



# CO-TEACHING FOUNDATIONS

Building Blocks to Successful Co-Teaching

2021



**West Virginia Board of Education  
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# INTRODUCTION

This Co-Teaching Foundations Manual is intended to assist teachers and administrators in planning and implementing co-teaching. The Co-Teaching Foundations Manual incorporates best practices from a variety of nationally recognized experts as well as other specifically designed resources. The Co-Teaching Foundations Manual provides suggestions to administrators in the planning, scheduling, implementation, and assessment of co-teaching. The manual offers co-teaching suggestions that range from planning and implementing instruction to delineating co-teacher responsibilities, co-teaching models, and implementing differentiated learning techniques.

Co-Teaching	<a href="https://wvde.us/special-education/initiatives/co-teaching/">https://wvde.us/special-education/initiatives/co-teaching/</a>	The Co-Teaching hub for West Virginia teachers offers several helpful resources.
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# DOCUMENT OBJECTIVES

This document will provide educator support through:

- Providing a general overview of co-teaching applicable in all programmatic levels,
- Providing guidance on different co-teaching models with examples of when each would be appropriate,
- Providing resources to support co-teaching relationships,
- Providing a parent toolkit to support family communications, and
- Providing administrative tools to support co-teaching practices.

## DEFINITIONS

**Accessible educational materials, or AEM**, are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of individual variability regardless of format (print, digital, graphic, audio, video). ([AEM: What Are AEM & Accessible Technologies? \(cast.org\)](#))

**Co-teaching**, per West Virginia Board of Education Policy 2419, is defined as “two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space. For co-taught classrooms where instructional responsibilities are shared between the special and general educator, special education students requiring specially designed instruction (special education) must not exceed 50% of the total class enrollment. The special educator should not be assigned to more than one co-teaching classroom during one instructional block.”

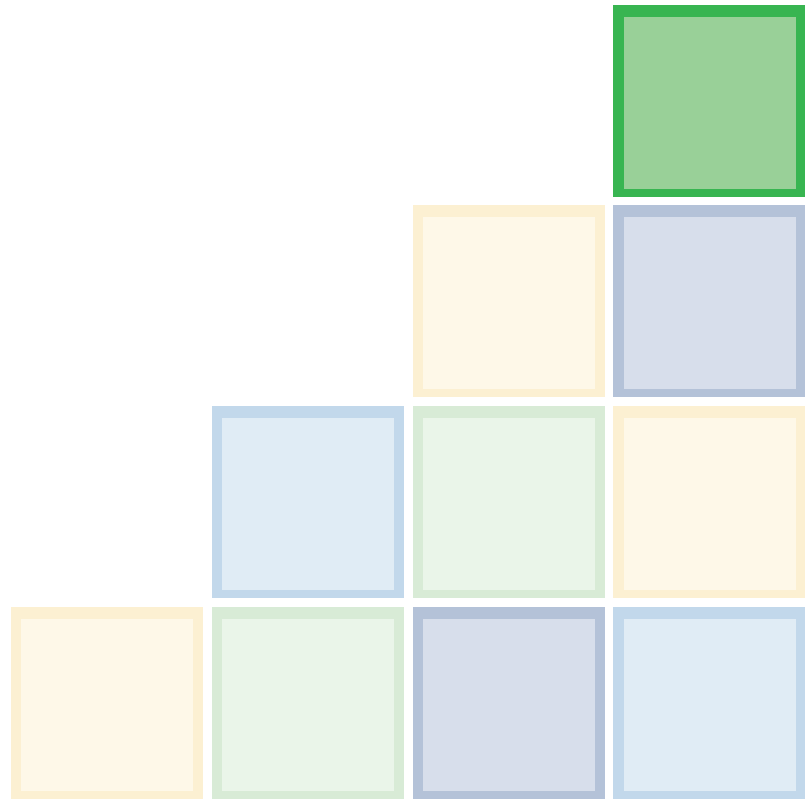
**Differentiated Instruction (DI)** is a classroom approach where teachers intentionally plan for students’ unique backgrounds/abilities to maximize student learning and outcomes.

**Individual Education Program (IEP)** is a legally binding written statement for an eligible student with an exceptionality that is developed, reviewed, and revised in accordance with WVBE Policy 2419 and IDEA 2004.

**Inclusion** is a belief system that values diversity and fosters a shared responsibility to help all students to reach their potential. (Villa & Thousand, 2005)

**Universal Design for Learning (UDL)** provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs ([udlguidelines.cast.org](#)).

**West Virginia Tiered System of Support (WVTSS)** is a framework that supports the whole child characterized by a seamless system of high-quality practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum. The WVDE has made an intentional shift in terminology to a “multi-tiered system” to emphasize the integration of academics, behavior, and mental health as uniformly critical to student success. WVTSS focuses on the cohesive system of support rather than interventions alone and consists of three tiers of support: universal, targeted, and intensive. For more information on the WVTSS, go to: [wvde.us/wvtss](#)).

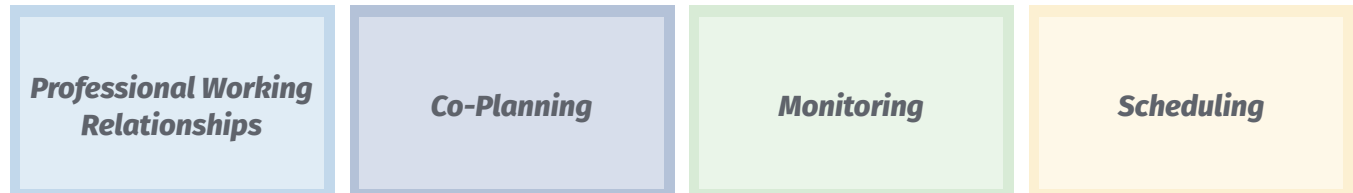


## SECTION I: BUILDING BLOCKS TO SUCCESSFUL CO-TEACHING

These foundation blocks should be established and built upon to ensure a successful co-teaching continuum:

- » The Absolutes of Co-Teaching
- » Key Co-Teaching Components
- » Collegiality
- » What Co-Teaching Is, What Co-Teaching Is Not
- » Co-Teaching Parity

## THE ABSOLUTES OF CO-TEACHING



John O'Connor, the author of *Great Instruction, Great Achievement for Students with Disabilities* (2016), stated: "The upward trend in achievement will not continue if we fail to enhance the co-teaching practices and techniques." To reach the fullest potential in co-teaching, **four absolutes must be in place to ensure future success.**

### Professional Working Relationships

Professional working relationships are at the very heart of a successful co-teaching classroom. Co-teaching pairs must take time to build positive working relationships and open communication. Co-teaching is much more than content knowledge and useful strategies. Co-teaching is undoubtedly more than simply two teachers teaching in the same room. Co-teaching is two professionals working together to grow and enhance the learning experience of a group of students. Co-teaching is the blending of two great educators communicating and delivering effective models through thoughtful planning and intentional reflection.

Examples of activities or responsibilities that can fall under this absolute:

- Classroom management practices, related to behavior, will be shared and will comply with students' IEP/504/BIP/SAT.
- Procedures for contacting parents will be shared with co-teachers.
- Handling of classroom logistics/procedures, i.e., passes, routines, etc., will be shared by co-teachers.
- The general education teacher ensures lesson plan adherence to grade-level content standards with collaboration from the special education teacher.
- Special education teacher ensures lesson plan compliance with students' IEP/504/BIP/SAT with collaboration from the general education teacher.

### Co-Planning

Effective planning in a co-teaching setting goes beyond procedures and what content to provide in a class. Co-planning allows both teachers to lend their areas of expertise and training to meet the needs of the learners. Planning consists of determining when to plan, exchanging teaching materials before planning time, keeping an open mind to new ideas, and having direction for the next planning session. Being intentional about planning means setting time aside to review lesson ideas and formative assessments to drive the plans. Additionally, each teacher should prepare a substitute packet explaining the role of the substitute in the classroom.

Examples of activities or responsibilities that can fall under this absolute:

- Classroom management practices, related to behavior, will be shared and will comply with students' IEP/504/BIP/SAT.
- Handling of classroom logistics/procedures, i.e., passes, routines, etc., will be shared by co-teachers.
- Co-teachers must have copies of co-teaching daily/weekly lesson plans.
- Co-teachers share the identification of those students who need to be re-taught and implementation modality options.
- Co-teachers consider the physical classroom arrangement.
- After reviewing students' performance, teachers collaborate to adjust current and future instructional strategies.

