

Evidence of Co-teaching in the Classroom: Tips for Administrators



In an inclusive classroom, it is important to consider how to provide specialized instruction to autistic learners as well as other students with disabilities. Co-teaching is a popular model for teaching students with disabilities in the general education setting. Using co-teaching as a framework for integrating interventions for students with disabilities, teachers can increase students' access to the general curriculum and outcomes related to individual learning needs.

CO-TEACHING MODELS DEFINED

One-teach, one assist	In this model, one teacher takes the lead and the other teacher supports or enhances the instruction.
Station teaching	In this model, each teacher facilitates a learning activity at topic-focused stations that are set up around the room. Students rotate through each station.
Parallel teaching	In this model, the class is divided into two smaller heterogeneous groups. Each teacher teaches the same content at the same time to their group.
Alternative teaching	In this model, the class is broken up into two groups. One teacher provides instruction to most of the class while the other teacher provides instruction to a smaller group of students.
Team teaching	In this model, both teachers present content equally while actively engaging the whole group.
One-teach, One-observe	In this model, one teacher has primary instructional responsibility and the other gathers information on student performance, student behaviors, and teacher instruction. This model can be useful for data collection and progress monitoring.

EVIDENCE OF CO-TEACHING		
PLANNING	Pre-planning/ Intellectual Preparation	<p>Ex. <input type="checkbox"/> Partners meet and collaboratively plan all aspects of the instructional activity.</p> <p><input type="checkbox"/> Co-teachers share responsibility for planning for all the students who they share.</p> <p><input type="checkbox"/> Partners who co-teach should plan to meet weekly in addition to virtual planning (i.e., email, videoconference, document creation, etc.) for effective implementation.</p>
	Clarity of co-teaching model	<p>Ex. <input type="checkbox"/> Co-teaching Model selected is evident throughout the instructional activity.</p> <p><input type="checkbox"/> Steps of each model are included in planning and implementation. *For additional information on the steps, please see the resources.</p> <p><input type="checkbox"/> Co-teachers engage in instructional strategies based on their role within the specific co-teaching model.</p>
	Roles defined	<p>Ex. <input type="checkbox"/> Team teaching – determine how to collaboratively teach the content and ensure the practice is implemented as intended.</p> <p><input type="checkbox"/> Parallel – teachers decide how to group students. Each teacher will deliver instruction for the same practice but with teacher style and delivery considered for each group of students.</p> <p><input type="checkbox"/> Within one teach, one assist model – one teacher is responsible for delivery of the core content while the other teacher is responsible for prompting and supporting students for effective engagement.</p> <p><input type="checkbox"/> Station Teaching – determine how many stations and focus on each. One teacher may instruct students at 1 station only and the other teacher may monitor students engaging at other stations.</p> <p><input type="checkbox"/> Alternative teaching – The majority of the class is engaged in a lesson with new concepts while a smaller subset of students is receiving re-teaching for a perquisite skill to receive additional instruction prior to introduction of the new concept.</p> <p><input type="checkbox"/> One teach, one observe - In this model, one individual handles all instruction while the other teacher floats, observes, and/or collects data.</p>
TEACHING	Individual instructional goals incorporated into instruction	<p>Ex. <input type="checkbox"/> The special education teacher and the general education teacher collaborate to ensure that IEP goals are addressed during the lesson and evidence of practice for the goal is demonstrated.</p>
	Data monitoring on student progress	<p>Ex. <input type="checkbox"/> Documentation of student participation and academic progress is collected during and after the lesson.</p>
	Co-teaching evaluation and feedback	<p>Ex. <input type="checkbox"/> Co-teaching partners meet and reflect on instructional practices to evaluate the model and roles within the classroom.</p> <p><input type="checkbox"/> Instructional coaches and/or administrators conduct observations of co-teaching model and provide ongoing feedback to support implementation.</p>
REFLECTION		

TRIAD RESOURCES

- ❑ [Tip Sheet: Considerations for Co-Teaching Autistic Learners](#)
- ❑ Consider attending a TRIAD webinar, workshop, or enrolling in a TRIAD consultation and coaching service line to support implementation. Learn more at Triad.vumc.org/schools.

REFERENCES

- ❑ Kurth J. A., Miller A. L., Toews S. G. (2020). Preparing for and implementing effective inclusive education with participation plans. *TEACHING Exceptional Children*, 53(2), 140–149.
- ❑ Cook S. C., Collins L. W., Madigan J., McDuffie Landrum K., Cook L. (2021). Coaching co-teachers: Increasing specialized instruction in inclusive settings. *TEACHING Exceptional Children*, 54(2), 134–145.
- ❑ Cook S. C., McDuffie-Landrum K. (2020). Integrating effective practices into co-teaching: Increasing outcomes for students with disabilities. *Intervention in School and Clinic*, 55(4), 221–229.