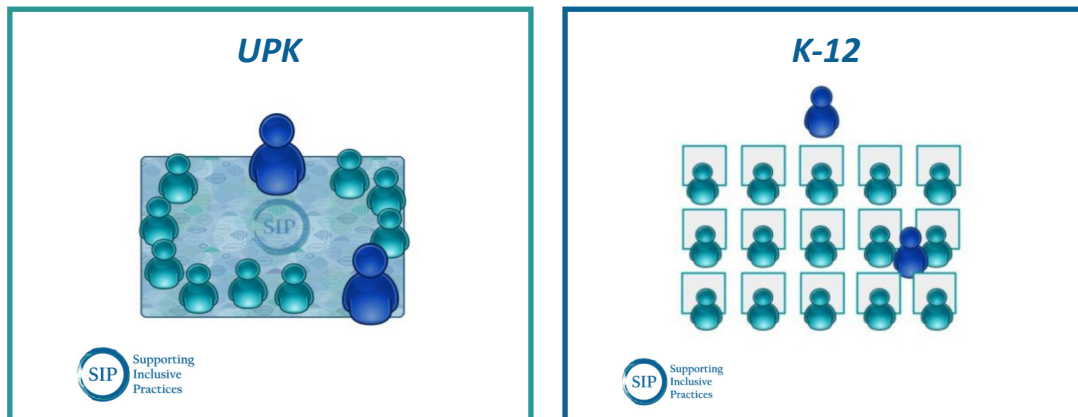
ONE TEACH, ONE OBSERVE

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.



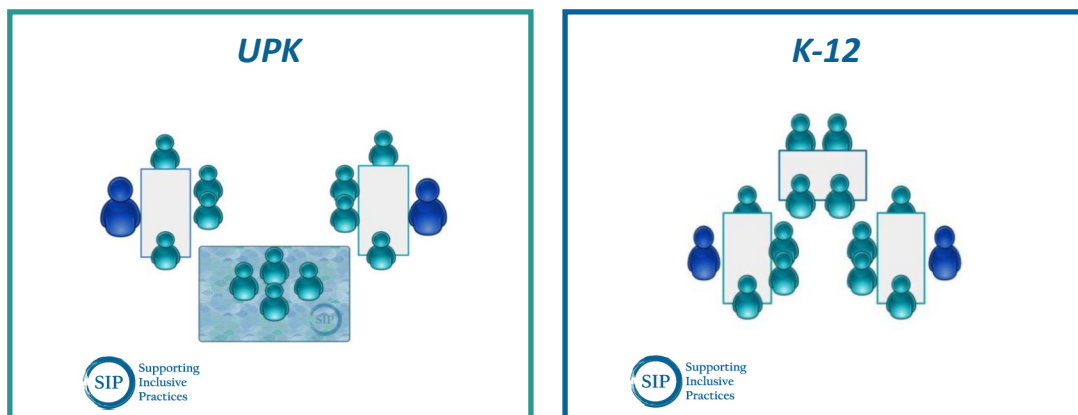
ONE TEACH, ONE ASSIST

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.



STATION TEACHING

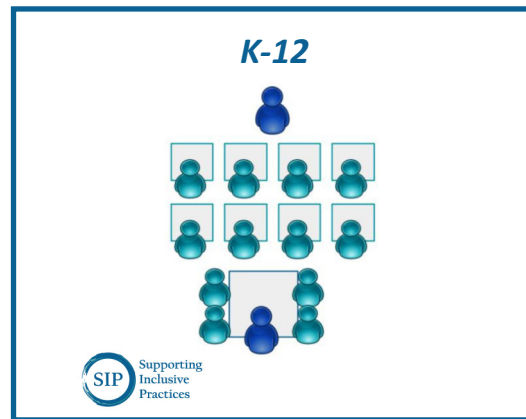
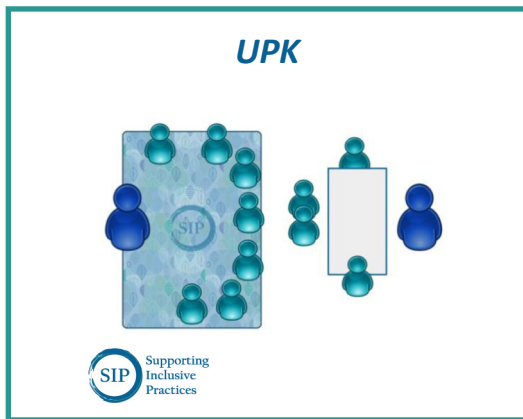
In small groups, students rotate among several learning activities; often, each educator leads a station, one station is an independent learning station, and additional stations are supported by volunteers.