### **Monitoring**

Monitoring can refer to the school administration being deliberate in observing and coaching co-teaching pairs. However, most of the monitoring process rests with the co-teaching pairs. Co-teachers will regularly debrief and honestly discuss the successes as well as the challenges of the co-teaching lessons. Determine if activities or responsibilities that can fall under this absolute are occurring.

Examples of activities or responsibilities that can fall under this absolute:

- Students achieve the learning goals of the lessons.
- Co-teachers use excellent communication skills with each other.
- The co-teaching lessons include various models of delivery. (Section II)
- Co-teachers check for understanding with individual students.
- Co-teachers check for engagement by walking around, supporting students, and gathering/recording engagement data.
- Co-teachers reinforce positive student behavior, i.e., engagement activities, individual/small group, etc.
- Co-teachers share the creation of formative assessments and utilize summative assessments for monitoring student progress.
- Co-teachers share the identification of those students who need to be re-taught and implementation modality options.
- Co-teachers review students' performance and adjust current and future instructional strategies based on evidence of student learning.
- Administrators are intentional in monitoring co-teaching environments to ensure best co-teaching practices are being developed.

### **Scheduling**

Scheduling establishes the structure which can allow the maximum growth of co-teaching best practices. To ensure teachers have collaborative time and are meeting student goals, many schools schedule students with disabilities first. Special educators need time to ensure they meet the learning goals of a student's IEPs within the structure of the schedule.



Examples of activities or responsibilities that can fall under this absolute:

- Ensuring teachers have time to plan together. This can be accomplished through a common planning period or extra time at the beginning or end of the day.
- Ensuring the proper ratio of students complies with West Virginia Board of Education Policy 2419 (page 68).
- Considering alternate duties to free up time during the school day (i.e. instead of bus duty, this time could be used to co-plan)

## COLLEGIALITY

*(Adapted from Cook & Friend, 1995)*

Relationship questions for the beginning partners:

1. Do I get along with this person?
2. Will we work formally or informally?
3. How shall we plan/manage the class to best use our specializations?
4. How can we equalize the relationship?
5. How can we prevent transferring blame?
6. How/when/where will decisions be made?
7. How will we share resources?
8. How will parents be communicated with?
9. What are the responsibilities of each teacher?
10. How will student documentation be managed?
11. What will be the procedure to check in with each other during a lesson/class?
12. What are the procedures the students will use for things such as bathroom excusals, sharpening pencils, moving around the room, etc.?
13. What are our comfort levels with technology demands (i.e. Smartboards, document cameras, iPads, mobile devices, online teaching, developing online content for students, providing instruction while live-streaming the lesson, monitoring chat rooms)?
14. What are our pet peeves, and how can we compromise when they collide (i.e., students must always be seated vs. students may get up to do what they need: compromise by identifying certain times for each)?

Relationship questions for after co-teaching together a few weeks:

1. Are we sharing “airtime” well?
2. Is the classroom space demonstrative of the respect we have for each other (i.e. both names are on the door/board, our desk areas are equally respected)?
3. Are we being respectful of each other’s contribution to the classroom – both with students and peers?
4. Is the work being divided equitably?
5. Are we listening to each other when one has a concern?
6. Are we relying too heavily on one co-teaching model? If so, why?
7. Overall, do the students feel comfortable approaching both of us?
8. What do we need to continue improving our co-teaching relationship?

## WHAT CO-TEACHING IS, WHAT CO-TEACHING IS NOT

<b>Element of Co-teaching</b>	<b>Co-Teaching DOES</b>	<b>Co-Teaching DOES NOT</b>
<p>“two or more professionals”</p>	<p>Involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The universal level of instruction provides the instructional framework, with the flexibility of being modifiable for student needs (Fennick, 2001).</p> <p>Which may include:</p> <ul style="list-style-type: none"> <li>› Incorporate relationship-building interactions as part of group or team activities that result in easing collaborative tension and promoting a comfortable environment to express individual ideas or opinions.</li> <li>› Pre-determine shared approach to homework.</li> <li>› Share the responsibility for student evaluation procedures and the assignment of grades, including programs/requirements such as Roster Verification, the WV Early Warning Information System (EWIS).</li> </ul>	<p>Involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill the responsibilities of certified staff (Friend, 2003).</p>
<p>“joint delivery of instruction”</p>	<p>Mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles in the universal tier of instruction. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001; Gately &amp; Gately, 2001).</p> <p>Which may include:</p> <ul style="list-style-type: none"> <li>› Pre-planning and preparation of stations/activities.</li> <li>› Verbally reinforcing critical concepts.</li> <li>› Visually designating critical points on the board or use technology at hand.</li> <li>› Determining who will state the purpose at the beginning of each lesson.</li> </ul>	<p>Mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group (Murawski, 2002).</p>

<b>Element of Co-teaching</b>	<b>Co-Teaching DOES</b>	<b>Co-Teaching DOES NOT</b>
"diverse group of students"	<p>Allow both teachers to respond effectively to diverse needs of students, a lower teacher-to-student ratio, and an expansion of the professional expertise that can be applied to student needs (Hourcade &amp; Bauwens, 2001).</p> <p>Which may include:</p> <ul style="list-style-type: none"> <li>› Asking clarifying questions on behalf of the students who may be intimidated or confused.</li> </ul>	<p>Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).</p>
"shared classroom space"	<p>Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally be taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pullout programs (Cook &amp; Friend, 1995)</p> <p>Which may include:</p> <ul style="list-style-type: none"> <li>› Pre-determining instructional modalities used for individuals/groups for each lesson.</li> </ul>	<p>Include teaching teams that plan together but then group and instruct students in separate classrooms (Trump, 1966; Geen, 1985).</p>

*(Adapted from Cook & Friend, 1995)*

## CO-TEACHING PARITY

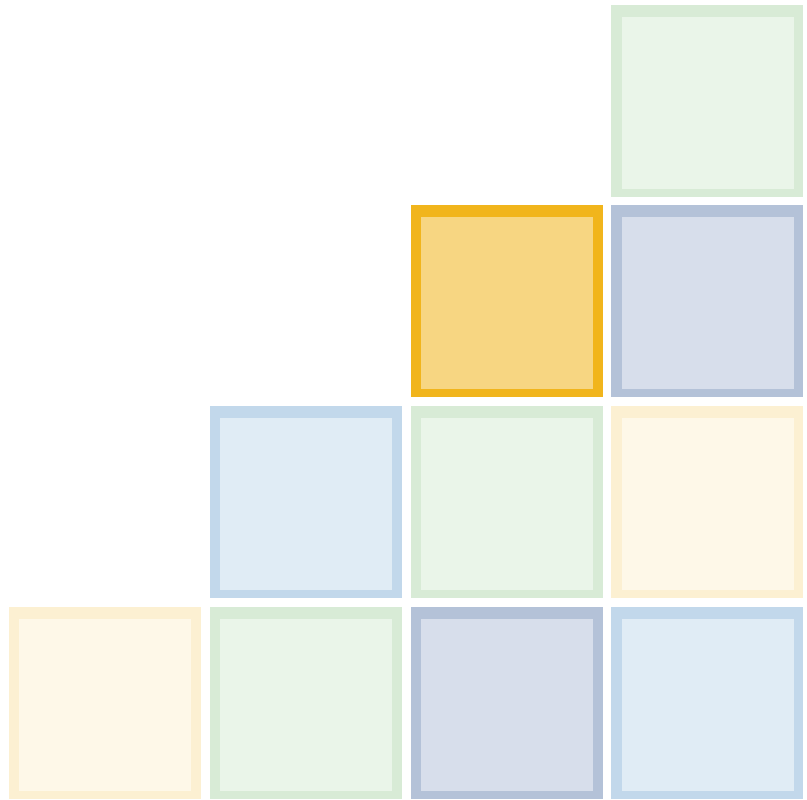
Parity is defined as the quality or state of being equal in the school community. Parity will be accomplished once both teachers share roles and responsibilities within the classroom. Both must be recognized as the classroom teachers. It is important to establish parity so all students' needs will be met comfortably.

