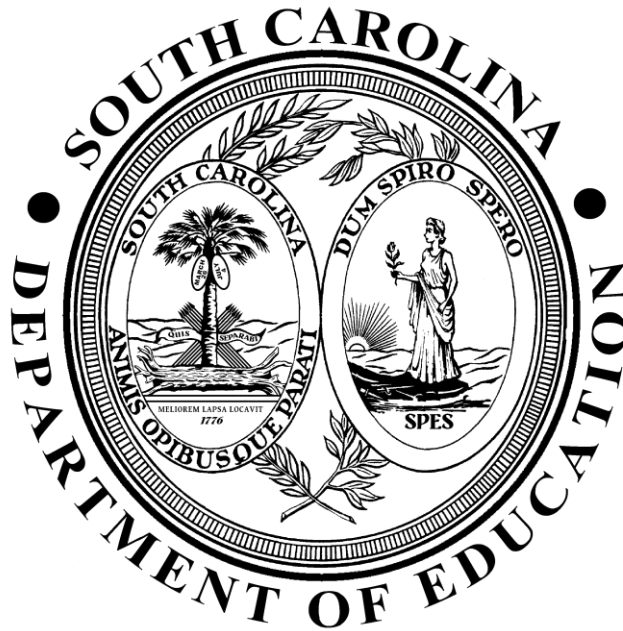


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



South Carolina Co-Teaching Framework

Version 1.0

September 2020

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Office of Career and Technology Education	Office of School Transformation
Office of Early Learning and Literacy	Office of Special Education Services
Office of Educator Effectiveness and Leadership Development	Office of Standards and Learning
Office of Educator Services	Office of Student Intervention Services
	Office of Virtual Education

The South Carolina Department of Education (SCDE) is supportive of this best practices reference and hopes it will provide districts with the information needed to effectively implement the co-teaching model in South Carolina public schools.

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Introduction

The SCDE is dedicated to ensuring all students graduate prepared for success in college, careers, and citizenship. To this end, the SCDE is focused on personalized learning for students in order to support them as they seek to attain the knowledge, skills, and characteristics identified in the [Profile of the South Carolina Graduate](#) (SCASA, n.d.).

To align with the SCDE's [mission and vision](#), along with state and federal legislation (see Appendix A), the SCDE created a core team of stakeholders to develop the *South Carolina Co-Teaching Framework*. This framework provides guidance to educators to help them better understand and effectively implement the principles of co-teaching.

The *South Carolina Co-Teaching Framework* fosters a culture that encourages collaboration, maximizes opportunities to personalize learning for students, increases the frequency of timely and effective student feedback, and tailors instruction to meet the diverse needs of each student. Co-teaching provides schools a means to meet the varying academic and behavioral needs of all students within the general education environment.

Co-teaching is often viewed as a service delivery option to provide students with disabilities the special instruction to which they are entitled, while ensuring they can access the general education curriculum (Friend, 2008 and Nash-Aurand, 2013). In South Carolina, co-teaching is focused on meeting the unique needs of all students. When implementing co-teaching, schools and districts should consider the following essential elements: who will co-teach and what strategies will be used for co-planning, co-instructing, co-assessing, and co-managing.

A major key to success includes teachers who work collaboratively with adequate planning time showing a true sense of equal partnership between the teachers. The teachers should plan the lesson(s) and determine their roles, taking into consideration how they will co-assess and monitor student learning and growth (Friend, 2019).

The co-teaching instructional delivery option supports the Multi-Tiered System of Supports (MTSS) statute. The MTSS addresses the academic, behavioral, social, and emotional needs of the whole child through a holistic and personalized system of learning. For more information on MTSS, see the [South Carolina Multi-Tiered System of Supports \(SCMTSS\) Framework and Guidance Document](#) (2019).

Common Language

The terms co-teaching and inclusion are often used interchangeably; however, they are two distinct concepts. It is imperative that all stakeholders who are engaging in a co-teaching instructional delivery option have common vocabulary and understanding to maximize efficiency of implementation and provide adequate support.

The following definitions provide a common understanding of frequently used terminology related to these topics and have been provided alphabetically for ease of reading.

Access

Access refers to removing or reducing the barriers that exist for all students in order to meet the diverse needs of students in all populations. These barriers may include, but are not limited to disengagement in school, poor attendance, adverse childhood experiences, living in poverty, emotional/behavioral needs, language needs, social equity issues, and disabilities. “Key dimensions of access include: affordability, availability, accessibility, accommodation, and acceptability” (Access, 2020).

Accommodations

Accommodations are changes in procedures or materials that ensure equal and meaningful access to instructional and assessment content in grade-level or course instruction. Individual student accommodations are specified in student plans or identified by the co-teachers during planning and assessment. Accommodations change how instruction is delivered or assessed, not what is taught or assessed. Categories of accommodations include setting, participation, scheduling/timing, and response options (SCDE Accessibility Support Document, January 2019).

Assistive Technology

[Assistive technology](#) (AT) is any device, software, or equipment that helps students work around challenges to facilitate access, learning, communication, functioning, and independence. AT includes “tools” that can be high-tech, such as devices and applications, or low-tech, like pencil grips. The right AT tool is found by matching it to a student’s specific need(s); an example would be the use of a text-to-speech tool for a student with reading needs to access subject content.

Note: As technology continues to provide increased accessibility for all students, and as schools incorporate these tools into instruction, individual accessibility options are becoming the norm in all classrooms.

Co-Assessing

Co-assessing occurs when the co-teachers collaboratively evaluate, grade, and reflect upon the results of assessments to meet the diverse needs of the students and make co-teaching more effective. Co-assessing is used to inform students and teachers of student progress, guide student grouping, and design lesson plans and learning activities. Murawski (2002) notes that co-assessing is not one teacher responsible for assessing one group of students while the other teacher assesses the remainder of the students in a parallel effort.

Assessment of student learning will be either formative (e.g., quick writes, homework, exit slips) or summative (e.g., lab reports, tests, essays). Assessments may also be formal (e.g., a written product or project) or informal (e.g. using an informal checklist to record student work during group work). Regardless of assessment type, assessment decisions must be made jointly to determine what needs to be assessed, type of assessment, and how the information will inform instruction. A grade in a grade book is not enough. It is also important to remember that co-taught classrooms include a variety of learners, therefore, different types and levels of assessment may be necessary. It is critical that the teachers collaborate in order to determine how to differentiate assessments that are given before, during, and after instruction (Conderman and Hedin, 2012).

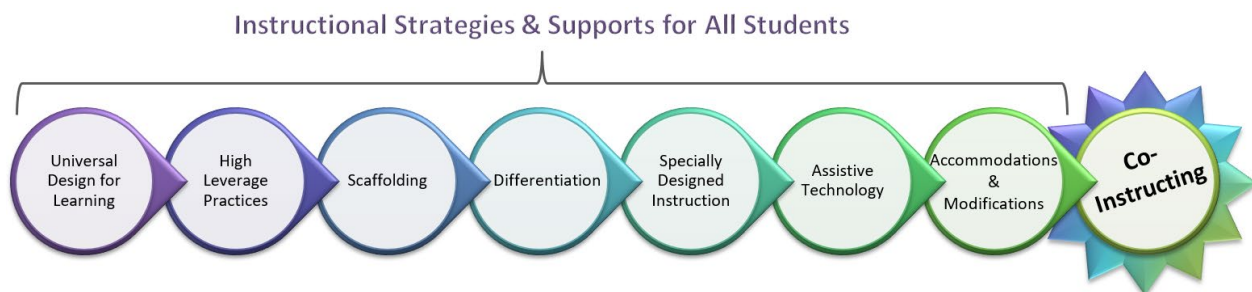
Co-Instructing

Co-instructing refers to the act of two or more certified teachers using effective strategies to bring collaborative lesson plans to life. It is a partnership that aims to “provide substantially different instruction and outcomes for students.” More than “an extra pair of hands”, co-instructing happens when both teachers are instructing students, either together or at the same time, as is the case in flexible grouping.

