

Collaboration in the Classroom: *Implementing Effective Co-Teaching Arrangements*



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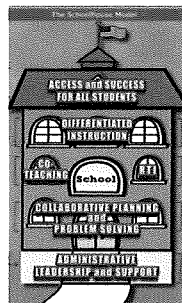
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"Co-Teaching"

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Dr. Richard A. Villa is President of Bayridge Consortium, Inc. His primary field of expertise is the development of administrative and instructional support systems for educating all students within general education settings. Dr. Villa is recognized as an educational leader who motivates and works collaboratively with others to implement current and emerging exemplary educational practices. In the school districts where he has worked and consulted, his efforts have resulted in the inclusion of children with intensive cognitive, physical, and emotional challenges as full members of the general education community. Dr. Villa has been a classroom teacher, special education administrator, pupil personnel services director, and director of instructional services, and has authored seventeen books and more than 100 articles and chapters. Known for his enthusiastic, humorous style, Dr. Villa has presented at international, national, and state educational conferences and has provided technical assistance to departments of education in the United States, Canada, Vietnam, and Honduras and to university personnel, public school systems, and parent and advocacy organizations. Additional information about Dr. Villa can be found at his website, ravillabayridge.com.

RESOURCES

Co-Teaching:

- Villa, R., Thousand, J., & Nevin, A. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning (3rd Edition)*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (2011). *RTI: Co-Teaching and Differentiated Instruction*. National Professional Resources. (800) 453-7461
- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
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- Villa, R. (2002). *Collaborative Teaching: The Co-Teaching Model*. National Professional Resources. (800) 453-7461

Differentiated Instruction:

- Thousand, J., Villa R., & Nevin, A. (2015). *Differentiated instruction: Planning for Universal Design and Teaching for College and Career Readiness (2nd ed.)*. Thousand Oaks, California: Corwin Press. (800) 818-7243.
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Inclusion:

- Villa, R., & Thousand, J. (2017). *Leading an Inclusive School: Access and Success for ALL Students*, Alexandria, VA: Association for Supervision and Curriculum Development
- Villa, R., & Thousand, J. (2016). *The Inclusion Checklist: A Self-Assessment of Quality Inclusive Education Practices*. Naples, FL: National Professional Resources.
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- Villa, R. Thousand, J., & Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Thousand Oaks, California: Corwin Press. (800) 818-7243
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches				
Supportive Differences	Parallel Differences	Complementary Differences	Team Differences	
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team Advantages	
Supportive Cautions	Parallel Cautions	Complementary Cautions	Team Cautions	

Approaches for Co-Teaching

Supportive Co-Teaching

- One teacher takes the lead instructional role and the other(s) rotate among the students to provide support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide on-to-one tutorial assistance when necessary, while the other co-teacher continues to direct the lesson.

Parallel Co-Teaching

- Two or more people with different groups of students in different sections of the classroom. The groups are heterogeneous. Co-teachers may rotate among the groups, and sometimes there may be one group of students that work without a co-teacher for at least part of the time.

Complementary Co-Teaching

- Co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other's statements or model note-taking skills on a transparency. Sometimes, one of the complementary teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the first lesson taught by the co-teacher.

Team Co-Teaching

- Two or more people do what the traditional teacher has always done – plan, teach, assess, and assume equal responsibility for all of the students in the classroom. Team teachers share the leadership and the responsibilities. For example, one might demonstrate the stems in a science experiment, and the other models the recording and illustrating of its results. Instructing students generally moves back and forth between the teachers.

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.) and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

The Many Faces of Parallel Co-Teaching

Activity - “In what ways might/have we use(ed) this parallel structure?”
“How does this structure promote differentiation of instruction?”

SPLIT CLASS

Each co-teacher is responsible for a particular group of students, monitoring understanding of a lesson, providing guided instruction, or re-teaching the group, if necessary.