Examples of Parity:

<b>Both Teachers' Names</b>	<b>Sharing the Workload</b>
<ul style="list-style-type: none"> <li>› On the board</li> <li>› On report cards</li> <li>› Around the classroom</li> <li>› In all parent communication</li> <li>› On student schedules</li> </ul>	<ul style="list-style-type: none"> <li>› Planning and preparing</li> <li>› Teaching</li> <li>› Grading and Assessing</li> <li>› Completing and IEP</li> <li>› Communicating with administration and families</li> <li>› Reflecting</li> <li>› Full access to any virtual platforms, files, and learning management platforms</li> </ul>

*(Adapted from Gingras Fitzell, 2018)*

<b>General Educator</b>	<b>Special Educator</b>
<ul style="list-style-type: none"> <li>› Content Area(s)</li> <li>› Greater depth of knowledge of content standards</li> <li>› Progression of curriculum</li> <li>› Pacing of curriculum</li> <li>› State assessment</li> <li>› Additional content resources</li> </ul>	<ul style="list-style-type: none"> <li>› Exceptionalities</li> <li>› Specially designed instruction and strategies</li> <li>› Accommodations and modifications</li> <li>› Behavior modifications</li> <li>› Individualized Education Plans (IEPs)</li> <li>› Special Education laws and policies</li> <li>› Resources to help ensure student access to the general education curriculum</li> </ul>
<b>What the General Educator Needs from the Special Educator:</b>	<b>What the Special Educator Needs from the General Educator:</b>
<ul style="list-style-type: none"> <li>› Snapshot of students' IEP goals, objectives, modifications, and accommodations</li> <li>› Basic information on student-specific disabilities</li> <li>› Explanations of how the general education environments benefit the students with exceptionalities</li> </ul>	<ul style="list-style-type: none"> <li>› Overview of the content, curriculum, and standards to be addressed before planning meetings</li> <li>› Access to the lesson plans for the week</li> <li>› A set of instructional materials and access to resources</li> <li>› Opportunities to review new content knowledge and skills</li> </ul>



## SECTION II: CO-TEACHING INSTRUCTIONAL DELIVERY MODELS

These foundation blocks should be established and built upon to ensure a successful co-teaching continuum:

- » Levels of Co-Teaching Instructional Delivery
- » The Physical Layout of the Classroom
- » Co-Teaching Instructional Models
- » Co-Teaching in a Virtual Environment

## LEVELS OF CO-TEACHING INSTRUCTIONAL DELIVERY

Sonya Heineman Kunkel (Advancing Co-Teaching Practices: Strategies for Success, 2012) identifies two levels of co-teaching. There is a Level 1 to co-teaching where one teacher undertakes the primary teaching responsibilities, and the other teacher takes on the support role. Heineman Kunkel identifies Level 2 co-teaching to be where both teachers teach at the same time to smaller groups of students. The focus of Level 2 co-teaching is on data-based interventions, small group instruction, and the specific needs of students. Both teachers in Level 2 co-teaching are equally and entirely responsible for the education of all students in their class. While Level 1 co-teaching is needed and appropriate for specific lessons or activities, the Level 1 approach to co-teaching should not be the sole method of delivery. The concepts of Level 2 co-teaching should be the classroom norm in an effective co-teaching setting.

### ***Level 1 Co-Teaching***

» ***One teach, one support***

### ***Level 2 Co-Teaching***

» ***Parallel teaching***

» ***Alternative teaching***

» ***Station teaching***

» ***Team teaching***

## CO-TEACHING INSTRUCTIONAL MODELS

Co-Teaching Model	Description	Pros	Cons
One Teach, One Support Model	One teacher leads the delivery of the instruction while another teacher is fully involved in the implementation, assessment, and support of the lesson. In this model, one teacher can lead while the other adds visually or verbally, or provides on-the-spot adaptations	Both teachers are involved in the phases of instruction. Little co-planning time is involved. This model builds on focused areas of expertise.	Less input in planning. It does not fully utilize teacher areas of expertise. This model has a less fundamental impact on student learning.
	<b>Virtual Synchronous Co-teaching:</b> While one teacher is presenting the lesson, the other teacher can monitor the virtual environment – following chat windows, providing technical support, respond to questions, etc.		
Team Teaching/ Duet Model	Both teachers share the entire instructional process. Team Teaching/Duet Model may take the form of debates, modeling information, or role-playing.	This model utilizes teachers' areas of expertise. Potentially provides students with various perspectives on the content.	It can be time-intensive to plan. It does not often lend well to facilitating targeted instruction.
	<b>Virtual Synchronous Co-teaching:</b> Both teachers are presenting, although more care should be given to not speak over the other. If using a slide deck, reviewing which teacher presents which slides can be helpful.		
Parallel Teaching Model	Both teachers take half the class to reduce the teacher-to-student ratio. Instruction can occur in the same or different settings.	Good teacher-to-student ration	Requires equal expertise to deliver effectively. Potentially more extensive co-planning.
	<b>Virtual Synchronous Co-teaching:</b> The same principle as in-person learning; however, the class is split into two virtual spaces with their own meeting link. Both teachers are providing identical instruction to smaller groups.		

<b>Co-Teaching Model</b>	<b>Description</b>	<b>Pros</b>	<b>Cons</b>
Station Teaching Model	Students are divided into three or more small groups to go to stations or learning centers in the classroom. Students rotate through the centers. Teachers may rotate with the students or lead a station.	Focused expertise. This model is flexible in the presentation of each station or learning center. Small group instruction.	Requires, in general, equal expertise and co-planning time.
	<b>Virtual Synchronous Co-teaching:</b> Students are split up into separate learning groups and the teachers, who are providing instruction on different content, swap groups at appropriate times to provide their instructional piece. Alternatively, the students could hop into the other teacher's virtual space when they are completed with the first or after a set amount of time.		
Alternative Teaching Model	One teacher works with a large group while the other teacher works with a smaller group. The teacher leading the smaller group provides re-teaching, pre-teaching, enrichment, or the needed accommodations or modifications. The large group should not be receiving new instruction during this time so that the small group can rejoin the class at any time.	This model helps meet the specific needs of IEPs. The Alternative Teaching Model a good model for testing situations.	Not a model to deliver new content.
	<b>Virtual Synchronous Co-teaching:</b> One teacher takes a smaller group to a different meeting room/virtual space to work on enrichment, re-teaching, pre-teaching, or differentiating instruction.		

Table adapted from Benninghof (2012) and W. Murawski & S. Spencer (2011)



## CO-TEACHING ROLES IN THE CLASSROOM

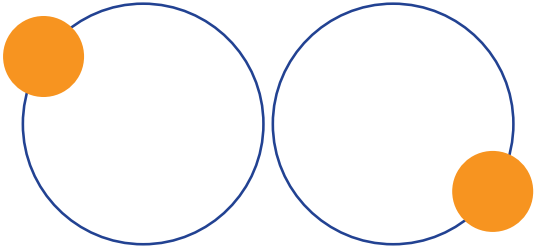
<b>If one teacher is doing this:</b>	<b>The other can be doing this:</b>
Lecturing	Modeling note-taking on the board or overhead, ensuring “brain breaks” so that students can process lecture information
Taking attendance	Collecting and reviewing last night’s homework; introducing a social or study skill
Passing out papers	Discussing directions; modeling the first problem on the assignment
Giving instructions orally	Writing down instructions on the board, repeating or clarifying any questionable content
Checking for understanding with a large heterogeneous group of students	Checking for understanding with a small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to the whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing team of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulation, using proximity control for behavior management
Re-teaching or pre-teaching with a small group	Monitoring the large group as they work independently
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
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 activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept, asking clarifying questions

*Source: Tips and Strategies for Co-Teaching at the Secondary Level by Wendy Murawski and Lisa Dieker, Teaching Exception Children, May/June 2004, p. 57. Copyright 2004 by The Council for Exceptional Children. Reprinted with permission.*

## PHYSICAL CLASSROOM ARRANGEMENT

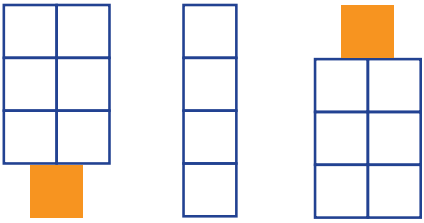
Consider the physical arrangement of the classroom while reading through the next section on the models of co-teaching. Review the physical environment of each room to eliminate unnecessary material/equipment and expand the learning space to accommodate a variety of co-teaching styles. Consideration must be given, in the initial planning stages, for meeting the potentially broad range of physical, emotional, intellectual, and functional needs of individual students as related to the physical environment and the basic principles of Universal Design for Learning. As an example, create space for students to move.

*"In The Round"* – Students move desks into circles. Teachers take a space facing each other at opposite sides of the room, near a board, writing surface or display.