CO-TEACHING MODELS (CONTINUED)

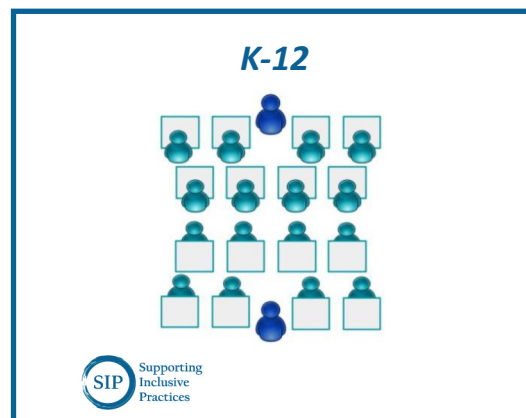
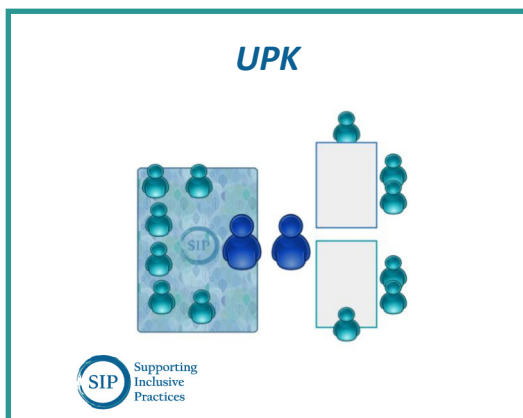
ALTERNATIVE TEACHING

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.



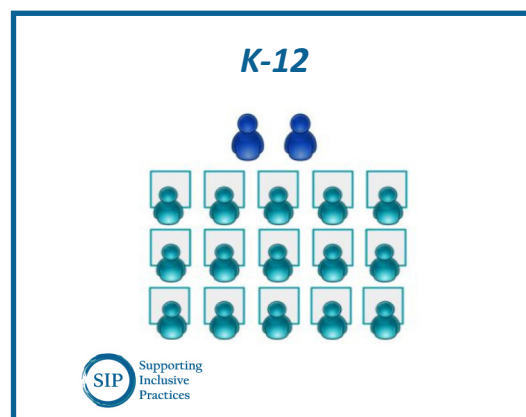
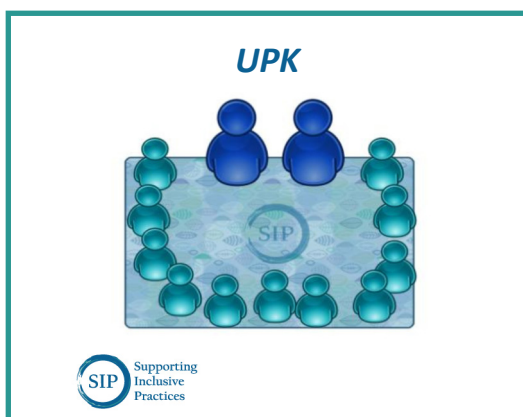
PARALLEL TEACHING

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



TEAM TEACHING

Both educators share delivery of instruction to the large group.



“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

FURTHER YOUR LEARNING

For more general information about co-teaching, please visit our resource webpage:

<https://www.sipimpact.org/What-We-Do/Archived-Virtual-Events/Co-Teaching/>

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.
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