Co-teachers implement the specific roles and responsibilities for instructional activities determined during the co-planning process. It is expected that in co-instructing, both teachers implement and actively participate in high-leverage, evidence-based teaching strategies along with differentiation to meet the needs of diverse learners in their classrooms. It is important that both co-teachers understand the specific responsibilities, actions, and tasks each needs to do as they begin working with the students each day (Rosman, 1994).

Specially Designed Instruction, Modifications, Accommodations, and AT are specific instructional strategies that may be required if in the Individual Education Program (IEP) Individuals with Disabilities Education Act (IDEA, 2004), but are beneficial for all learners. Figure 1 provides an infographic of instructional strategies to be utilized in a co-taught classroom in order to meet the various unique needs of each student.

Figure 1. Instructional Strategies and Supports for All Students. Adapted with permission from Co-Instructing for Student Success - Module 3, by The Georgia Department of Education Division for Special Education Services and Supports, 2019.



Co-Managing

Co-teachers are charged with the same duties as all classroom teachers including the management of logistics, information, materials, and discipline in the classroom. In a true co-teaching partnership, these responsibilities must be shared. It is imperative that co-teachers plan for co-management as carefully as they plan for co-instruction and co-assessment by collaborating, communicating, and establishing equity in their partnership in order to ensure a positive, productive classroom learning environment.

Co-Planning

“Co-planning occurs when the co-teachers discuss and develop lessons and assessments collaboratively. Both teachers are actively involved in the planning process by sharing ideas, developing drafts for feedback, sharing resources, etc.” or “When two, or more, professionals plan, together, instruction for a diverse group of learners” (What, n.d.). Regularly scheduled co-

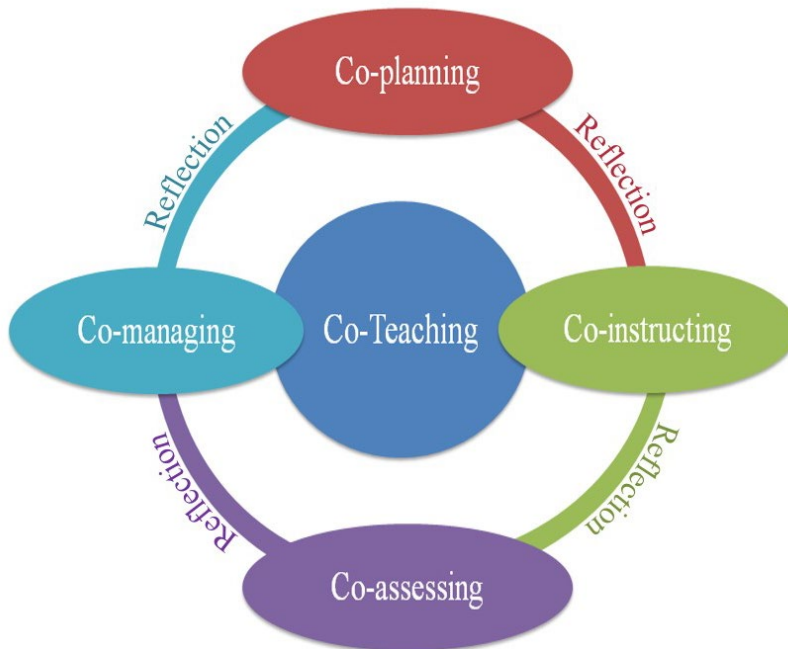
planning time is essential for successful co-teaching, and can be accomplished face-to-face or virtually.

Co-Teaching

Co-teaching is defined as teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction (academic and/or behavior), as well as sharing physical space.

Unlike inclusion, co-teaching is a model of instructional delivery that includes two or more teachers co-planning, co-instructing, co-assessing, and co-managing (the Four C's) to meet the needs of all the students in the classroom. It describes a method in which two or more educational professionals work together to teach, in the same physical space, a common group of students. Both professionals are responsible for planning, assessing, managing, and instructional delivery. As the term suggests, this is a cooperative pursuit, without an implied hierarchical relationship between the professionals. Here forward, the term educational professionals may be referred to as teachers or co-teachers.

Figure 2. Co-teaching includes the Four C's: Co-planning, Co-instructing, Co-assessing, and Co-managing. Reflection is embedded in each of the Four C's.



Common misconceptions about co-teaching include the idea that “the co-teacher” is always the special service provider (i.e., gifted and talented teacher, special education teacher, speech-language therapists, English for Speakers of Other Languages (ESOL) teacher, or interventionists), who is pushing-in to the general education classroom to assist the general education teacher. In actuality, both teachers earn the title of co-teacher, and there are situations in which the co-teaching pair (or team) may not consist of a special service provider and a general educator, but could perhaps be made up of two or more teachers with different specialties or content certifications. The following are a few examples of possible co-teaching teams:

- An ESOL teacher and general education teacher;
- Two certified general education teachers;
- A general education teacher and a special education teacher;
- Two special education teachers;
- Two Career and Technical Education (CTE) teachers;
- A general education teacher and a CTE teacher;
- A speech-language therapist and a general education teacher; and
- A Gifted and Talented teacher and general education teacher.

Since there is a great deal of variation in co-teaching partnerships and applications, it is important that teams determine clear, non-negotiables for co-teaching partnerships. Knowing that defining those non-negotiables will vary depending on the needs of the students and the intent of the partnership, the following examples provide best practice.

Co-Teaching Is . . .	Co- Teaching is NOT . . .
<ul style="list-style-type: none"> ● Two or more teachers working together ● Conducted in the same physical environment ● When both teachers plan for instruction together ● Two or more teachers with various areas of expertise who collaborate to meet the needs of diverse students ● Two or more teachers teaching all students in the classroom ● Two or more teachers responsible for a behavior management system ● When both teachers share in student assessment, including providing the assessment and analyzing the results ● Each teacher being accountable for the Four C’s ● Both teachers reflecting on all aspects of planning, instructing, managing, and assessment for the co-teaching classroom 	<ul style="list-style-type: none"> ● When a few students are pulled out of the classroom on a regular basis to work with the intervention specialist ● A teacher and an assistant/aide or paraprofessional ● When a certified teacher plans all lessons and a certified specialist walks into the room and says, “What are we doing today, and what would you like me to do?” ● Job sharing (teachers teach on different days) ● Less work – it is different work. ● Getting “full credit for half the work” ● Combining two full-sized classrooms to share two teachers ● One teacher doing all the instructing and the other handling all the behavior

Collaboration

Collaboration in education allows for individuals who are responsible for student learning and/or well-being to share their varied expertise and perspectives in order to enhance the learning experience of student(s) and student outcomes (High-Leverage, 2017). The sole act of interacting with others does not constitute collaboration. Collaborators must demonstrate specific abilities in the areas of communication and commitment to the entire process of collaboration. Collaboration is supported in the school setting by allocating time to meet face-to-face (virtually or in-person), develop conditions for positive relationships, establish procedures for collaboration, and foster an environment built on collaboration (McLesky, et al., 2017).