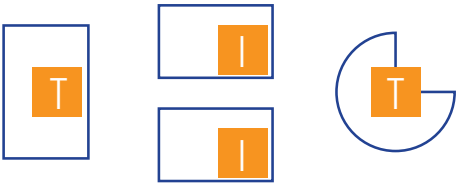
The diagram shows two large blue circles representing desks arranged in a row. Two orange circles, representing teachers, are positioned at the outer edges of the circles, one on the left and one on the right, facing each other.

*"Banquet Style"* – Quickly move rows into banquet tables with an independent station in the middle. Teachers sit at opposite ends of the banquet table, facing each other. Use with three groups as shown below, or just two.



The diagram illustrates three different table configurations. The first is a 3x2 grid with an orange square at the bottom center. The second is a vertical 4x1 grid. The third is a 3x2 grid with an orange square at the top center. These orange squares represent teachers sitting at opposite ends of the tables.

*"Four Stations"* – Each teacher instructs one group (T) and two groups work independently (I).



The diagram shows four different desk arrangements. The first is a single desk with an orange square labeled 'T'. The second and third are two desks stacked vertically, each with an orange square labeled 'I'. The fourth is a desk with a semi-circle on one side and an orange square labeled 'T'.

Configure your own desk arrangements.

## CO-TEACHING IN A VIRTUAL SETTING

“How can we both be truly present in that remote instruction, whether it’s virtual, whether it’s synchronous, whether it’s with packets...whatever it happens to be?”

- Marilyn Friend, April 2020, CEC Quick Takes

### Meeting Co-teacher Needs During Virtual Instruction

- Share responsibilities such as:
  - › *technology*
  - › *planning*
  - › *finding resources, updates, videos, and articles*
  - › *documentation*
- Schedule synchronous online sessions
- Plan asynchronous learning activities
- Embed social-emotional learning
- Purposefully engage with specially designed instruction
- Document classroom data: grading, attendance, responding to emails, etc.

### Meeting Student Needs During Virtual Classtime

#### Synchronous Co-Teaching

- Mirror face-to-face co-teaching scenarios in virtual settings
- Creatively use all co-teaching approaches
- Use platform options for breakout rooms to create small groups
- Create flexible groups similar to ones created in the classroom – heterogeneous and homogeneous (plan groups ahead of time to help with rotations)
- Document delivery of services
- Teachers and students can join early (or stay late) for Q&A times, reteaching, pre-teaching

#### Asynchronous Co-Teaching

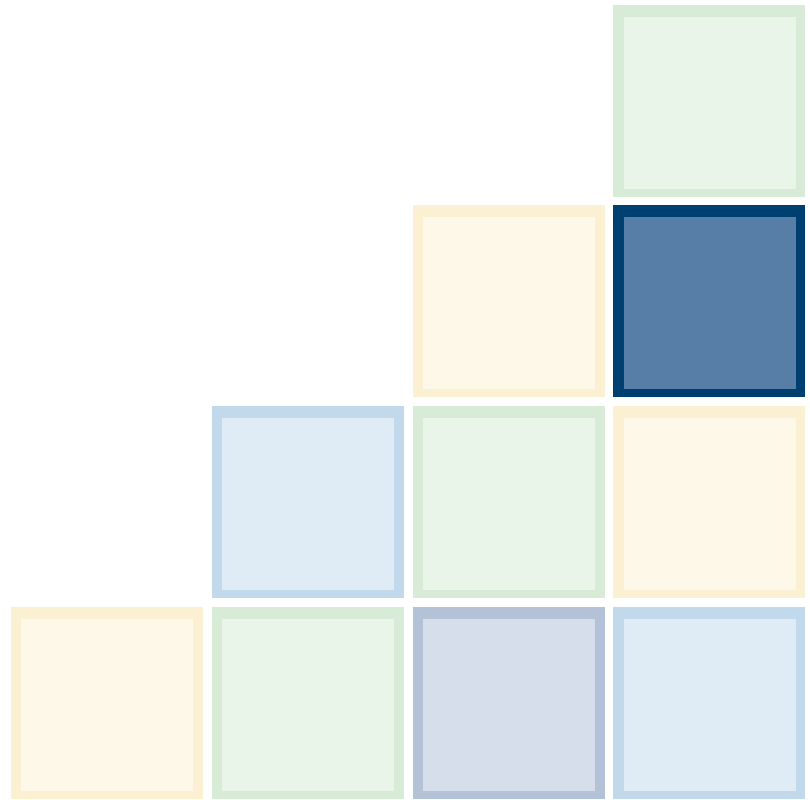
- If recorded general education lessons are available, special educators can add scaffolds or break the lessons/videos into smaller chunks
- Schedule virtual co-teaching meetings with students to go over lessons (small group and/or individual students)
- Create individual folders for students (i.e. Office 365)
- Avoid overloading students with disabilities – check in with all teachers, including elective/related arts teachers, regarding classwork and assignment loads
- Encourage parent participation as much as possible
- Enlist other supports (i.e. instructional coaches)

(Friend, 2019; Murawski, 2020)

## CO-TEACHING ROLES IN THE VIRTUAL CLASSROOM

<b><i>If one teacher is doing this:</i></b>	<b><i>The other can be doing this:</i></b>
Lecturing	Modeling note-taking on the virtual whiteboard or shared document
Taking attendance	Conducting a warm-up activity to ensure everyone's internet is connected and audio/visual functions are working
Sharing a screen – setting up a slide show or video	Reminders of behavioral expectations during the lesson
Giving instructions orally	Sharing/highlighting on the screen the instructions presented
Checking for understanding with a large heterogeneous group of students	Conducting frequent “thumbs up/down” interactions with the class – monitoring the chat window for questions/issues
Circulating, providing one-on-one support as needed via breakout rooms	Providing direct instruction to the whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing team of the debate
Facilitating a silent activity	Checking in with students looking for signs of struggling with the assignment
Trouble-shooting last-minute technology glitches	Reviewing homework, previewing a study skill or test-taking strategy
Reading a test aloud to a group of students via a break-out room	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 activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept, asking clarifying questions
Considering differentiated instruction needs	Considering differentiated instruction needs

*(Murawski, 2003)*



## SECTION III: CO-PLANNING

This section captures the details and necessity of Co-planning:

- » Co-Planning and Intentionality
- » Co-Teaching Strategies and Expectations
- » Example Co-Teaching Lesson Plan Template

## CO-PLANNING AND INTENTIONALITY

Intentional co-planning is a crucial part of successful co-teaching as identified in Section I of the Co-Teaching Foundations Manual (Murawski, 2006). Being intentional about planning means purposefully and consistently setting aside time to collaboratively review standards, generate lesson ideas, and examine evidence of student learning such as that gathered during formative assessment. Co-planning is the most crucial piece to improving co-teaching practices because it enables co-teachers to plan for and reflect on how each of their gifts and expertise can be best leveraged to support students.

## CO-TEACHING STRATEGIES AND EXPECTATIONS

As noted above, co-teachers must have the opportunity to collaboratively review content, lesson plans, differentiation strategies, and accommodations to address all students' needs. Schools identify that a major challenge to co-planning is finding the time to co-plan within the school day. Due to constraints in the schedule, co-teachers may not always have proper time to plan. Electronic resources and technology have made it easier for teachers to co-plan asynchronously when face-to-face meetings are not possible.

## CO-TEACHING LESSON PLAN TEMPLATE A.

Core Teacher \_\_\_\_\_ Special Education/Core Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_ Week of \_\_\_\_\_

Lesson Content \_\_\_\_\_

Expectations:

		Mon.	Tues.	Wed.	Thurs.	Fri.
Materials	Gen Ed					
	Spec Ed					
Evaluation Tool: Choose an item	Gen Ed					
	Spec Ed					
Intro Statement	Gen Ed					
	Spec Ed					
Vocab Review	Gen Ed					
	Spec Ed					
Wrap-up Activity	Gen Ed					
	Spec Ed					

