

# Co-Teaching

## Strategies to Improve Student Outcomes

by Marlynn Friend



### Co-Teaching Basics

#### What Is Co-Teaching?

Co-teaching is a general education system. That is, when students are entitled to receive special education or other specialized services for reasons that fit English learning, co-teaching is a vehicle for providing instruction in the general education classroom instead of sending students to a separate setting for their problems.

- Co-teaching is implemented by two professionals who represent learning but different groups of experience. One professional is a general education teacher. The other represents a special education or EL teacher but could also be a second-language therapist, school psychologist, or another professional.
- The goal of co-teaching is the process, not the physical educational setting, of the specialized instruction provided to identified students.
- Co-teachers have a reciprocal relationship and share instructional responsibilities. Both teachers have ownership of all students and work together to effectively increase their learning.
- Co-teaching takes place in a shared classroom. Instruction occurring when students have identified problems (e.g., learning is a separate setting) of the instructional activity is not shared but is less setting (e.g., some students are in the model room using computers while others are in the classroom using pen and paper). It may happen after the students enter the classroom, before class ends, or about various areas: academic (planning), behavior, discipline, and the nature of the co-teaching.
- Co-teachers require flexibility. The model is limited advantage of the learning and professional skills for the classroom, setting aside assumptions about traditional responsibilities and trying new ways of finding about teaching and learning to address these new needs.

#### Why Co-Teach?

Co-teaching has been part of various practices for more than 50 years. It gained a reputation as a way to spend time with students who have the same educational needs and general academic concerns as other students. Washington studies of school districts with consistently high achievement among students with disabilities have found that co-teaching often is a preferred model delivery system (Anderson, Friend, & Ponder, 2002; Davis, 2000). In addition, co-teaching implementation is associated with improved student outcomes (e.g., Kerner, 2002; Thomas, 2002).

### The Professional Partnership

Much has been written about the importance of co-teachers having a strong professional partnership (e.g., Krueger & MacIntyre, 2002), and co-teaching often is referred to as a professional marriage (Friend, 2006). But this emphasis must be weighed against the promise of co-teaching, that is, ensuring the best student outcomes. Co-teachers often "slide" into roles more freely and directly, sometimes working with each other but that is not a requirement for effective co-teaching practice. For many co-teachers, the relationship is a lot more like a business partnership, with a shared goal and being accountable to each other.

#### What Is the Role of Each Teacher?

To create an effective partnership, co-teachers first should understand that they have different but complementary knowledge and skills. There are obstacles to use the strengths that each brings to co-teaching, recognizing their differences and drawing on them to create teaching and learning that is significantly richer than that either teacher could provide alone. Some examples of differences between co-teachers are listed in Table 1.

#### What Makes a Strong Teacher Partnership?

The basis for an effective co-teaching relationship is equity, that is, ensuring each professional's individual contribution is equally valued. This implies that teachers share power, neither makes less than the other, neither doing the other's work, no teachers following or imitating, neither dominating or being dominated, and share accountability for

# Co Teaching Strategies To Improve Student Outcomes

**Marilyn Friend, Tammy Barron**



## **Co Teaching Strategies To Improve Student Outcomes:**

Co-Teaching: Strategies to Improve Student Outcomes Marilyn Friend, 2019-02-25 Co teaching is a popular service delivery model for students who are entitled to special education or other specialized services such as support services for English learners Evidence shows that the implementation of co teaching is significantly associated with improved student outcomes However for co teaching to be effective teachers need to thoroughly understand what the arrangement entails and what it takes to make co teaching work In the second edition of this best selling quick reference laminated guide Dr Marilyn Friend a renowned authority on co teaching provides educators with an overview of the fundamental what why and how of co teaching Dr Friend outlines six the following six co teaching approaches along with recommended frequency of use and variations for each

**Co-Teaching** Marilyn Friend, 2014-02 Co teaching is a popular service delivery model for students who are entitled to special education or other specialized services such as support services for English learners Evidence shows that the implementation of co teaching is significantly associated with improved student outcomes However for co teaching to be effective teachers need to thoroughly understand what the arrangement entails and what it takes to make co teaching work In this newly released quick reference laminated guide Dr Marilyn Friend a renowned authority on co teaching provides educators with an overview of the fundamental what why and how of co teaching Topics covered include Co teaching and inclusion Co teaching vs team teaching Co teaching vs paraprofessional Support The role of each co teacher Elements of successful co teaching partnerships Instruction in co taught classrooms understanding specially designed instruction SDI Co teaching and Common Core Standards CCSS Planning for co teachers Dr Friend outlines six the following six co teaching approaches along with recommended frequency of use and variations for each 1 One Teach One Observe 2 Station Teaching 3 Parallel Teaching 4 Alternate Teaching 5 Teaming 6 One Teach One Assist