Differentiation

Differentiation means tailoring instruction to meet individual needs. Whether co-teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to co-instruction (Tomlinson, n.d.).

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the co-teachers to deliver lessons at varying levels of difficulty based on the ability of each student (Weselby, n.d.).

Examples of differentiation include accommodating differing abilities, engaging multiple backgrounds and learning styles, and incorporating student choice.

Explicit Instruction

Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with specific and guided feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information. The steps of explicit instruction are: 1) the co-teachers explain; 2) the co-teachers model; 3) the co-teachers provide guided practice with specific feedback; 4) the co-teachers provide supported application; and 5) students engage in independent practice. The responsibilities of each co-teacher when determining roles during explicit instruction must be identified during the co-planning process (Explicit, 2006).

High-Leverage Practices (HLP)

HLP are the basic fundamentals of teaching and are practices that must be used consistently in order to help students understand content. HLP are research-based and known to foster student engagement and learning; occurs with high frequency in teaching; broadly applicable to any content area; and have been found to have the greatest impact on student learning. HLP can be organized around key elements of practice, such as collaboration, assessment, social/emotional/behavioral, and instruction.

For more information related to HLP, review the following:

- [High-Leverage Practices in Special Education](#) (High-Leverage, 2017); and
- [University of Michigan’s Teaching Works: High-Leverage Practices](#) (University, n.d.).

Inclusion

Inclusion is a philosophy - a belief system - in which schools create systems and structures to provide “whatever is necessary to ensure that all students have access to meaningful learning” (Villa and Thousand, 2005, p.3). It is not a model of instructional delivery. In an inclusive environment, the services and supports provided to each student are based on student needs. Student needs are determined through data collection and analysis, rather than the classroom they are occupying. Inclusion provides all students with the individualized support they need to experience growth in the least restrictive environment.

The Office of Civil Rights (OCR) at the U.S. Department of Education (USED), and the Civil Rights Division at the U.S. Department of Justice stated in the Dear Colleague Letter of January 7, 2015 that English learners should participate equally and meaningfully with age-appropriate peers with “equal access to high-quality education and the opportunity to achieve their full academic potential.”

The IDEA requires students with a disability to be educated alongside their nondisabled peers. “Simply stated, inclusive education means that all students are full and accepted members of their school community, in which their educational setting is the same as their non-disabled peers, whenever appropriate” (Inclusion Basic, n.d.).

Inclusion is meant to be embraced as an integral part of the school culture where every student is accepted.

Least Restrictive Environment

Least Restrictive Environment is part of the IDEA. The IDEA says that children who receive special education should learn in the least restrictive environment. This means they should spend time with peers who do not receive special education to the maximum extent appropriate. This is an important consideration for all students who are removed from the general education setting to receive specialized services.

Mainstreaming

Mainstreaming is an outdated term that is incorrectly used interchangeably with the term [inclusion](#). Mainstreaming, in general, is the physical placement of a student in a general education setting without regard for meaningful access to instruction and activities.

Modifications

Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications change what is taught and what students are expected to master, regarding subject content. Modifications may reduce the number of standards a student is expected to learn. In general, course activities are altered to meet the student needs without regard to mastery of grade-level standards. Modifications create a different standard for the student receiving the modifications as compared to the grade-level standards for all students.

Often, modifications allow access to the general curriculum through parallel, partial, and alternative activities without the student having to be pulled away from the general education classroom. Providing modifications to students may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, students may be at risk for not meeting graduation requirements.

Modifications are the changing of learning outcomes for a student and should not be a standard practice. If it is a pattern of practice for a student, then the determination of this need must be made by a multidisciplinary team.

MTSS

In South Carolina, MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The statewide framework ([SCMTSS](#)) was introduced as part of Act 213 in 2018.

There are six components of South Carolina's MTSS System:

- Leadership – Support the implementation of MTSS by communicating the vision and mission of MTSS, planning for implementation at the school level, engaging the staff in ongoing professional learning, and modeling and ensuring data-based problem solving occurs regularly;
- Building Capacity – Focus on ongoing professional learning and coaching with an emphasis on improving Tier 1 instruction and data-based problem-solving;
- Communication and Collaboration – Include all stakeholders in the process and provide continuous feedback;
- Data-Based Problem Solving – Define the problem or goal; analyze the problem and relevant data; implement the instructional and/or intervention plan; evaluate the effectiveness of the plan;
- Three-Tiered Instruction/Intervention Model – Tier 1 is the instruction delivered to all students; Tier 2 is the additional, supplemental instruction some students need to meet the benchmarks; and Tier 3 is the intensified, targeted instruction a few students need to meet benchmarks. It is important to consider academic, behavior, and social-emotional instruction and intervention when examining this domain; and
- Data Evaluation – School staff has access to and understands procedures and protocols for administering assessments and uses that data to make educational decisions. In addition, data should be collected on the implementation of SCMTSS in order to examine current practices and make adjustments as needed.

Paraprofessionals

Paraprofessionals provide support to students under the direction and supervision of a certified teacher (Paraeducators, n.d.). A paraprofessional may provide support in a variety of areas such as organizational skills, social skills, physical assistance, instruction, and behavior.

Paraprofessionals are, in general, uncertified staff, and should not, therefore serve to deliver instruction in a co-teaching instructional delivery model. However, co-teachers of every certification area may utilize co-teaching practices (i.e., collaboration) with paraprofessionals in all settings to support the diverse needs of students in order to promote inclusive practices.

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Personalized Learning

Personalized learning is an approach that tailors educational experiences in order to customize learning for each student's strengths, needs, skills, and interests. Learners and educators work together to co-construct learning pathways that provide flexible learning environments where students have voice and choice to better understand what they are learning, why they are learning it, and how they will learn it. For more information see the [South Carolina Framework for Personalized Learning](#) (South, 2016).

Pull-Out

Pull-out services describe when specialists (e.g., special education teacher, related service provider, interventionist, ESOL teacher, and literacy specialist) provide services and support to students outside of the general education classroom. Pull-out services are provided in a separate setting and may be delivered to students in small groups or one-on-one (Morin, n.d.).

Push-In

Push-in services describe the physical presence of specialists (e.g., special education teacher, related service provider, interventionist, ESOL teacher, and literacy specialist) providing services and support in the general education classroom, including instructional support, differentiated instruction, or related services. (Morin, n.d.). It differs from co-teaching in that it does not incorporate the [four C's](#): co-planning, co-instructing, co-assessing, and co-managing.

Scaffolding

Scaffolding refers to a variety of instructional techniques used to systematically move students progressively toward stronger understanding and, ultimately, greater independence in the learning process (Scaffolding, n.d.). The co-teachers do this by building on students' experiences and knowledge as they are learning new skills. Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance (Pinantoan, n.d.). In general, scaffolding is that as a student is learning something new, the co-teachers will provide support in order to assist the student in obtaining mastery of independent knowledge.

Special Needs

Special needs is a term that historically referred to students with a disability. It is no longer in favor. "Disability advocates argue adamantly against the euphemism *special needs*" (Gernsbacher, 2016).

Specialized Instructional Support Personnel (SISP)

SISP include professionals such as guidance counselors, social workers, speech language pathologists, occupational therapists, school psychologists, and school nurses. By providing integrated, in-class services, SISPs work closely with teachers to collaboratively address students' goals. While this is not viewed as co-teaching, it increases team coordination and support for students (School-Based, 2020).