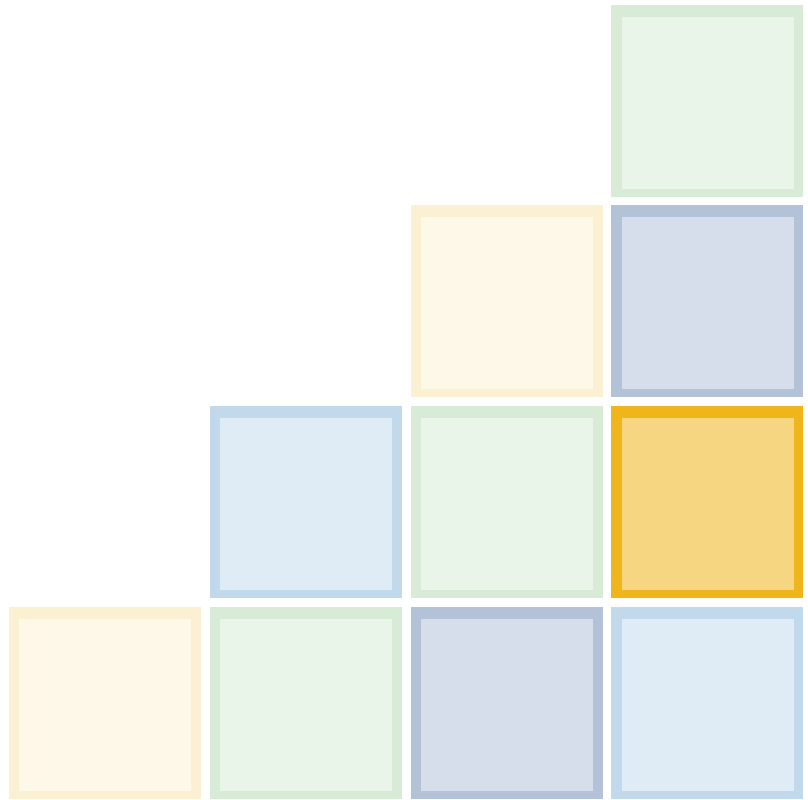
Co-Teaching Instructional Models:

Models	Mon.	Tues.	Wed.	Thurs.	Fri.	Comments
One Teach, One Support						
Team Teaching/ Duet Model						
Parallel Teaching Model						
Station Teaching Model						
Alternate Teaching Model						

CO-TEACHING LESSON PLAN TEMPLATE B.

Date Prepared		Teacher	Support Needed (Students)		Co-Teaching Model	
Week of		A)			Teach & Support	
Subject						
Class					Duet	
Period						
Comment		B)			Station Teaching	
					Parallel Teaching	
					Alternative Teaching	
	Student Number(s)	Goal	Methods/ Instructional Strategy	Materials/ Support Needed	Assessments	Co-Teaching Model
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						





## SECTION IV: CO-ASSESSING

The following tools give Co-Teachers a targeted perspective on their student evaluation system and student performance:

- » Co-Assessing Strategies
- » Five-Step Protocol for Co-Assessment of Student Learning

## ASSESSMENTS

Ongoing assessments are essential in the instructional process.

### **Two Types of Assessments:**

- Formative Assessment
- Summative Assessment

Co-assessment is a vital part of strong co-teaching. Assessment must be a joint effort. The agreed-upon assessments must align to lesson learning goals and be authentic opportunities for students to display their knowledge. Both teachers should be involved in creating and monitoring the assessment process. Co-teachers should also consider measuring student engagement to ensure that all students have access to instruction and examine how to remove potential barriers (CAST, 2020).

### **Formative Assessment**

Use formative assessments to continuously gauge student skill or content knowledge during the learning process. Formative assessments provide information on student needs, assist in planning student activities and instruction, and provide feedback to students on their progress. The West Virginia Department of Education offers further guidance with a Formative Assessment Toolkit found online at: [https://wvde.us/wp-content/uploads/2020/11/2020-Formative-Assessment-Toolkit\\_UPDATE\\_v4Final.pdf](https://wvde.us/wp-content/uploads/2020/11/2020-Formative-Assessment-Toolkit_UPDATE_v4Final.pdf)

### **Summative Assessment**

Summative assessments occur at set points in time. Use summative assessments to determine cumulative student achievement, needs, and proficiency levels at the end of a lesson.

## Examples of Assessment Strategies for Co-Teachers:

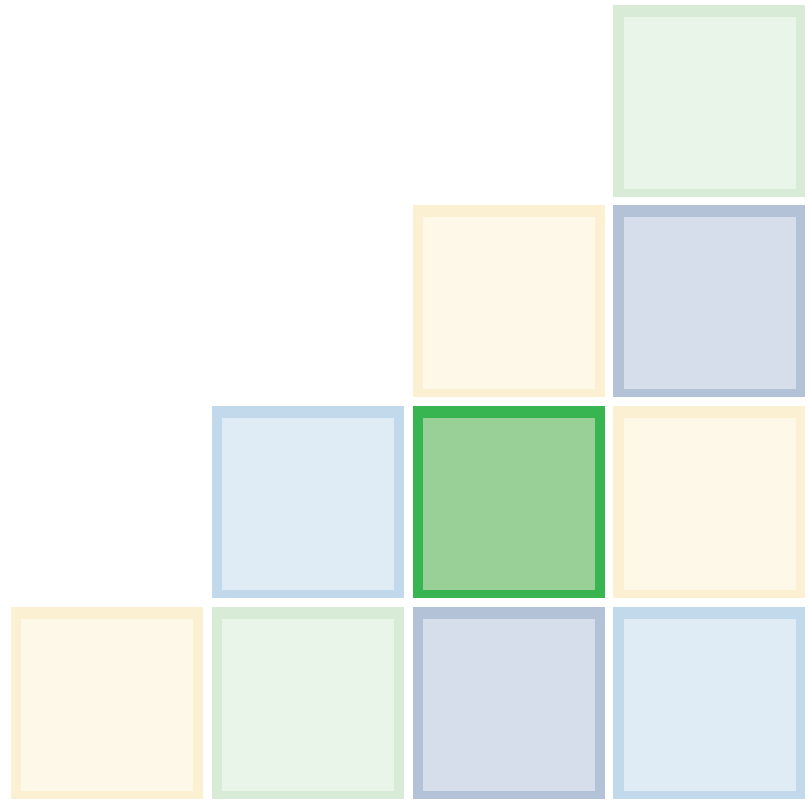
The following chart lists various co-assessment ideas.

<b>Assessment Co-teaching Strategy</b>	<b>Teacher #1</b>	<b>Teacher #2</b>
Journals	Create topics and starters	Review entries and enter comments
Graphic Organizers	Provide instruction on material	Enter the information in the appropriate spots on the graphic organizer while sharing via a document camera or sharing a screen
Quizzes	Develop assessment tool with Universal Design principles in mind	Provide accommodations as required by student need
Presentations/portfolios	Create assignment expectations and rubrics; then review presentations and co-assess – each teacher marking their findings on their individual copy of the rubric	
Exit cards	Post the review question and provide instructions	Collect responses and provide support
Probing questions	Pose initial questions	Rephrase and reflect on the parts of the question – modeling thought processes
Individual KWL charts	Lead a discussion of a topic while explaining what a KWL chart is	Complete the chart as responses are provided – either via whiteboard/poster board/shared slide deck/online tool
Pre-load elements of prior content knowledge of lesson	Create and present brief review to activate prior knowledge (e.g. virtual field trip, ask “have you ever...” questions)	Observe the students for nonparticipants and prompt them to add their thoughts
Observations and student performance	Create documentation forms (e.g. a virtual or physical notebook for each class/student works well here); co-create assessment strategy based on provided instruction and student academic/behavioral goals	
State standardized tests	Administer tests to a large group	Administer tests to students with accommodation needs (e.g. separate setting, read aloud)

## 5 STEP PROTOCOL FOR CO-ASSESSMENT OF STUDENT LEARNING

<b>Steps to Follow</b>	<b>Co-Teachers' Decisions</b>
Collaboratively creating grade-level and standards-based content along with criteria for success.	Key consideration: How are we aligning content and standards?
Matching performance assessment to learning objectives and the criteria for success.	Key consideration: How are we defining criteria for success in content?
Collecting and interpreting evidence of student learning during instruction.	Key consideration: What data sources will be used, and how are we making sense of the data together?
Providing criterion-referenced feedback based on the evidence.	Key consideration: How are we offering meaningful feedback to all students?
Making instructional decisions based on student data that advance student learning.	Key consideration: How are we adjusting our instruction based on the evidence we have collected?

*Adapted from Honigsfeld & Dove (2018) & Gottlieb, M. (2016)*



## SECTION V: STRATEGIES TO INDIVIDUALIZE LEARNING

Teaching students what they don't know when you find out they don't know it and teach it in a way that they will understand:

- » Universal Design for Learning (UDL)
- » Differentiated Instruction (DI)

## EXECUTIVE SUMMARY

1. Know the students – IEP, 504, interests, and other needs
2. Utilize pre-assessment techniques to know students beginning skill sets
3. Utilize different teaching strategies (direct instruction, inquiry-based learning, cooperative learning, and information processing models)
4. Engage students in a variety of instructional activities that makes sense to them
5. Employ different grouping formats for instruction (e.g., whole-class, small groups, independent instruction) and use flexible grouping as a means to ensure that all students have access to grade-level content
6. Implement *Rigor/Relevance Framework* to broaden students’ knowledge of critical concepts
7. Provide various methods for students to demonstrate understanding (journals, graphic organizers, quizzes, presentations/portfolios, exit cards, models/structures, etc.)

## UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal Design for Learning (UDL) is the intentional planning to eliminate students’ barriers to learning. The following chart provides co-teachers with specific considerations to better implement UDL in the co-teaching environment and describes how strong co-teaching practices eliminate students’ barriers to learning.

<b>UDL Considerations</b>	<b>How Co-Teaching Supports UDL Considerations</b>
Support student risk-taking and perseverance.	Strong co-teaching environments promote a safe learning environment for students. Co-teachers create a student-centered classroom with clear expectations for student learning. Co-teachers collaborate to scaffold proper supports and assist all students in reaching learning goals.
Offer time for students to reflect on their learning and classroom experience.	Level Two co-teaching practices should create a collaborative environment for teachers and students. As important as reflection is for co-teaching pairs, time for student reflection is equally important. Offering opportunities for students to reflect and provide input can help teachers shape a more conducive environment for students to learn and grow.

Provide clarity and share expectations for assignments.	One benefit of co-teaching is gaining a second perspective on how concepts are presented. Instruction, activities, or direction that seem clear to one teacher may be less clear or even confusing to another. When co-teachers offer clarity to each other's material or instructions, student misinterpretation or frustration can be averted.
Provide increased opportunities for students to collaborate and share ideas.	Level Two co-teaching models allow for increased small group instruction. Small groups can mean increased student-to-student interaction and collaboration and greater access to individualized teacher support for all students.
Incorporate proper supports and technology to support students' needs.	General education teachers can provide content support and clarify misunderstanding. Special education teachers can help support all students with scaffolding strategies, accommodations, assistive technology, and other supports students may need. This blending of expertise better supports the needs of all students.
Provide increased opportunities for formative assessment and teacher feedback.	Two teachers in the classroom can provide varied and increased assessment opportunities. Greater access to teacher support dramatically increases students' opportunities to receive individualized teacher feedback. Co-teachers can support each other in offering increased opportunities for the same formative assessments or provide different formative assessments simultaneously.
Ensure students have multiple representations to showcase what has been learned.	Co-teachers can support each other in creating various methods to showcase what students know, learn, and do. Co-teachers can collaborate to create various learning pathways through lesson activities, assessments, and rubrics.
Minimize distractions for students.	Level Two co-teaching practices present students with increased opportunities for engagement and feedback. Small group practices help students keep focused on the tasks and learning goals.
Create clear and specific student learning goals.	UDL provides students with various options to communicate their knowledge; creating very specific and clear learning goals for student learning is a key component in student success. Co-teaching pairs craft specific learning goals and expectations for students while keeping in mind student needs, accommodations, and modifications.

*(Chart modified from CAST, 2016)*

## DIFFERENTIATED INSTRUCTION STRATEGIES

Differentiated instruction (DI) is not a one-size-fits-all approach but a framework for effective teaching. DI involves providing students with different avenues to acquire content; to process, construct or make sense of ideas; and to develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Co-teaching is intended to better address the unique needs of all learners by making student-driven differentiated instruction part of regular teaching practice. Co-teachers need to leverage each other's strengths.

### **Planning for Differentiated Instruction:**

- Know your students. Use previous student data, student interest surveys, and IEPs/504 information.
- It is also essential to know what their interests are and what level of knowledge they already have in content areas.
- Utilize different teaching strategies: direct instruction, inquiry-based learning, cooperative learning, and information processing models.
- Implement a variety of instructional activities. Engaging students with instructional activities will challenge and motivate students to apply what they have learned in ways that make sense to them.

### **Some challenges for teachers planning Differentiated Instruction:**

- Some students' needs vary across content areas (ex. some students may do well in reading but struggle in math).
- Some students' needs vary within the content area (ex. some students do well with addition but struggle with fractions).
- Some students' needs vary across the school year (ex. at the beginning of the year, some students may struggle with reading but improve as a result of instruction).
- Consideration must be given, in the initial planning stages, for meeting the potentially broad range of physical, emotional, intellectual, and functional needs of individual students as related to basic principles of Universal Design for Learning.



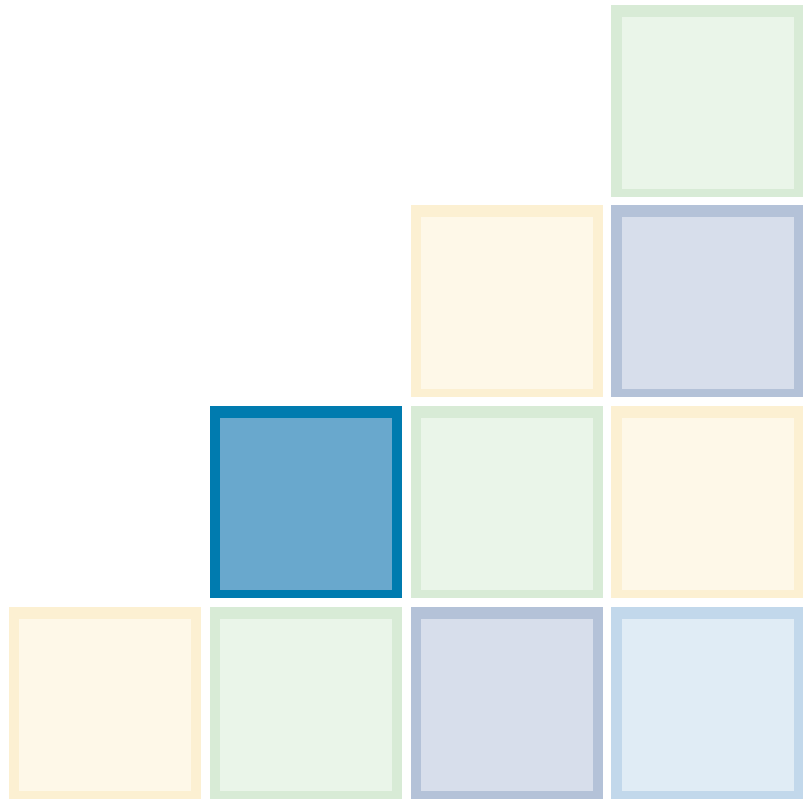
#### **4 Ways to differentiate instruction:**

- Content—the knowledge and skills students need to master the material.
  - › *Teach the same content and skills to all students; however, the curriculum to teach the content may be different for each student.*
- Process—the activities students use to master the material.
  - › *Teach the same content and skills to all students but use various activities to explain the content. Teachers should understand students' interests, readiness, and learning profile to determine activities.*
- Product—the method students use to demonstrate the learning of the content.
  - › *The teacher will assess content knowledge for each student at the end of a unit but provide students with different ways to demonstrate that knowledge.*
- Learning Environment – the way the classroom accommodates individual learning.

(Tomlinson, 2001)

#### **Differentiated Instruction Strategies:**

- Use a variety of instructional strategies (i.e., technology integration, station activities, problem-based learning, scaffolding). Incorporate the various instructional strategies in small groups.
- Provide students with various pathways for the same material.
- Assess students on an ongoing basis to determine their readiness levels (i.e., teacher-made probing questions, inquiry-based lessons, formative assessment activities) and determine a course of action in co-planning sessions.
- Use formative assessment results to guide co-teaching pairs as adjustments are made to instruction, either real-time or planned.
- Provide a variety of options for how students can learn and demonstrate their knowledge (i.e., presentations, narrative).
- Strive to make lessons engaging and meaningful.
- Employ different grouping formats for instruction (i.e., whole-class, small groups, independent instruction) and use flexible grouping. Co-teachers should be mindful not to frequently group the special education teachers strictly with students with IEPs.
- Recognize students' strengths and weaknesses as learners. Monitoring and co-planning assist co-teachers to determine the learning needs.



## **SECTION VI: FAMILY ENGAGEMENT RESOURCES**

Parent communication, participation, and engagement are critical components in the life-long learning process of students. The following tools are contained in this section:

- » Sample Family Letter
- » Family Survey
- » Brochure
- » Parent Guide

## FAMILY ENGAGEMENT

Lasting, meaningful family engagement can be critical for the success of any school-based program. Often, the first time parents hear about co-teaching is in an IEP meeting. If the IEP committee may be considering a student's schedule to include a co-taught setting, providing parents with information before the meeting can allow the parents to gather their questions ahead of time and have concerns addressed in a timely fashion.