STATION TEACHING OR LEARNING CENTERS

Each co-teacher is responsible for assembling, guiding, and monitoring one or more different learning centers or stations.

CO-TEACHERS ROTATE AMONG STATIONS

The co-teachers rotate among the two or more groups of students, with each co-teacher teaching a different component of the lesson. This is similar to station teaching or learning centers, except in this case the teachers rotate from group to group rather than groups of students rotating from station to station.

COOPERATIVE GROUP MONITORING

Each co-teacher takes responsibility for monitoring and providing feedback and assistance to a given number of cooperative groups of students.

EXPERIMENT OR LAB MONITORING

Each co-teacher monitors and assists a given number of laboratory groups, providing guided instruction to those groups requiring additional support.

LEARNING STYLE FOCUS

One co-teacher works with a group of students using primarily visual strategies, another co-teacher works with a group using primarily auditory strategies, and yet another may work with a group using kinesthetic strategies

SUPPLEMENTARY INSTRUCTION

One co-teacher works with the rest of the class on a concept or assignment, skill, or learning strategy. The other co-teacher a) provides extra guidance on the concept or assignment to students who are self-identified or teacher-identified as needing extra assistance, b) instructs students to apply or generalize the skill to a relevant community environment, c) provides a targeted group of students with guided practice in how to apply the learning strategy to the content being addressed, or d) provides enrichment activities.

Advance Organizer: Issues for Discussion

Directions: Individually brainstorm then discuss with a partner or small group, how you would address the following issues that co-teachers need to address. Make sure you write down at least one idea for each issue. If you think of other issues, add them.

A strength I bring to our team is...

Time for Planning

-
-
-

A concern I have about co-teaching is...

Instruction

-
-
-

Managing Discipline (Student Behavior)

-
-
-

Communication

-
-
-

Evaluation

-
-
-

Logistics

-
-
-

Other?

-
-
-

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Co-Teaching Nuptial Conversations

The strengths we bring to our team are...

Co-Teacher A

- Content mastery
- Organized
- Hold high expectations for students

Co-Teacher B

- Flexible
- Behavior management strategies
- Experience in differentiating for diverse learners
- Sense of humor

Our concerns about co-teaching are...

Co-Teacher A

- Loss of autonomy
- I am the only one held accountable as I am the instructor of record
- Watering down the curriculum
- Teaching with someone who doesn't know the curriculum well

Co-Teacher B

- Viewed as only a support person – not a real teacher
- Not being able to use my access skills
- Looking foolish teaching new content

Our 3 to 5 team ground rules are...

1. What happens in Vegas stays in Vegas.
2. There will be not unspoken resentments. We will deal with conflict openly.
3. We will only provide each other with positive feedback for the first month.

Pet Peeves

Co-Teacher A

- When my co-teacher shows up late.

Co-Teacher B

- When my co-teacher says "I" instead of "we" or "our."

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Time for Planning

- How much time will we need?
- Where will we find the time that we need?
- How will we use our time together?
- What records can we keep to facilitate our planning?

Instruction

- What content will we include?
- Who will plan for what content?
- How will we share teaching responsibility?
- Who will adapt the curriculum and instructional and assessment procedures for select students?
- What are our strengths in the areas of curriculum, instruction, and assessment?
- What unique talents, interests, life experiences, and cultural heritage(s) does each of us contribute to the instructional process?
- How will content be presented – will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- How will we arrange to share our expertise? (Can we observe one another and practice peer coaching?)
- Will we rotate responsibilities?
- How will we assess the effectiveness of our instruction?

Student Behavior

- If we could each only have three class rules, what would those be?
- Who will decide on the disciplinary procedure?
- Who will carry out the disciplinary procedures and deliver consequences?
- How will we be consistent in dealing with behavior?
- How will we proactively address behavior?