Specially Designed Instruction (SDI)

SDI is a strategy used by teachers to help close the academic performance gap, accelerate achievement, present information, and promote skill development that may be different from

what other students receive. The design and delivery of SDI is the core of all programs that support students with [unique needs](#). In a co-taught classroom, integration of SDI is possible when co-teachers plan and compare student present levels and grade-level standards in order to determine what skills and knowledge are needed to close the gap or accelerate achievement and enrichment for others. SDI is the bridge between the student's present levels and the expectations for the individual learner.

Unique Needs

Unique needs refers to student populations that include students with disabilities, English learners, students with 504 plans, special populations as defined in Perkins V, other at-risk students, and students who receive gifted and talented services.

Universal Design for Learning (UDL)

[UDL](#) is an evidence-based instructional practice that is the foundation of core instruction. It affords teachers the flexibility to design the environment and instruction to meet the needs of each student in the classroom whether they have identified needs or not. It is the practice of intentionally designing “learning experiences to proactively meet the needs of all learners.” This practice assumes all students are able to learn and that the barriers to learning exist in the environment and not within the student. (Posey, n.d.)

Evidence to Support Co-Teaching

Co-teaching practices lead to increased consultation and collaboration between school staff (Vaughn, Elbaum, Schumm & Hughes, 1998). Teachers engaged in co-teaching settings develop professionally, gaining knowledge and skills from each other. Traditional, content-based teachers increase their skills in adapting instruction to meet the individual needs of students while teachers with specialized certifications (i.e., English Language Instruction, Gifted and Talented, Special Education, Reading Specialists) increase knowledge in content areas. While students taught in co-taught classes are reported to benefit academically (Fontana, 2005; Tremblay, 2013), there is more research that discusses social benefits (Salend, Johansen, Mumper, Chase, Pike M, & Dorney, 1997). For example, students in co-taught classrooms benefit from peer models of appropriate behavior as well as additional attention from two teachers.

Effective Instructional Practices in General Education Which Complement Co-Teaching

When effective instructional practices are present with co-teaching approaches, the literature has shown positive outcomes for students across content areas, not just students with disabilities (Murawski, 2001). Evidence-based practices include strategy instruction, appropriate grouping, and differentiated instruction that are embedded within an evidenced-based curriculum (Cook, 1995). When schools implement a framework for UDL, there is a positive impact on learning for all students and across content and grade levels (Capp, 2017). There is evidence indicating that application of UDL practices also impact student engagement and peer social outcomes (Katz, 2013; Katz, 2015).

Evidence to Support Co-Teaching Related to Student Academic Outcomes

Co-teaching has been linked to improved student outcomes in academic content areas. For example, co-teaching practices in English language arts (ELA) and math have a significant impact on students' ability to demonstrate their knowledge in class and increased grades

(Fontana, 2005). In another study focused on inquiry-based learning, students showed increased achievement in science (Brusca-Vega, Brown & Yasutake, 2011).

Evidence to Support Co-Teaching Related to Student Social/Emotional Outcomes

Co-teaching has been shown to be beneficial to students with and without disabilities related to social/emotional outcomes. Co-teaching practices have a positive impact on student perceptions and allow students to receive instruction in the least restrictive environment with students without disabilities. Instruction using co-teaching approaches can result in fewer disciplinary referrals and significant effect on students' self-concept (Rivera, McMahon, & Keys, 2014; Dieker, 2001). Salend, et al. (1997) found that students without disabilities benefitted from co-teaching showing improved behavior and a better understanding and acceptance of individual differences. Co-teaching, combined with effective instruction and classroom management practices, promotes positive social/emotional outcomes compared to using traditional one-teacher instructional delivery models (Chilcoat, 2011; Fontana, 2005). When students are in co-taught class environments, they reported increased levels of school satisfaction and a sense of belonging (Rivera et al, 2014).

Evidence to Support Co-Teaching Across Student Populations

Co-teaching has been shown to be effective in supporting improved outcomes for diverse student populations. As the State continues to move toward an MTSS framework for working with all students, it is imperative that schools understand there is evidence that co-teaching has proven to be effective in supporting children considered at-risk for academic failure (Haselden, 2011; Murawski & Hughes, 2009), and this instructional delivery option should be a consideration. Additionally, as classrooms increasingly represent a linguistically diverse population, co-teaching has shown promise to support English learners (Honigsfeld & Dove, 2008).

Co-Teaching Approaches

Co-teaching can look different from classroom to classroom. As co-teachers compare student needs and abilities to the instructional objective for a particular lesson, they must decide the best way to structure both teaching and learning. Friend (2015) identifies six arrangements that are commonly found in co-teaching settings and each is outlined below by providing an illustration, context of delivery, recommended uses, examples, cautions to consider when utilizing each approach, and a virtual demonstration. These approaches all have advantages and disadvantages. No single approach is better than another. In addition, no single approach should be used in all situations (Friend, 2010).

Six Co-Teaching Approaches

1. Station Teaching

Figure 3 illustrates the location of teachers and students in the station teaching approach.



Station Teaching is an efficient use of time that allows all students to experience multiple, related instructional activities. Teachers divide the content into three content segments (or more if you have more stations or teachers available) to be addressed at three different stations. Teachers group students so that each group is heterogeneous and each group begins with a part of the content by starting at a designated station. Each teacher works with a group, and the third group works in an independent station. During the lesson, each group rotates from station to station so that by the end of the lesson, all groups have completed all stations and learned all of the content.

This approach is very beneficial to address reading and math needs in a large classroom setting with many levels. It is also a great way to address instructional needs for unique learners such as students with a disability, English learners, students who are gifted and talented, and others.

Recommended use

Frequently, but no more than 40 percent of a daily or weekly lesson plan, on average.

Example

Station approach is being utilized in order to deliver new content (e.g., introduction to a novel). Station 1-Teacher A is providing instruction related to the vocabulary for chapter one; Station 2-Teacher B is providing background knowledge needed prior to reading the novel; Station 3-Independent station requires the students to read the name of the book and the prologue, then draw and/or design a picture of what the student thinks the plot of the novel is about and must be prepared to share with the whole class.

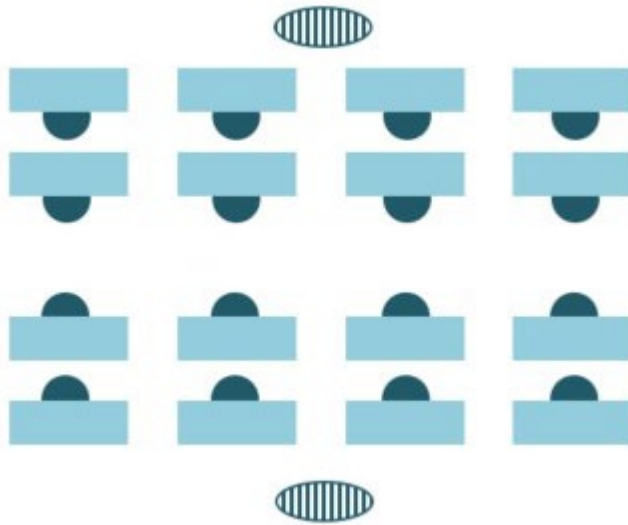
Caution

Station teaching is not used for differentiation purposes as all students participate in all stations learning the same standard(s). However, teachers could and should differentiate within each station, as appropriate.

[Station Teaching Video Demonstration](#) (3.47 min.) (Ochieng-Sande, B., 2017)

2. Parallel Teaching

Figure 4 illustrates the location of teachers and students in the parallel teaching approach.