The following pages provide sample letters, questionnaires, brochures, and parent guides that can be tailored to meet your district and school's unique needs.



## Frequently Asked Questions

### **What is Co-Teaching?**

Co-teaching occurs when two certified teachers work together in the same classroom to provide rich, differentiated instruction to all students.

### **Why is there a second teacher in my child's classroom?**

The presence of two teachers provides additional services and instruction to support all of the students assigned to the class.

### **Which one is my child's teacher?**

Both teachers share responsibility for instructing and supporting all students in the class.

## Benefits of Co-Teaching

- » Develops appreciation for diversity
- » Creates a sense of belonging
- » Increases awareness of direct, individualized instruction
- » Increased self-confidence and self-esteem
- » Teaches collaborative problem solving skills
- » Increases ways of creatively addressing challenges
- » Promotes a rigorous curriculum
- » Builds support and interdependence
- » Lower staff to pupil ratio
- » Increased emphasis on social skills
- » Improved classroom communities



West Virginia DEPARTMENT OF  
**EDUCATION**

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# CO-TEACHING RESOURCE GUIDE

## One Teach, One Support

**Teacher A**

Whole Class

**Teacher B**

**Descriptor:** One teacher leads instruction while the other teachers gather data, observes classroom behaviors, etc.

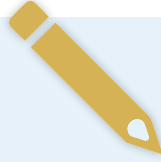
**Use:** A purpose of one teaching, one observing is used if data needs to be collected.

## What Does Co-Teaching Look Like?



Co-teaching can take many forms – whether in person or an online format.

The diagrams in this brochure show several common formats your child's teachers may choose to deliver instruction.



## Station Teaching

**Teacher A**

Small Group

Small Group

Small Group

**Teacher B**

**Descriptor:** Students are broken into three or more groups. Teachers can provide direct instruction at a station or monitor multiple stations. The small groups rotate around the stations.

**Use:** The purpose of station teaching is to decrease student teacher ratios, present targeted instructional content and/or cooperative learning.

## Team Teaching

**Teacher A**

**Teacher B**

Whole Class

**Descriptor:** While team teaching, co-teachers should act as "one brain in two bodies" (Friend, 2008, p. 75). For example, both teachers may facilitate a discussion while performing different roles such as writing on the board emphasizing key points.

**Use:** A purpose of teaming is to share the role of lead teacher in delivering instruction and providing student support.

## Parallel Teaching

**Teacher A**

Small Group

Small Group

**Teacher B**

**Descriptor:** Students are divided into two homogeneous groups. Each group is led by a co-teacher. Each group receives the same content but through differentiated instruction.

**Use:** The purpose of parallel teaching is to decrease student teacher ratios and target the students' instructional needs.

## Alternative Teaching

**Teacher B**

Large Group

**Teacher A**

Small Group

**Descriptor:** Based on previous assessments, both teachers will decide which students are at-risk. One teacher works with the at-risk group while the other continues to provide accelerated instruction.

**Use:** The purpose of alternative teaching is to re-teach the at-risk students while providing accelerated content to the remaining students.

## FAMILY LETTER TEMPLATE

Dear Families,

We will be co-teaching your student's class this semester/year and want to share some information with you about the class. Co-teaching is an approach that involves two professionals teaching the same class together and sharing their combined expertise with students. Co-teaching is being used in classrooms across the country as a way to meet students' diverse needs, ranging from students who may need some extra support to those who may need an additional challenge to stay engaged.

Each of the teachers in co-taught classrooms uses a multitude of expertise and collaborate to ensure they meet individual student's needs. Co-teachers will use a multitude of instructional strategies to address the variety of student learning needs in the classroom. Co-teachers equally share responsibility for classroom management while working together to assess student learning and to make grading decisions. A few examples of instructional techniques include two teachers sharing instruction in the front of the room or one teacher leading instruction. In contrast, the other teacher circulates the classroom to assist individual students. This method allows for the individualization of instruction for all students.

We are excited about the opportunities co-teaching will provide to all students in this class. If you have any questions about co-teaching or specific questions about your child, feel free to contact either of us by phone or email. Our contact information is listed below.

Sincerely,

Co-teacher A

Phone:

Email:

Co-teacher B

Phone:

Email:

## FAMILY SURVEY TEMPLATE

Directions: We would like your feedback on the co-taught class(es) in which your child has participated. Please take a moment to circle the number that best describes your experience and return the survey in the envelope provided.

1 – Strongly Disagree

2 – Disagree

3 – Agree

4 – Strongly Agree

1. My child enjoyed having two teachers in the class.	1	2	3	4
2. My child received more assistance having two teachers in the class.	1	2	3	4
3. My child's academic performance improved by having two teachers in the class.	1	2	3	4
4. I was adequately informed about the co-teaching program.	1	2	3	4
5. Communication with the teachers in the co-taught class was sufficient.	1	2	3	4
6. My child accomplished more in a co-taught class.	1	2	3	4

Do you have any additional comments about your child's experience in a co-taught class?

Name (Optional)

Date



## SECTION VII: ADMINISTRATION TOOLKIT TO SUPPORT CO-TEACHING

To maximize the instructional capabilities of both teachers during one instructional class:

- » Administrative Co-Teaching Introduction
- » Administrative Observation/Feedback Form
- » Co-Teaching Observation Form
- » Administrative Conversation Summary Form
- » Reflective Comments for Future Planning Form



## ADMINISTRATIVE CO-TEACHING INTRODUCTION

### Purpose of Co-Teaching:

To maximize the prescriptive instructional capabilities of both teachers during one instructional class.

<b>West Virginia Standards for Effective Schools</b>	
Standard	Definition
Clear and Focused Mission	The school's purpose and approach to support learning for all.
Instructional Leadership	Ensuring the effectiveness of instruction leads to student achievement
High Expectations for Success	Purposefully providing a climate in which all students can learn and succeed
Positive and Safe Environment	Orderly, purposeful, and accommodating of all students' needs
Equitable Opportunities to Learn and Effective Instruction	Sufficient time for meaningful learning is provided to all students
Frequent Monitoring of Student Progress	A variety of data are used as the basis for adjusting the instructional approach
Family and Community Partnership	Purposeful relationships exist between families, community, and the school

The West Virginia Standards for High-Quality Schools (WVBE Policy 2322) form the foundation of school improvement efforts. Strong implementation of co-teaching supports the Standards for Effective Schools. Much like in the Standards for Effective Schools, the administration sets the vision and expectations for how co-teaching is implemented and supported. Implementation of co-teaching should always place student needs as the first priority to ensure a quality and equitable education.

As mentioned in Section I: Building Blocks to Successful Co-Teaching, one absolute of co-teaching is monitoring the process. Much of the monitoring of co-teaching is done by the co-teachers through progress monitoring, reflection, and co-planning. However, the administration must be intentional about monitoring the co-taught classrooms to ensure student access to grade-level material, student equity, best instructional practices, continuous improvement, high expectations, and proper ratios addressed in WVBE Policy 2419 (Murawski & Bernhardt, 2016).

### Scheduling:

- Emphasis on core curriculum.
- Consider teacher personalities for teams.
- Maximize schedule to provide appropriate co-teaching match-ups and opportunities.
- Considerations for restricted joint planning: i.e., stipends, comp. time, etc.
- Utilize technology for planning purposes.

**Observation:**

- Virtual or in-person walkthrough options.
- Frequent scheduled monitoring by the principal of co-teaching teams.
- Scheduling of feedback meetings by the principal.

**Resources:**

- Refer to other sections in this manual.
- Refer to the West Virginia Department of Education website for co-teaching resources.

## ADMINISTRATIVE CO-TEACHING TOOLS

The following tools are provided as frameworks for administrators to develop their personalized system. These examples are free to be copied and utilized “as is” or revised to better fit the unique needs of your school and educators. The tools are not meant to be used as a “workbook” to complete at each observation but rather guides for what could be reasonably expected to see when visiting co-taught classrooms. As noted on all the tools, the documents are **not meant to be used for evaluation tools**, but rather a guide to assist school leadership in strengthening the co-teaching practice.

**Administrative Observation/Feedback:**

Upon reviewing [Co-teaching Strategies and Expectations](#) in Section III, [Weekly Co-teaching Documentation](#), the administration will be ready to observe the co-teaching classroom and provide feedback.

**Co-Teaching Observation “Look-Fors”**

This document provides observers with some best practices that occur in a co-taught classroom. Observers are encouraged to provide feedback and support to encourage the growth of co-teaching.