Communication

- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- Who will communicate with parents? Will there be shared responsibility for communication with parents of students with identified special education and other specialized needs, or will particular members of the co-teaching team have this responsibility?
- What types of frequency of communication do we each like to have with students?
- Who will communicate with students?
- How will we ensure regular communication with one another?
- Who will communicate with administrators?

Evaluation

- How will we monitor students' progress?
- How will we assess and grade students' performances?
- Who will evaluate which group of students – do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics

- How will we explain our co teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?
- Who will complete the paperwork for students identified as eligible for special education?
- How will the decision be made to expand or contract team membership?
- How will a balance of decision-making power be maintained among co-teachers?

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Co-Teaching Roles and Responsibilities

Directions: Insert P, S, E, or I to designate level of responsibility. Plan to revise based on changes in co-teacher skills and/or needs of the students for whom you are co-teaching.

RESPONSIBILITIES	PERSON RESPONSIBLE			
	NAME	NAME	NAME	NAME
Develop units, projects, lessons				
Create advance organizers (e.g., concept map, lecture guide)				
Monitor and assess student progress				
Assign grades				
Schedule/facilitate team meetings				
Assign responsibilities to paraeducators				
Train paraprofessionals				
Supervise paraprofessionals				
Recruit and train peer tutors				
Facilitate peer support and friendship				
Communicate with administrators				
Communicate with related service providers (e.g., speech and language)				
Communicate with parents				
Developing Individual Education Programs (IEPs)				
Other:				

CODE KEY: P= Primary Responsibility S=Secondary Responsibility
 E=Equal Responsibility I=Input into the Decision Making

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Teacher Actions During Co-Teaching Application: Classify Which Co-Teaching Approach Each Represents

If one of you is doing this....	The other can be doing this...	Supportive, Parallel, Complementary, Team?
Lecturing	Modeling note taking on the board/overhead	
Giving instructions orally	Writing down instructions on board	
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students	
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class	
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate	
Facilitating an activity	Circulating, checking for comprehension	
Providing large group instruction	Circulating, using proximity control for behavior management	
Considering differentiation, modification and enrichment needs	Considering differentiation, modification and enrichment needs	
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials	
Monitor cooperative groups	Monitoring cooperative groups	
Reading a test aloud to a group of students	Proctoring a test silently with a group of students	
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and differentiation for diverse learners	
Facilitating stations or groups	Facilitating stations or groups	
Explaining new concept	Conducting role play or modeling concept	

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Co-Teaching Tracking Matrix: Which Co-Teaching Approaches do We Use?

Week of:

Directions: Monitor, plan, and document your co-teaching experiences! For each co-teaching approach briefly describe what co-teachers plan to do or did each day.

	Supportive	Parallel	Complementary	Team	Additional Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Notes and Plans for Next Week					

Supportive - One co-teacher takes the lead instructional role and the other(s) rotates among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson. The role of lead and supportive co-teacher can switch.

Parallel - Two or more people work with different groups of students at the same time in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time.

Complementary - All co-teachers have a large group instructional role. One may introduce the new academic content while the other makes it more accessible through complementary instruction (modeling note taking, use of different examples or analogies, paraphrasing, creating visuals).

Team - Co-teachers equitable share responsibility for that which one teacher otherwise would have performed alone; namely, planning, teaching, and assessing the instruction of all assigned students. Co-teachers are comfortable using and do use each co-teaching approach based upon the needs of students and the demands of the lesson.

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“Are We Really Co-Teachers?” Self-Assessment

Directions: To what degree do you agree with each statement? Use your results to set goals!

