Co-Teaching Tip Sheet

Co-teaching is the collaboration of general and special education teachers to teach students who have a variety of abilities.

**Types of Co-Teaching**

**Team Teaching**
- Both teachers teach the same lesson
- Students are able to see modeling from both teachers

**Alternative Teaching**
- One teacher works with a large group, while the other teacher works with a small group
- Each group can work on the specific needs of the group

**One Teach/One Assist**
- One teacher teaches the whole class, while the other teacher moves throughout the room assisting students as needed
- Teachers can alternate which one teaches and which one assists

**Parallel Teaching**
- Both teachers teach the same lesson to two separate groups of students
- Each teacher can tailor the lesson to the needs of their group

**Station Teaching**
- Each teacher has a section of the material that they teach at their station
- Can be a good model for especially difficult content
- A third station can be used for independent work

**One Teach/One Observe**
- One teacher teaches the whole class, while the second teacher observes the students using a rubric
- The teachers create the rubric together before the lesson, so that the observer knows what to look for
- Gives insight into individual students’ understanding and abilities

Important Factors for Successful Co-Teaching

- Assessing students to determine strengths and weaknesses
- Adapting assessments, activities, and lessons to meet the needs of each individual student
- Each teacher needs to know the content and curriculum
- Material needs to be differentiated to address each students’ individual needs
  - Lessons should be tailored towards students’ interests
  - Different learning styles should be used for different types of students
- Assessments need to be given throughout instruction to check for understanding
- Behavior management strategies should be implemented and behavior plans/contracts should be used when needed
- Both teachers need to create relationships with every student and their parents
- Co-teachers need to meet regularly to plan for lessons and assessments

Steps for a Successful Co-teaching Relationship

Establish a Co-Teaching Relationship
• Create the team of teachers who will be co-teaching
• Establish goals, expectations, and teacher roles
• Develop understanding of expectations within the classroom and of students’ individual needs

Identify Individual Students’ Needs
• Get to know each student in the classroom, including students with disabilities (by looking at IEPs)
• Develop goals for each student in the classroom
• Determine what kind of modifications each student might need

Plan for Instruction
• Co-teachers need to designate a time to plan for lessons
• Determine which co-teaching models are appropriate for each class and each lesson

Monitor Students’ Progress
• Progress monitoring can be used to determine the effectiveness of instruction and to make decisions about instruction
• Students’ progress should be monitored two to three times per week

Adapted from Texas Education Agency Division of Special Education (2000). Coordinating for reading instruction: General education and special education working together.