Teachers divide students into two heterogeneous groups and lead the same instruction at the same time. These groups do not rotate. Each group receives instruction from only one of the teachers.

This approach is beneficial to address any content needs in a large classroom setting with many levels. It reduces teacher/student ratio and allows for more individualized instruction in order to meet the needs of each student in the classroom; and provides the students with more opportunities to actively engage in the lesson. Both teachers must be knowledgeable of the content and instructional methods.

Recommended use

Frequently, if both teachers have a strong knowledge of the content and instructional techniques; and no more than 40 percent of a daily or weekly lesson plan, on average.

Example

Parallel Teaching approach is being utilized to teach a new concept that involves multiple steps and abstract concepts (i.e., multi-step equations). The co-teachers determined this approach would provide more individualized instruction to the students, allowing students more opportunities to ask questions, and to assist the teachers in conducting quick observational, formative assessments to inform instruction.

[Parallel Teaching Video Demonstration](#) (2.27 min.) (Ochieng-Sande, B., 2017)

3. Alternative Teaching

Figure 5 illustrates the location of teachers and students in the alternative teaching approach.



One teacher leads the large group instruction while the other conducts a small group for a specific instructional purpose (e.g., remediation or enrichment) for a portion of the instructional time period. Teachers work together to determine the groups, the objectives and expected outcomes, activities, and assessment for the content they are teaching to their individual groups. Alternative teaching is appropriate for enriching or remediating instruction for a small group and is commonly used to differentiate instruction in inclusive or collaborative classrooms. No new content should be introduced at this time.

This approach is beneficial to address any content needs in a large classroom setting with many levels and standards. It is also a great way to address students with [unique needs](#).

Recommended use

Occasionally, but no more than 30 percent of a weekly lesson plan, on average.

Example

Alternative teaching approach is used at the beginning of algebra class to provide remediation to a small group of students and enrich the larger group of students. The arrangement of the groups was determined by the previous day's exit ticket.

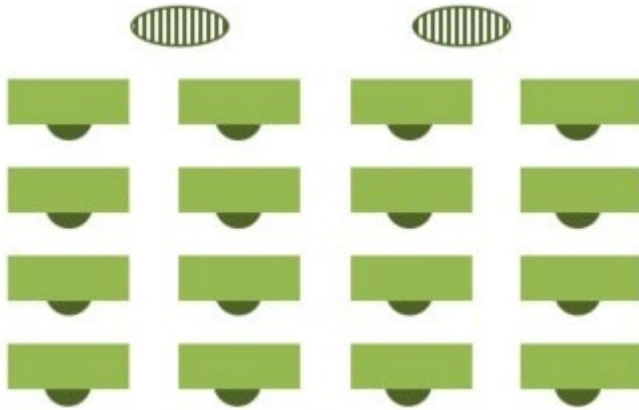
Caution

If the same group of students is always separated for alternative instruction, it works against the benefits of inclusion/collaboration.

[Alternative Teaching Video Demonstration](#) (3.05 min.) (School of Education, 2015)

4. Team Teaching

Figure 6 illustrates the location of teachers and students in the team teaching approach.



Both teachers are sharing the responsibility of leading the instruction, assessing, and classroom management to a whole group of heterogeneous students in the classroom. Both teachers are equally engaged and active in the lesson. They are “feeding” off each other during instruction. When properly implemented, team teaching shows clear evidence that the teachers planned together in order to integrate their roles within the lesson.

This approach is energizing for both the teachers and students. During the lessons, teachers determine segments of the content to be presented based on teacher strengths. Moreover, this approach also enhances teacher creativity. However, it can be difficult to perfect until teachers have developed a strong co-teaching relationship.

Recommended use

Occasionally; and no more than 20 percent of a daily or weekly lesson plan, on average.

Example

Team teaching is utilized when delivering direct instruction for identifying parts of a sentence. Both teachers take lead on presenting the content an equitable amount of time during the lesson. When one teacher is providing direct instruction on identifying nouns and verbs, the other is interjecting to enhance the content by asking probing questions or bringing the nouns and verbs to life (i.e., holding up a pencil for the noun “pencil” or running in place for the verb “running”), and then the roles reverse.

Caution

Team teaching is generally considered the hardest format to implement, as both teachers must be equally prepared and knowledgeable about the lesson content. Teachers who achieve this level of partnership often state their preference for co-teaching in the future.

[Team Teaching Video Demonstration](#) (3.08 min.) (School of Education, 2015)

5. One Teach, One Assist

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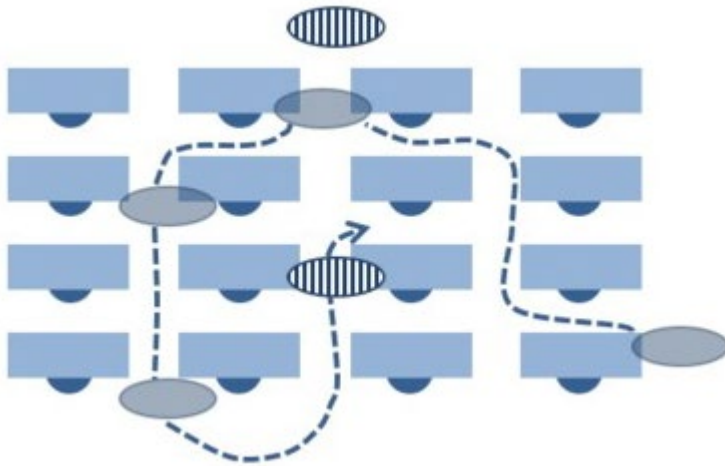


Figure 7 illustrates the location of teachers and students in the one teach, one assist approach.

One teacher is in the lead role of providing instruction to the whole group of heterogeneous students while the other teacher provides support to the classroom such as monitoring student work, on-task behaviors, student questions, and distributing materials. Both teachers know the distinct role they are carrying out in the lesson. One teach, one assist is often used when teaching new material/concepts or when one teacher has greater content expertise than the other.

This approach is often overused and should only be used when one teacher is not confident in the content of a particular lesson or when a lesson requires a significant amount of materials or independent work from students.

Recommended use

Seldom; and no more than 20 percent of a daily or weekly lesson plan, on average, but ideally under 10 percent.

Example

One teach, one assist is utilized at the beginning of class. While one teacher is reteaching or going over the warm-up, the other teacher is circulating the classroom and checking for completed homework, prompting on-task behavior (if needed), and assessing student preparation (i.e., do they have the materials they need for the class?) for the lesson to come.

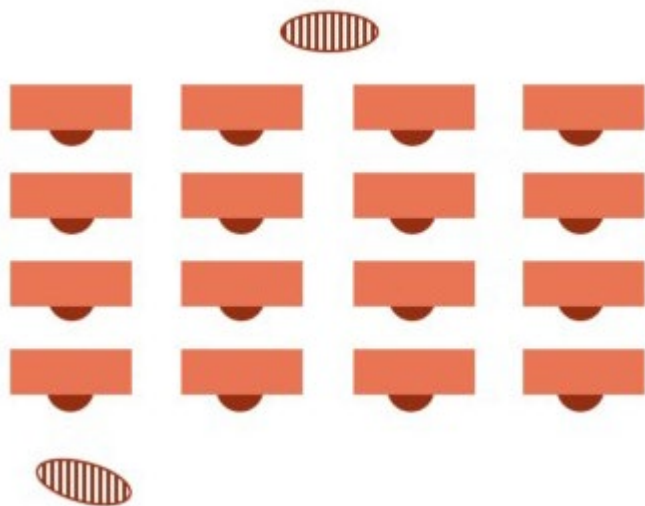
Caution

If used too often with the same teacher taking the instructional lead, the one teach, one assist format can lead to students seeing one teacher as the authority over the other teacher.

