

Co-Teaching Arrangements: What to Look for

This resource describes multiple co-teaching structures, many of which may be used within and across lessons. This resource may be helpful when conducting classroom observations of co-teaching. The intended audience for this resource includes teachers/educators, special education staff, school administrators, therapists/specialists, problem-solving teams (campus & district), and support staff.

Benefits	Teaching Examples
One teaching, one observing	
<ul style="list-style-type: none"> Ability to systematically and strategically check student progress Ability to collect specific data (i.e., academic or behavior) Suitability for new co-teaching situations Different perspective of student performance when both take turns with this role 	<ul style="list-style-type: none"> The observing teacher collects data formally (e.g., checklist) or informally (e.g., duplicate form, sticky note) to inform instruction or for next steps. The teacher observes student participation and engagement. The teacher records on- and off-task analysis. Evaluation personnel conduct a functional behavior assessment.
Station teaching	
<ul style="list-style-type: none"> Suitability for two small-group instructional opportunities Ability to monitor group work Ability to progress monitor more students more frequently Ability to differentiate based on teacher expertise Ability to address a wider range of abilities Ability to deliver content in small groups Multiple teaching styles when learning the content 	<ul style="list-style-type: none"> Both teachers interject themselves into a workstation or group activity to lead or support. Both teachers lead an individualized small group. Content information is delivered on a rotating basis with two instructors.
Parallel teaching	
<ul style="list-style-type: none"> Ability to split class into two heterogeneous groups to deliver the content more effectively Ability to differentiate and meet a wide range of abilities Ability to maximize participation and engagement Multiple teaching styles when students learn content 	<ul style="list-style-type: none"> Teachers introduce a new concept, skill, or strategy. Students' prior knowledge is readily accessed before teaching a concept. Content discussion or reflection is smaller to allow for more participation. Based on whole-class results of an assessment, a targeted review with more opportunities for all is provided.

Benefits	Teaching Examples
Alternative teaching	
<p>Ability to split class into two homogeneous groups to deliver the content more effectively</p> <p>Ability to address alternative materials or prerequisites based on class needs</p> <p>Multiple teaching styles when students learn content</p>	<p>Group size varies based on need or the focus of the lesson. Following initial instruction, teaching proceeds similar to the parallel teaching approach</p> <p>Reteaching or new instruction occurs based on assessment scores; the class is divided according to need.</p>
Teaming	
<p>Full engagement of both teachers in the delivery beyond just splitting up sections (the “one teaching, one assisting” delivery approach)</p> <p>Role shifts throughout the lesson with students benefiting from both teachers’ expertise</p> <p>Different perspectives</p> <p>Diminished labels of classroom teacher versus special education teacher</p>	<p>Both teachers actively plan all content.</p> <p>Teachers switch roles fluidly.</p>
One teaching, one assisting	
<p>Ability to demonstrate one person’s expertise in the content or delivering</p> <p>Ability for supporting teacher to ask a clarifying question based on work reviewed while circulating the room</p> <p>Ability for both teachers to assist during guided instruction and independent learning by circulating and providing “on-the-spot” support</p>	<p>The specialist co-teaches for a short amount of time in several classrooms.</p> <p>One teacher explains a chapter and the other demonstrates the completion of a graphic organizer.</p> <p>One teacher gives directions while the other models or demonstrates.</p> <p>The assisting teacher uses support devices (i.e., communication devices) with specific students.</p> <p>The assisting teacher monitors appropriate use of manipulatives when they are introduced.</p> <p>One teacher reviews the agenda for the day while the other checks for homework completion.</p> <p>Each teacher teaches a specific portion of the lesson while the other assists—sharing the delivery of the whole lesson.</p> <p>One teacher informally assesses or checks for understanding while the other teaches.</p>

Adapted from the following:

Education Service Center Region 20. (2018). *Co-teaching: A how-to guide: Guidelines for co-teaching in Texas*. Austin, TX: Texas Education Agency.

Perez, K. (2012). *The co-teaching book of lists*. San Francisco, CA: John Wiley & Sons.

This resource was designed to accompany the “Ongoing Professional Development and Support” pathway. It is recommended that training is completed prior to using this tool. [Contact your regional MTSS specialist](#) to enroll in a synchronous course, or enroll for an [asynchronous course](#).