**Co-Teaching** Marilyn Friend, 2021-06-06 Co teaching is a popular service delivery model for students who are entitled to special education or other specialized services such as support services for English learners Evidence shows that the implementation of co teaching is significantly associated with improved student outcomes However for co teaching to be effective teachers need to thoroughly understand what the arrangement entails and what it takes to make co teaching work In this second edition of the best selling quick reference laminated guide Dr Marilyn Friend a renowned authority on co teaching provides educators with an overview of the fundamental what why and how of co teaching Dr Friend outlines six the following six co teaching approaches along with recommended frequency of use and variations for each

**Co-Teaching** Marilyn Friend, 2017-12  
Co-Teaching That Works Anne M. Benninghof, 2020-06-23 Guaranteed Success for the Co teaching Classroom Following the success of the first edition Co Teaching That Works Structures and Strategies for Maximizing Student Learning Second Edition is here to provide actionable advice to co teachers seeking to utilize one another's strengths Unlike other co teaching books this manual is written for every possible educator combination not simply general educators You'll find sections on

everything from co teaching in literacy and speech language therapy to special education and technology so that no matter what subject matter or expertise you ll be prepared to co teach This book is written to provide concrete actionable advice including Co Teaching Roll Out Plans Leadership Guidelines Relationship Development Best Co Teaching Models Specially Designed Instruction And more Educators will have the opportunity to learn from other experienced co teachers who share their personal stories tips and tried and true co teaching techniques that lead to student success Their creative time efficient approaches will revolutionize the way you view your classroom teaching strategies and enhance your ability to collaborate with other educators Whether you are planning to build your co teaching strategy from scratch or just looking to refine your current approach Co Teaching That Works will undoubtedly be a priceless resource to have in your professional toolbox

**CoTeaching: Strategies to Improve Student Outcomes NYC Edition Guide** Marilyn Friend,2016-03-31

**Evaluating the Use of Co-teaching Strategies to Improve Student Reading** Sarah Jane Kesty,California State University, Sacramento,2009      A Guide to Co-Teaching Richard A. Villa,Jacqueline S. Thousand,Ann I. Nevin,2004-04-08 A Guide to Co Teachingis a must have All members of the school community will find something useful in this book and what they find will guarantee that student learning is improved Douglas Fisher Associate Professor of Teacher EducationSan Diego State UniversityThe book provides a road map for how special and general education teachers can work to effectively meet the needs of students with and without disabilities while working in classrooms that model cooperation and respect Mary Falvey Professor of Special EducationCalifornia State University Los AngelesCollaboration tactics that boost student learning and teacher satisfaction Teachers across the country are abandoning the isolation of the past and are turning to their colleagues as a gratifying way to meet the demands of today s rigorous standards This comprehensive guide highlights the benefits and challenges of co teaching as a way to address the No Child Left Behind requirement that all students have access to highly qualified teachers as well as IDEA s requirement that students with disabilities have access to the general education curriculum In A Guide to Co Teaching you are guided through the planning implementation and reflection phases with the help of these practical features Tips on why some co teaching arrangements work where others fail Straightforward self assessments to make sure your goals are being met Chapters dedicated to each of the different approaches to co teaching Supportive Parallel Complementary and Team Teaching Quotes and advice from teachers and students who have been successful in co teaching experiences Answers to Frequently Asked Questions about implementing co teaching and its effects on teachers students and their families Ideas for empowering you and your partners to thrive as co teachers Discussion of how administrators can support teachers to move toward co teaching Masterfully written by authors who practice the co teaching they preach this manual provides vignettes from elementary middle and high school classrooms that illustrate how real teachers have answered the tough questions about the sharing of responsibility the organization of students and the division of responsibility for teaching learning and assessing      ELLs: Co-Teaching and Collaboration

Andrea Honigsfeld, Maria Dove, 2015-06-23 Collaborative services are a highly effective way of delivering specialized instruction to English language learners ELLs This new quick reference guide is designed to support all educators of ELLs ESL specialists classroom teachers paraeducators as they engage in a complete collaborative instructional cycle consisting of co planning co teaching co assessing and reflecting on practice The guide identifies and describes the four phases of the collaborative instructional cycle It presents A collaborative planning framework and tools for collaborative planning Seven co teaching models along with advantages and challenges of each The steps and goals of collaborative assessment Four critical questions for reflection on action Guidance on how to help students meet English language development goals