[One Teach, One Assist Video Demonstration](#) (2.45 min.) (School of Education, 2015)

6. One Teach, One Observe

Figure 8 illustrates the location of teachers and students in the one teach, one observe approach.



One teacher manages the instruction of the entire student group while the other teacher observes for academic and/or social behavior data. The observer may also be collecting data for the other teacher on the teacher's instructional practices as well. Both teachers know the distinct role they are carrying out in the lesson. One teach, one observe is often used when specific data needs to be collected in order to inform instruction or determine student progress.

Instructional decisions must be based on data. With that, one teach, one observe supports the collection of data during authentic instruction. This observational data can be used to inform instruction and document student progress. This approach allows the teachers to analyze the data collected to determine future lessons and teaching strategies. This approach also allows teachers to observe one another in order to better improve their instruction.

Recommended use

Frequent (i.e., weekly) but for brief amounts of time (i.e., 15 minutes); and no more than 5-10 percent of a daily or weekly lesson plan, on average.

Example

One teach, one observe approach is being utilized during the opening of the daily lesson. One teacher is reviewing background knowledge related to World War II and the holocaust in preparation for reading *Night* by Elie Wiesel, while the other teacher is collecting data on a specific student's on-task behavior utilizing the interval recording approach to data collection.

Caution

If used too often with the same teacher taking the instructional lead, the one teach, one observe format can lead to students seeing one teacher as the authority over the other teacher.

[One Teach One Observe Video Demonstration](#) (44 sec.) (Arkansas Co-Teaching Project, 2017)

District-and Building-Level Implementation Guidance

This implementation guidance is not intended to be a comprehensive “to do” list or co-teaching training manual. The intent of this guidance is to support district-and or building-level personnel with specific considerations when undertaking the implementation of co-teaching at any level. For co-teaching to yield effective results, districts and schools must ensure necessary preparation, resources, and support. More is required than sending teachers to a one-time training and expecting successful implementation to occur (Co-Teaching, 2018). Professional learning should be ongoing throughout the school year. Considerations are grouped into district, building, and classroom levels and ordered by stages: developing/initiating, implementing, and monitoring/evaluating.

It is suggested that initiators of any co-teaching project begin by reading and discussing the following considerations. Whether the plan is for district, building, or classroom implementation, these considerations can be helpful at any level. For example, if a building planning team is initiating co-teaching as an instructional delivery model in the school, many of the district-level considerations should be included in building-level planning and implementation. The following will help planning teams customize and prioritize specific considerations, since every district, building, and classroom will have unique strengths and needs.

District-Level Administration Implementation Considerations

Development/Initiating Stage

- Define a common vision and vocabulary for co-teaching.
- Define and plan initial program development and framework (Murawski & Bernhardt, 2015/2016).
 - Determine system-wide goals and timelines for co-teaching implementation.
 - Consider starting with teachers who volunteer to co-teach.
 - Determine staffing allocations based on the co-teaching instructional delivery model.
 - Consider administrator and teacher skills/knowledge and school readiness when assigning resources and technology.
 - Explore guidelines and supports for scheduling.
 - School master schedule
 - Teacher schedules and adequate collaborative planning time
 - Student schedules
 - Determine centralized data collection procedures for established outcomes.
- Provide overview and awareness professional development for district-and building-level administrators and special service program leadership staff (e.g., a special event or kick-off).
 - Bring the building administrators on-board first because they will be key to the success of co-teaching programs at the classroom-level.
 - Create buy-in for inclusion and collaboration at the district-and building-level before introducing co-teaching itself. Without a collaborative culture in place, faculty are unlikely to want to share their classrooms (Murawski & Spencer, 2011).
 - Consider using outside experts and facilitators to support messages from in-district trainers. An expert-from-afar can help support and clarify that this initiative is worthwhile and is part of long-term district goals to improve student success. (Murawski & Bernhardt, 2015). Awareness topics should include:
 - Creating an inclusive environment and common vocabulary
 - Focused, sustained, research-based instructional strategies (UDL, differentiation, etc.) and flexible grouping, small group instructional practices
 - Six instructional approaches of co-teaching
 - Impact on scheduling (master schedule)
 - Action planning for building-level implementation
- Integrate co-teaching into district documents (e.g., district strategic plans, school improvement plans, and substitute teacher information) and evaluation processes, such as administrator and teacher evaluation tools, observation/walk-through forms.
- Plan program awareness for parents and other identified community stakeholders to promote understanding and buy-in.

Implementation Stage

- Develop an outline of expected steps, target dates, and accountability checks for the schools implementing co-teaching.

- Prioritize the need for school scheduling of collaborative planning time and co-teaching.
- Check fidelity of implementation.
- Assess for specific, on-going needs and supports; then provide adequate resources and professional development.
- Plan assistance (e.g., instructional coaching) for struggling co-teaching partners.

Monitoring/Evaluation Stage

- Evaluate the effectiveness of district-and building-level training.
- Evaluate student progress and achievement using progress monitoring data:
 - Instructional settings: consider whether students are in less restrictive settings than before co-teaching was implemented;
 - Results of formative assessments and benchmark testing, not just analysis of classroom or subject area grades, IEP progress reports, and state assessment results;
 - Student responses: formative assessments, behavior, attendance, and perceptions/satisfaction;
 - Parent responses: perceptions/satisfaction to co-teaching; and
 - Community responses to co-teaching.
- Evaluate effective implementation of co-teaching by administrators and teachers/therapists through the use of formal evaluations, fidelity checks (e.g., teacher schedules), and teacher efficacy data.

Building-Level Administration Considerations

Development/Initiating Stage

- Assess current building-level inclusive practices and plan to address specific needs. One option would be to use the online or print version of [Quality Standards for Inclusive Schools Self-Assessment Instrument](#) (Self-Assessment, n.d.).
- Define the target student population by considering who may benefit from a co-taught learning environment. Co-teaching is appropriate for many different identified student populations in need of differentiated support, including students with IEPs and 504 plans, English learners, students struggling with reading, writing, or math, students with behavioral or social needs, and gifted students.
- Define a common vision, including what co-teaching is and is not, and vocabulary for co-teaching if this has not been defined at the district level.
- Co-teaching is a relationship built on professionalism, collaboration, and a common goal of supporting student success. It is important to note, however, that these goals can be derailed by partnerships that simply do not work. Although there is no formula to finding the "right" pairs, there is research indicating how to improve the chances that co-teaching teams will gel. Teachers should not be paired by chance; pairing must be intentional. (Murawski & Bernhardt, 2015).
 - Recruit teachers and related service providers and consider personnel pairings.
 - Survey teachers and related service providers to determine with whom they would like to co-teach.
 - Consider staff skills, knowledge, willingness, and complementary characteristics.
 - Create co-teaching pairs using surveys on learning preferences, multiple intelligences, personal dispositions, and relationship dynamics.