**Administrative Conversation Summary:**

Following the observation, the administration will schedule a meeting with the co-teachers to provide and document feedback using this tool.

**Reflective Comments for Future Planning:**

At the end of the Administrative Conversation Summary, the administration and co-teachers will collaboratively complete this tool.

**Effective Co-Teaching Evaluation Question List**

This document can be utilized as a self-reflection tool for co-teaching practices.

*\*None of these tools are to be used as an evaluation tool, but rather a method for instructional coaching.*

## ADMINISTRATIVE OBSERVATION/FEEDBACK

Core Teacher \_\_\_\_\_ Special Education/Core Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject/Content Area \_\_\_\_\_ Date \_\_\_\_\_

Rating Scale 1 = Lowest, 4 = Highest

1. Rate student engagement.

1      2      3      4

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Does the physical environment of the room support the co-teaching activity selected?

1      2      3      4

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Are both teachers actively engaged in the co-teaching process?

1      2      3      4

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Are IEP accommodations and modifications for special education students considered?

1      2      3      4

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Not to be used as an evaluation tool.)*

## CO-TEACHING OBSERVATION “Look-Fors”

Core Teacher \_\_\_\_\_ Special Education/Core Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject/Content Area \_\_\_\_\_ Date \_\_\_\_\_

<b>Behavior Checklist</b>	<b>Analysis/Comments</b>		
<b>Look-Fors</b>			
Two or more professionals working together in the same physical space	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Class environment demonstrates parity and collaboration (e.g., both names on the board/door, sharing of materials and space)	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Both teachers begin and end class together and remain in the classroom the entire time	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
During instruction, both teachers instruct and support ALL students	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
The class flows smoothly with evidence of co-planning and communication between co-teachers	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Differentiated strategies, including technology, are used to meet the range of learning needs	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
A variety of instructional approaches (e.g., the co-teaching models) are used, including regrouping students	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Both teachers engage in appropriate behavioral management strategies as needed and are consistent in their approach to behavior management	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
It is difficult to tell the special educator from the general educator.	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
It is difficult to tell the special education students from the general education students	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it

Behavior Checklist	Analysis/Comments		
<b>Listen-Fors</b>			
Co-teachers use of language (e.g., “we” and “our”) demonstrates true collaboration and shared responsibility	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Co-teachers phrase questions and statements so that it is obvious that all students in the class are included	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Students' conversations evidence a sense of community (e.g., including peers with and without disabilities)	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it
Co-teachers ask questions at a variety of levels to meet all students' needs (basic recall to higher-order thinking)	<input type="checkbox"/> Saw it done well	<input type="checkbox"/> Saw an attempt	<input type="checkbox"/> Didn't see it

The chart was modified from Wendy Murawski (2007). *Co-teaching Solutions System*.  
[www.coteachsolutions.com](http://www.coteachsolutions.com)

*(Not to be used as an evaluation tool.)*

# CO-TEACHING OBSERVATION CHECKLIST

## ADMINISTRATIVE CONVERSATION SUMMARY

Core Teacher \_\_\_\_\_ Special Education/Core Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject/Content Area \_\_\_\_\_ Date \_\_\_\_\_

Conversation Date \_\_\_\_\_

1. Student Engagement \_\_\_\_\_

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2. Physical Environment \_\_\_\_\_

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3. Co-Teaching Models \_\_\_\_\_

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4. IEP Accommodations and Modifications \_\_\_\_\_

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5. Other Concerns/Considerations Impacting the Lesson \_\_\_\_\_

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*(Not to be used as an evaluation tool.)*

## REFLECTIVE COMMENTS FOR FUTURE CO-PLANNING

Core Teacher \_\_\_\_\_ Special Education/Core Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject/Content Area \_\_\_\_\_ Date \_\_\_\_\_

1. Lesson Content \_\_\_\_\_

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2. Teaching Strategy \_\_\_\_\_

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3. Expectations \_\_\_\_\_

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*(Not to be used as an evaluation tool.)*

## EFFECTIVE CO-TEACHING EVALUATION QUESTION LIST

How can I determine if a co-taught collaborative inclusion class is being taught as effectively as possible?

Questions I should be asking myself as I observe . . .

### I. The Basics: Meaningful Roles for Each Teacher

1. Can the role of each teacher be defined at any given point in the lesson?
2. Is each role meaningful? Does each role enhance the learning process?
3. Do the teachers vary their roles during the lesson?
4. Is each teacher well suited to the role(s) he or she is assuming?
5. Are both teachers comfortable with process AND content?
6. Is the special education teacher working with all students?

### II. Strategies to Promote Success for ALL Students

1. What evidence is there that teachers engaged in co-planning the lesson?
2. Are the teachers focusing on process as well as content? Are they reinforcing important skills?
3. Are directions clear?
4. What strategies/modifications are being employed to assist struggling students?
5. What adaptations were made to materials to help struggling students complete tasks?
6. What strategies are being used to actively engage students?
7. How are students being grouped? Does it fit the task? Is it purposeful?
8. What reinforcement strategies are being employed?

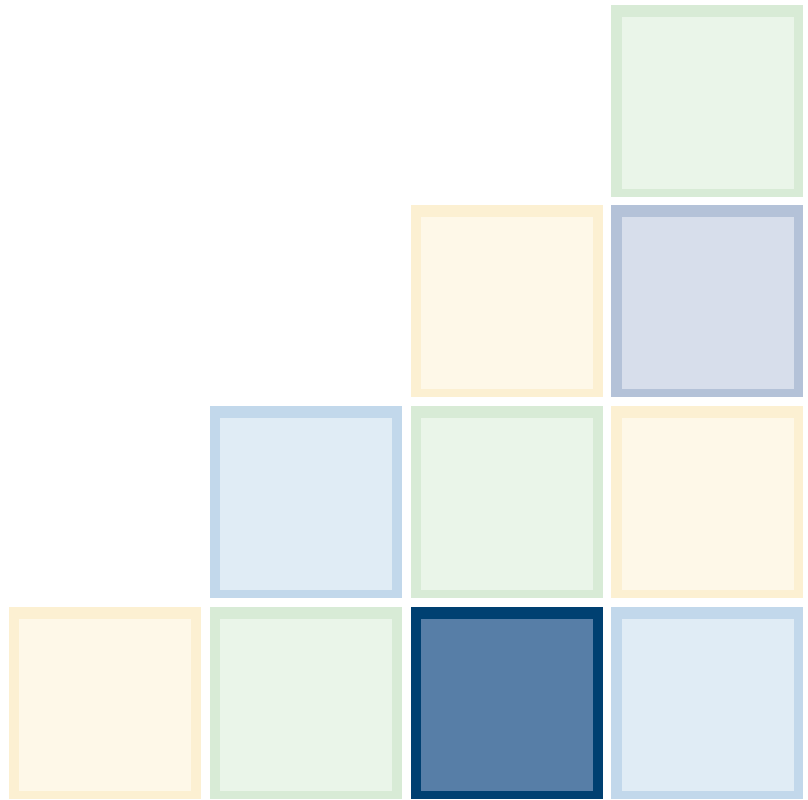
### III. Evidence of Success

1. Are struggling students answering/asking questions?
2. Are students engaged in meaningful work throughout the period?
3. How are teachers assessing the learning of each student?
4. What evidence is there that all students have been appropriately challenged?

*(Adapted from Wilson, 2005)*

*(Not to be used as an evaluation tool.)*





## SECTION VIII: RESOURCES AND REFERENCES

Supplementary materials and resources are essential components in a successful 21st Century learning environment:

- » Additional Readings and Resources
- » References

## ADDITIONAL RESOURCES AND READINGS

CEC Quick Takes: Co-Teaching with Remote Learning

<https://www.youtube.com/watch?v=zJodQjY8A18>

Co-Teaching In An Age of Remote Learning

<https://www.thinkinclusive.us/remote-learning-co-teaching-special-education/>

Let's Talk About Co-Assessment (Vlog)

<https://youtu.be/OXgpqadlCHM>

Co-Teaching Resources from 2 TEACH LLC (Padlet site with resources pinned)

[https://padlet.com/wendy\\_murawski/2TEACHLLC](https://padlet.com/wendy_murawski/2TEACHLLC)

S:1 E:2: Practical Access Co-Teaching in an Online Environment (Podcast)

<https://www.listennotes.com/podcasts/practical-access/s1-e2-practical-access-co-k1cUPnTOEp7/>

Benefits of Co-Teaching for Students

<https://ctserc.org/documents/resources/benefits.pdf>

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