

## What Co-Teaching Is and What It Is Not

<u><i>Co-teaching is....</i></u>	<u><i>Co-teaching is not....</i></u>
Two or more professionals working together, including certified or professional staff.	A teacher and an assistant, paraeducator, teacher's aide, or parent volunteer.
Conducted in the same classroom.	When a few students are pulled out of the classroom on a regular basis.
Conducted with heterogeneous groups.	Consistently pulling a group of students with special needs to the back of the general education class.
When both teachers plan for instruction together. Each teacher has different expertise which is valued by the other.	When one teacher plans all lessons and the other walks in to the room and says, "what are we doing today and what should I do?"
When both teachers provide <i>substantive</i> instruction together – having planned together, teachers may share or trade off tasks, such as homework, teaching content, facilitating activities.	When one teacher consistently observes or walks around the room as the other teaches the lesson.
When both teachers agree how to assess and evaluate progress for all students. IEP goals are kept in mind as are the curricular goals and standards for that grade level.	When each teacher grades "his" kids – or when the GET grades all students and the SET surreptitiously changes the grades and calls it "modifying after the fact."
When teachers maximize the benefits of having two teachers in the room, by ensuring that both teachers actively engage with students. Examples of different co-teaching models include team-teaching, station-teaching, parallel-teaching, alternative-teaching, and one teach-one observe, one teach-one drift.	When teachers take turns being "in charge" of the class so that the other teacher can get caught up in grading, photocopying, making phone calls, creating IEPs, etc. – or when students remain in the large group setting in lecture-format as teachers rotate "talking at them."
When teachers reflect on the progress and process, offering one another feedback and planning for needed changes in teaching styles, content, activities, and other items pertinent to improving the teaching situation.	When teachers get frustrated with one another and talk about it with others in the teachers' lounge or when one teacher simply tells the other teacher what to do and how to do it.