5	4	3	2	1
Always	Usually	Sometimes	Rarely	Never

Culture of Collaboration

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | 1. We depend upon one another to follow through on tasks and responsibilities. |
| 5 | 4 | 3 | 2 | 1 | 2. We share ideas, information, and materials. |
| 5 | 4 | 3 | 2 | 1 | 3. We identify the resources and talents of each co-teacher. |
| 5 | 4 | 3 | 2 | 1 | 4. We model collaboration and teamwork for our students. |
| 5 | 4 | 3 | 2 | 1 | 5. We are both viewed by our students as their teachers. |
| 5 | 4 | 3 | 2 | 1 | 6. We ensure that each co-teacher teaches each student at some time. |
| 5 | 4 | 3 | 2 | 1 | 7. We share responsibility for differentiating instruction. |
| 5 | 4 | 3 | 2 | 1 | 8. We are aware of what one another is doing even when we are not directly in one another's presence. |
| 5 | 4 | 3 | 2 | 1 | 9. We communicate freely our concerns. |
| 5 | 4 | 3 | 2 | 1 | 10. We have a process for resolving our disagreements, and we use it when faced with problems and conflicts. |
| 5 | 4 | 3 | 2 | 1 | 11. We celebrate the process of co-teaching as well as outcomes and successes. |
| 5 | 4 | 3 | 2 | 1 | 12. We have fun with the students and each other when we co-teach. |

Planning

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | 13. We have regularly scheduled times to meet and discuss our work. |
| 5 | 4 | 3 | 2 | 1 | 14. We share responsibility for deciding what to teach. |
| 5 | 4 | 3 | 2 | 1 | 15. We agree on the curriculum standards that will be addressed in a lesson. |
| 5 | 4 | 3 | 2 | 1 | 16. We decide which co-teaching approaches we are going to use in a lesson based upon the needs of and benefits to the students. |
| 5 | 4 | 3 | 2 | 1 | 17. We identify student strengths and needs. |
| 5 | 4 | 3 | 2 | 1 | 18. We share responsibility for deciding how to teach. |
| 5 | 4 | 3 | 2 | 1 | 19. We share responsibility for deciding who teaches what part of a lesson. |
| 5 | 4 | 3 | 2 | 1 | 20. We share responsibility for how student learning is assessed. |

Implementation

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | 21. We use a variety of co-teaching approaches. |
| 5 | 4 | 3 | 2 | 1 | 22. We effectively implement the chosen co-teaching approach(es) we've planned for the lesson. |
| 5 | 4 | 3 | 2 | 1 | 23. We are flexible and make changes as needed during a lesson. |
| 5 | 4 | 3 | 2 | 1 | 24. We agree on discipline procedures and jointly carry them out. |

Reflection

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 25. We give feedback to one another on what goes on in the classroom. |
| 5 | 4 | 3 | 2 | 1 | 26. We make improvements in our lessons based on what happens. |
| 5 | 4 | 3 | 2 | 1 | 27. We can show that students are learning when we co-teach. |
| 5 | 4 | 3 | 2 | 1 | 28. We can see our own growth in co-teaching together. |

Promoting Co-Teaching

- | | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 29. We seek and enjoy additional training to become better co-teachers. |
| 5 | 4 | 3 | 2 | 1 | 30. We are mentors to others who want to co-teach. |
| 5 | 4 | 3 | 2 | 1 | 31. We communicate our need for logistical support and resources. |

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Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches

<ul style="list-style-type: none"> • Two or more co-teachers are in the classroom. • They capitalize on specific strengths and expertise of both co-teachers. • They provide greater teacher-to-student ratios and additional one-on-one support for students in the classroom. • All approaches have benefits and cautions associated with their use. • Students are primarily heterogeneously grouped by mixed abilities and interests. • There are shared responsibilities. • Each approach requires trust, communication, planning time, and coordination of effort. (Note: The need for all of these elements increases as you move from supportive to parallel, parallel to complementary, and complementary to team teaching co-teaching.) 			
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Supportive Differences	Parallel Differences	Complementary Differences	Team-Teaching Differences
One co-teacher is in the lead role; the other provides support. Who is in lead and who provides support may change during a lesson.	Co-teachers work, monitor, or facilitate different groups of students in the same room. (There are at least seven different options for arranging the groups.)	One co-teacher teaches content; the other facilitates access (e.g. clarifies, paraphrases, simplifies, provides visual scaffolding, records content.)	Both co-teachers are equally responsible for planning, instruction of content, assessment, and grade assignment.
		One co-teacher may pre-teach specific study or social skills and monitors students' use of them; the other teaches the academic content.	This approach requires the greatest amount of planning time, trust, communication, and coordination of effort.
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team-Teaching Advantages
Allows immediate support (academic or behavioral) to students.	Reduces student to teacher ratio. (Divide and conquer).	Complementary "experts of access," regardless of their level of content mastery, influence instruction by making content more accessible.	All co-teachers are viewed as equal and teachers of all students.
Can be used when there is little or no planning time.	Increases teacher feedback to students.	Co-teachers are viewed as teachers of all students in the classroom.	Content experts acquire and practice access skills.
A way for a new member of a co-teaching team to get to know other co-teachers, the students, the curriculum, and the classroom routines.	Each co-teacher instructs and uses instructional expertise.		Access experts acquire and practice content skills.
New content is introduced by the teacher with the greatest content mastery.	Co-teachers can be viewed as equal partners.		It is difficult to identify who is the "content" vs. the "access" expert.
Allows the supportive co-teacher to monitor and collect data.	Allows for greater individualization, data collection, monitoring, and relationship building with students.		
	Students have greater opportunities to engage in conversation and peer-mediated instruction with partners, at stations, or in cooperative groups.		

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Supportive Cautions	Parallel Cautions	Complementary Cautions	Team-Teaching Cautions
Beware of the “Velero effect,” where the supportive co-teacher hovers over one or selected students, stigmatizing both the student(s) and the co-teacher.	Beware of creating a special class within the class and lowering student achievement by homogeneously grouping lower-performing students together.	Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.	Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.
Beware of making the supportive co-teacher the “discipline police,” materials copier, or in-class paper grader, rather than an instructor.	Beware that the noise level can become uncomfortably high when numerous activities are occurring in the same room.	Beware of too much teacher talk, repetition, and reduced student-student interaction.	Beware of too much teacher talk, repetition, and reduced of student-student interaction.
Beware of ineffective use of the supportive co-teacher’s (e.g. special educator, ELL specialist) expertise.	Beware of failing to adequately prepare other co-teachers to ensure that they deliver instruction as intended, since co-teachers cannot monitor one another while all are simultaneously co-teaching different groups.	Beware of “stepping on one another’s toes.”	Beware of “stepping on one another’s toes.”
Beware of resentment, if the skills of the supportive co-teacher (e.g. special educator) are not being used or the lead co-teacher (e.g. content teacher) feels an unequal burden of responsibility.		Beware of “typecasting” the co-teacher delivering content as the “real” or “expert” teacher.	
Beware of staying “stuck” in the supportive role due to lack of planning time.		Beware of failing to plan for “role release” or “role exchange,” so that all co-teachers get a chance to lead instruction of the content.	

Frequently Asked Questions About Co-Teaching

Questions	Possible Answer(s), Solutions, Ideas
How much planning time do co-teachers need?	
How do you schedule for co-teaching?	
Do all students with special needs, need to be in a co-taught classroom?	
What percent of students eligible for special education should be in co-taught classrooms?	
How long should co-teaching teams stay together?	
Will co-teaching eliminate pull-out services?	
Should general educators, specialists, and other educators who co-teach have the same level of curriculum content mastery?	
Is co-teaching a voluntary act?	
How can administrators promote co-teaching?	
Who can co-teach?	

What other questions do you have about co-teaching?

Administrator Actions to Promote Co-Teaching for All

What is it? What has been done? What's next?

Directions: First classify each of the 11 actions in terms of the *Vision + Skills + Incentives + Resources + Action Planning = Change* formula (Label each item a V, S, I, R, &/or A). Then think about what could/needs to be done next in your co-teaching action plan to move inclusion forward!