- Create a small pilot program of volunteers.
- Assist in the relationship-building process and foster the building of natural partnerships.
- Provide professional development for school instructional staff. General classroom teachers, special education teachers, and all instructional assistants should be trained together. Administrators, program, and instructional leaders should also participate in the same training. In-depth training must be provided on the following topics:
 - Common vocabulary, instructional strategies, flexible grouping
 - Roles and responsibilities
 - Co-instructing: including the six instructional approaches of co-teaching
 - Co-planning: sharing instructional plans and comparing with student-specific strengths and needs on a regular and scheduled basis using a written format
 - Co-managing: classroom procedures, student expectations, and managing behavior
 - Co-assessing: defining methods for sharing feedback, planning and collecting student achievement data, as well as assessment of the effectiveness of the co-teaching partnership.
- Determine a system of accountability for each co-teaching team to ensure fidelity and implementation. Items that co-teaching teams can provide to building administrators include:
 - Written list of roles and responsibilities
 - Weekly/unit co-planning document
 - Collaboratively developed classroom rules and classroom management plan
 - Plans for substitute teachers.
- Determine school-based goals, action steps, and timeline for co-teaching implementation. It is helpful to develop a building-level planning team to support this step. Consider including administrative and leadership staff who participated in any district-level awareness and overview professional development.
- Specify baseline data and interim benchmarks for school-wide co-teaching implementation and student achievement prior to initiation of co-teaching.
- Ensure scheduling allows for efficient and effective staff assignments and student grouping. Address scheduling needs and practices that impact the school’s master schedule and necessary scheduling of students, specialized instruction, collaborative planning, and teacher planning time. Scheduling will be a major item of consideration. Identify the building-level administrator or teachers who appear to have a talent for scheduling, then begin reviewing resources such as:
 - [Scheduling for Co-Teaching and Other Inclusive Practices](#) (Friend, 2014)
 - [Creating a Master Schedule that Supports Inclusive Practices](#) (Pennell, 2012)
 - [Best Practices for Inclusive Scheduling](#) (Florida Inclusion Network, 2019)
- Integrate co-teaching into school documents, schedules, handbooks, and websites.
- Identify the needs of instructional assistants and interventionists, and their role in the co-teaching environment.
- Provide information about the co-teaching program to parents and the community.

Implementation Stage

- Strategically assign an appropriate proportion of students with [unique needs](#) to each co-taught class. “This includes students with disabilities, English language learners, students

on 504 plans, and even students who are highly gifted. Each of these students is likely to require more attention than the typical learner; plus, the more students with [unique needs](#) there are in the class, the more their needs begin to dominate classroom instruction and the less “inclusive” it truly becomes” (Murawski & Bernhardt, 2015). If possible, keep the proportion of this target group to 30 percent or less.

- Check fidelity of implementation through the use of a [Co-Teaching Observation/Walk-Through](#) tool (Murawski, 2005) that includes priority elements of co-teaching, such as:
 - Six approaches of co-teaching;
 - Flexible grouping and reduced whole group instruction; and
 - Use of classroom supports, differentiated instruction, implementation of UDL and research-based instructional and behavioral strategies.
- Continue with on-going professional development related to priority co-teaching topics.
- Document student progress reporting.
- Address scheduling issues and needs.

Monitoring/Evaluation Stage

- Each semester or year, determine what is and is not working to refine processes and procedures.
- Check student achievement progress data.
- Check instructional staff satisfaction and efficacy.
- Review and adjust scheduling. This may include re-partnering teachers.

Classroom-Level Considerations and Resources

Development/Initiating Stage

- Determine which specific students would most benefit from a co-teaching instructional delivery model. “This includes students with disabilities, English language learners, students on 504 plans, and even students who are highly gifted. Each of these students is likely to require more attention than the typical learner; plus, the more students with [unique needs](#) there are in the class, the more their needs begin to dominate classroom instruction and the less “inclusive” it truly becomes.” (Murawski & Bernhardt, 2015 & 2016) Remember that some student needs may dictate instruction and/or support in a pull-out or small group setting.
- Each co-teaching team should establish a strong co-teaching relationship and set expectations for effective communication by:
 - Discussing individual strengths and interests;
 - Defining specific roles and responsibilities in writing to define shared responsibility, address parity, and avoid the one teacher becoming viewed as the paraprofessional in the classroom (McDuffie, 2010);
 - Addressing co-planning and co-planning time. Define a schedule and format for co-planning (sharing instructional plans and comparing with student-specific strengths and needs on a regular and scheduled basis using a written format);
 - Collaboratively developing classroom procedures, rules, and classroom management plan;
 - Planning for substitute teachers; and
 - Defining methods for sharing feedback, problem-solving and resolving conflicts.
- Review the content standards and unit topics to be addressed in the co-teaching

classroom.

- Review the needs of each student.
- Define methods of collecting student achievement data.
- Review the six models of co-teaching to ensure common understanding. Plan to limit the use of one-teach/one-support and one-teach/one-observe.
- Define staff development needs: science of reading, content area standards, UDL, etc.

Implementation Stage

- Ensure ongoing instructional co-planning.
- Deliver lessons and assessments using varied co-teaching approaches and instructional practices.
- Implement data collection procedures and monitor student progress and instructional needs (Solis, 2012).
- Adjust instruction based on student performance data and observed needs.
- Address and problem-solve barriers to access and instruction for all students.
- Define on-going staff development needs: science of reading, content area standards, UDL, etc.
- Document shared communications with parents.

Monitoring/Evaluation Stage

- Ensure co-teachers are evaluating student achievement.
- Evaluate co-teaching relationships and effectiveness.

Specific Suggestions and Resources for Classroom Co-Teaching Teams

Co-Teaching Preparation

1. [Three Tips for Effective Co-Teaching Implementation](#) (Three, n.d.)
2. [Six Steps to Successful Co-Teaching](#) (Marston, n.d.)
3. [Eight Tips for Making the Most of Co-Teaching](#) (Sacks, 2014)
4. [An Administrator's Guide To Co-Teaching](#) (Murawski, 2015)
5. [Co-Teaching: How to Make It Work](#) (Peery, 2017)
6. [The General Education Teacher's Guide to the Inclusive Classroom](#) (General, n.d.)

Co-Planning

Planning collaboratively is a process and a different type of planning for both co-teachers. Sharing information, as well as back-and-forth communication and planning, helps teachers understand both the content needs and the needs of the students (Dieker, 2003).

Co-planning is a necessary process and requires co-teachers have shared time to develop and review lesson plans that address the academic and behavioral needs of the students in the classroom, determine which co-teaching approaches need to be utilized to deliver the instruction, and review data in order to determine grouping of students and how to differentiate instruction. Purposeful planning time for collaboration with co-teachers is essential (Scruggs E., Mastropieri, M. A., & McDuffie, K., 2007). Parity is a key component to the implementation of co-teaching, and common planning can assist with building parity. If there is intentional planning and adequate planning time between the co-teachers, it is likely that negative perceptions of opponents to inclusion and co-teaching will shift to a more positive light (Avramidia & Norwich, 2002).

Co-planning is what happens when teachers bring content knowledge together with a strong understanding of student strengths and needs including accommodations, modifications, specific learning goals, strategies, and behavioral supports to create an instructional plan. Consider the following guidelines as offered by Kottler (2017) when planning with your co-teaching partner.