- ✓ Publicly articulate the rationale for co-teaching students.
- ✓ Redefine staff roles (e.g., in job descriptions of classroom teachers and support personnel) so that all are expected to participate in collaborative planning and/or teaching.
- ✓ Assess the staff's need for collaboration (e.g., with whom do I need to collaborate to successfully adapt instruction? From which colleagues can I acquire skills through modeling and coaching).
- ✓ Create a master schedule that allows for collaboration (e.g., common planning and lunch periods).
- ✓ Change length of the workday or school year (e.g., early release of students one day per week, increase teacher's contracted days to allow for co-planning).
- ✓ Establish professional support groups (e.g., Professional Learning Communities) to help staff learn about and begin to practice differentiation, co-teaching and strategies.
- ✓ Provide time for co-teachers to meet by relieving them from non-instructional duties (e.g., bus duty, lunchroom supervision).
- ✓ Provide training in collaborative planning, differentiation, co-teaching (e.g., courses and workshops, mentoring and peer coaching systems, job shadowing, clinical supervision, and the pairing of new co-teaching teams with veteran co-teaching teams).
- ✓ Educate school and community members about the accomplishments of collaborative planning and teaching teams.
- ✓ Periodically provide additional time for teams to meet (e.g., hire substitutes, use in-service time, provide release time).
- ✓ Provide incentives (e.g., recognize collaborative planning and teaching teams' *accomplishment*, offer additional training, provide release time for personnel to observe one another teaching, attend conferences, and make presentations about their accomplishments).

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CO-TEACHING PLANNING GRAPHIC ORGANIZER

When Co-Teaching Partners plan for instruction for each section of their instructional time, they also plan the Co-Teaching approaches they will use. This graphic organizer is a tool designed to facilitate the planning conversation for co-teaching. Writing in the graphic organizer is *optional*. The tool prompts co-teachers to: 1) identify what content is being taught and how; 2) **identify student learning challenges and differentiation needs**; 3) identify the co-teaching approach(es) that best supports student differentiation needs and content demands; and 4) describe what each co-teacher does in his/her co-teaching role.

Instructional Content: In each section of instructional time, what are we teaching & how?	What learning differences do students experience? What differentiation is needed that co-teaching supports?	Which co-teaching approach(es) do we plan on using?	CO-TEACHER <hr/> What will I do? (If I do this...)	CO-TEACHER <hr/> What will I do? (I will do this...)
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		
		Supportive Parallel Complementary Team		

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Middle Level Math Example Using the Co-Teaching Planning Graphic Organizer

Instructional Content: In each section of instructional time, what are we teaching & how?	What learning differences do students experience? What differentiation is needed that co-teaching supports?	Which co-teaching approach(es) do we plan on using?	CO-TEACHER <hr/> What will I do? (If I do this...)	CO-TEACHER <hr/> What will I do? (I will do this...)
Review math homework	Several students are easily distracted; several students likely will need clarification and redirection	<u>Supportive</u> Parallel Complementary Team	I am leading. I go over the answers for the math homework and clarify concepts as needed.	I am supporting. I make sure students are attending and tutor as needed to be sure questions are answered.
Math mini-lesson: Absolute value (use of number line)	Four students need visual and concrete modalities to help construct understanding	Supportive Parallel <u>Complementary</u> Team	I am leading content instruction. I teach the mini-lesson on the concept and skills of absolute value	I am complementing. I provide graphic illustration and models on the board while my co-teacher teaches the concept/skills.
Guided practice of determining absolute value (in teacher-designated table groups)	Small group application, with manipulatives (for all tables) provides target students support	Supportive <u>Parallel</u> Complementary Team	I monitor 3 groups that included students who need paper number line strip manipulatives to determine absolute value.	I monitor the rest of the groups of students who are ready for paper and pencil problems (with number lines also provided)

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