- Set protocols
 - Set a regular time for planning.
 - Establish a meeting place with minimal interruptions.
 - Focus on planning, and commit to saving side conversations for later.
 - Respect each other's contributions.
- Prepare for co-planning
 - Utilize a co-planning template
 - Gather applicable materials and information for the next meeting.
 - Determine which content standards you will address with each lesson.
 - Determine what instructional resources are available to you.
 - For students with accommodations and/or modifications, plan how those will be implemented and who is responsible for ensuring their provision.
 - Consider the needs of all learners and how they will be supported (i.e., UDL, accommodations, language strategies, visual supports, differentiation, enrichment, etc.).
- Plan for classroom logistics
 - Identify the roles and responsibilities of each co-teacher.
 - Select resources and materials to be gathered or created and determine which teacher will be responsible. Also, decide how these items will be distributed and collected during the lesson.
 - Establish how technology will be utilized, who will be using it, and how it will be acquired.
 - Decide what needs to be pre-written on the board or in presentation materials and who is responsible for this preparation.
 - Discuss how to arrange the room to increase student engagement and maximize student learning.
 - Consider fluid student grouping that is based on individual needs. Groups should not remain static.
 - Determine what visual aids and/or other supports will be required for specific students and which teacher will take care of support preparation.
 - Discuss anticipated behavioral concerns and how they will be addressed during instruction.
- Plan lesson introduction
 - Consider reviewing previous learning for scaffolding.
 - Choose an opening activity (e.g., questions/prompts/anticipatory set/"hook").
 - Decide who will be responsible for:
 - Gaining students' attention (and how, if not predetermined);
 - Sharing and explaining the objectives for the lesson;
 - Presenting the agenda to the class;
 - Presenting opening activity;
 - Reviewing previous learning; and

- Transition students to the body of the lesson.
 - Estimate the length of time for the lesson introduction.
 - Pre-determine who will:
 - Record and report attendance;
 - Review, stamp, and collect homework; and
 - Implement other administrative procedures.
- Plan the lesson body
 - Determine the specific co-teaching approach, strategies to be implemented, and instructional method(s) that will be used to meet the lesson objectives.
 - Decide how the lesson will be differentiated to meet the needs of all learners.
 - Estimate the time for each activity, considering the students' attention span and adjust, if needed, to allow time for lesson closure.
- Plan the lesson closure
 - Determine the specific co-teaching approach that will be used to deliver the closing activity that summarizes the lesson in a meaningful way.
 - Determine how the closing activity will be differentiated to meet the needs of all learners.
 - Determine dismissal procedures, including which co-teacher will dismiss the class.
- Reflect

Reflection is an important part of co-teaching. Take time to review your instruction and the co-teaching relationship, noting strengths and opportunities for improvement. Free resources are available to help with this process, including the [Co-Teaching Reflection Tool](#) (Maryland Department of Education, 2011).

Co-Instructing

Some examples of high-leverage practices expected in co-teaching classrooms include instructional strategies effective for all students, such as flexible grouping of students, UDL, scaffolding, explicit instruction, and differentiation. Other, more individualized instructional strategies (i.e., specially designed instruction, implementation of student accommodations and modifications, and use of AT) are implemented within the structure of the general education classroom to support the various needs of each student in the classroom.

The instructional strategies and assistance identified for each student require co-planning and co-instructing by the co-teaching team. Possible structures, or approaches through which co-instructing may take place, are outlined in detail in the [Co-Teaching Approaches](#) section of this document (Solis, 2012).

Co-Managing

Co-managing a co-teaching classroom includes numerous considerations regarding the logistics of sharing physical space, instructional space, and responsibility for a classroom of students.

Examples include:

- Sharing subject content, standards, strategies, and access to materials and supports;
- Determining how and when to do collaborative planning;
- Introducing or explaining two teachers to students and parents;
- Facilitating parity so both teachers have equal status;

- Defining classroom tasks and responsibilities;
- Planning for behavior management;
- Handling teacher absences;
- Determining how and when to share feedback; and
- Deciding how the furniture is arranged.

Classroom management items will require discussion and perhaps, problem-solving. Some are universal, such as defining classroom tasks and planning for the absence of one (or both) co-teachers. Others may depend on the priorities of the co-teachers or their administrators. One high priority management item that experts cite (Friend, 2015) is specific workspace and storage space for the co-teaching partner who pushes-in the classroom. Sometimes, it is the small things that get overlooked and can create problems.

Co-Assessing

Co-teachers need to discuss and define what student achievement, progress, and learning means in the co-teaching classroom. As with most decisions in a co-teaching classroom, compromise will frequently be necessary. Grading, specifically assigning grades to student work, can become a barrier issue, meaning there are several pragmatic issues that may need problem-solving and compromise. Examples for discussion may include: letter grades or percentages; counting effort, neatness, or only content; and completion or non-completion. If these types of individual beliefs and preferences are not discussed, co-teachers may have problems finding common ground regarding co-assessing. A common practice of co-assessing is to divide the grading so that each teacher assesses half and exchanges results to facilitate discussion and consensus regarding grades (Hanover Research, 2012). This example strategy is similar to that of interrater reliability and provides a mechanism that allows both teachers to be aware of how all students are performing, which complements teachers' responsibilities to co-instruct and co-plan.

Co-assessing student growth may mean collaborating on curriculum-based measures, developing teacher-made assessments with accommodations, sharing the grading workload, and collecting data on behavior, academics, social development, and study skills, as well as providing information to parents. Other co-assessment considerations include charting and graphing student progress, completing progress reports, jointly determining final grades for all students, and providing frequent feedback to all students and to each other (Murwaski, 2013). In each case, co-assessment should focus on data that demonstrates what students have learned, where there is room for growth, and next steps for instruction.

Co-assessing includes reflection and self-assessment on co-teaching practices (i.e., selection of co-teaching approaches and division of classroom duties) to enhance collaboration and the co-teaching relationship. Co-teachers must assess their own performance, both as individuals and as a team.

Conclusion

The purpose of the *South Carolina Co-Teaching Framework* is to provide guidance and consistency of quality implementation for local school districts using co-teaching as an instructional delivery model. The co-teaching model provides schools with a way to meet the

varying academic and behavioral needs of all students within the educational learning environment.

Research has shown that co-teaching provides benefits to all students (Fontana, 2005). Co-teaching practices have a positive impact on student outcomes related to social/emotional learning and behavior (Dieker, 2001). When combined with effective instructional and behavioral management practices, co-teaching can lead to academic growth if implemented with fidelity and a clear focus on meeting the unique needs of all students (Brusca-Vega, Brown, & Yasutake, 2011).

The *South Carolina Co-Teaching Framework* will assist districts and schools in fostering a culture that encourages collaboration, maximizes opportunities to personalize learning, increases the frequency of timely and effective student feedback, and tailors instruction and instructional delivery to meet the diverse needs of all students within the classroom environment.

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Appendix A: Laws and Regulations

The following laws and regulations support the use of inclusive educational practices and the development of the *South Carolina Co-Teaching Framework*:

Elementary & Secondary Education Act, Pub. L. No. 89-10, 79 Stat. 27 (1965).

Equal Educational Opportunities Act, 20 U.S.C. §§ 1701-1758, (1974).

No Child Left Behind Act of 2001, 20 U.S.C. § 6319, (2002).

Individuals with Disabilities Education Act (IDEA), Pub. L. No. 101-476, 104 Stat. 1142 (2004).

Read to Succeed (R2S) Act 284, S.C. Code Ann. § 59-155-110 *et seq.*, (2014).

Every Student Succeeds Act of 2015, Pub. L. No. 114-95, 114 Stat. 1177 (2015).

43-243 Education of Students with Disabilities, S.C. Code Ann. Regs. 43-243 (2016).

43-235 Employability Credential for Students with Disabilities, S.C. Code Ann. Regs. 43-235 (2018).

Multi-Tiered System of Supports (MTSS) Act 213, S.C. Code Ann. § 59-33-510 *et seq.*, (2018).

Reauthorized Perkins Act, Pub. L. No. 115-224, 115 Stat. 2353 (2018).