**Co-teaching as a Strategy to Close the Achievement Gap**, 2015 Our schools are failing too many of our students Moreover the traditional classroom model of a single teacher lecturing for the entire class period severely underserves students of color and those with disabilities However the use of co teaching has emerged as a potential tool to address the achievement gap that has developed between students of color and students who are white The goal of this study is to answer three questions First is there evidence to support the use of co teaching in a general education classroom Second what practices are considered the most effective in closing the achievement gap And third what models and procedures could best apply to implementing co teaching as a tool to close the achievement gap The findings reported in this study support the use of co teaching an effective way to improve student outcomes Additionally the literature supports the use of a very specific set of co teaching practices that could help to close the achievement gap Finally the implementation guide developed from this research gives schools and teachers a clear set of models and procedures to apply those co teaching practices in order to close the achievement gap In summary the findings reported in this study effectively support the use of co teaching as a strategy to improve the learning of all students regardless of race ethnicity or socio economic status leaf 3

**Co-Teaching Do's, Don'ts, and Do Betters** Toby J. Karten, Wendy W. Murawski, 2020-07-23 Co teaching has been increasingly adopted to support students in the general education classroom After 20 years of field testing we know what works and what doesn't In this practical guide co teaching and inclusion experts Toby J Karten and Wendy W Murawski detail the best practices for successful co teaching and ways to troubleshoot common pitfalls This book addresses the do's don'ts and do betters of The co teaching relationship and collaborative roles Co planning instruction and assessment Co teaching in action Academic and behavioral supports and interventions Collaborative reflections improvements and celebrations Readers will gain valuable insights on what to start doing what to stop doing and how to improve their co teaching practices to better reach all students

**Co-Teaching and Technology** Marilyn Friend, Brian S. Friedlander, 2016-07-01 With the expansion of co teaching as a means to improve student outcomes technology can be an invaluable resource Co teachers need to plan collaboratively jointly implement lesson plans and cooperatively assess student progress This reference guide provides practical strategies on how technology can facilitate co planning expedite sharing of student data and streamline many other tasks that ultimately assist

in accomplishing co teaching s goal improved student outcomes Whatever your preferred computer platform co teachers can apply these strategies and applications to accommodate all learners needs Written by the nation s foremost authority on co teaching Marilyn Friend and Brian Friedlander an expert in the use of instructional and assistive technologies this handy tool features an overview of co teaching fundamentals along with recommendations of over two dozen free and low cost applications and programs for Expediting co planning Improving communication Streamlining data collection Augmenting assessment Simplifying data analysis Creating guided notes Facilitating differentiated instruction Increasing student engagement Enhancing note taking skills Implementing electronic scaffolding

**Specially Designed Instruction for Co-Teachers** Marilyn Friend,Tammy Barron,2023-12-01 Co teaching has evolved over the past four decades Today it is conceptualized as a service delivery option designed to accomplish three goals 1 access to the general curriculum 2 education in the least restrictive environment LRE and 3 improved student outcomes Friend King Sears et al 2021 Losinski et al 2019 In co taught classes attention is focused on the quality of instruction for students with disabilities in co taught classes The expectation is that co teachers provide research based specialized instruction because doing so enables students to reach state academic standards and prepares them for adult life This guide is a roadmap to help teachers administrators other school staff and parents understand the requirements for specially designed instruction SDI It outlines versatile and validated strategies and techniques well suited to co teaching although it is a small sample of the many SDI interventions available

**A Guide to Co-Teaching** Richard A. Villa,Jacqueline S. Thousand,Ann I. Nevin,2013-01-04 Your go to guide for co teaching Differentiated instruction for a diversity of learners it s the reality of today s classrooms and a tough task to take on alone But co teaching more than just lightens your load When you and a co teacher bring together your individual skill sets and strategies you ll create a more enjoyable creative and productive teaching experience and deliver more effective outcomes to your students too Where do you start This brand new edition of the go to guide uses updated research and case studies to provide detailed profiles of four approaches to co teaching supportive parallel complementary and team teaching New features include Brand new chapter on preparing co teachers in clinical practice with examples Expanded explanations of the roles of paraprofessionals administrators and students in co teaching Updated discussions of co teaching in the RTI process New lesson plans linked to the Common Core State Standards and technology New forms and tools for establishing trust improving communication and planning With quotes and advice from teachers and students plus practical features like self assessments and organization tips this is the ultimate guide to co teaching Find out why so many teachers prefer co teaching to teaching alone and how co teaching improves the process of learning for all students

**Teaching in Tandem** Gloria Lodato Wilson,Joan Blednick,2011 This practical guide for teachers and administrators shows how general and special education teachers work together to boost student achievement Includes real life scenarios

**The Routledge Handbook of Education Technology** Santoshi Halder,Sanju Saha,2023-03-10 This handbook offers a comprehensive understanding of

the use of technology in education With a focus on the development of Education Technology in India it explores innovative strategies as well as challenges in incorporating technology to support learning The volume examines diverse learning approaches such as assistive technology and augmentative and alternative communication for learners with disabilities and creating more social and accessible environments for learning through Collaborative Learning Techniques CoLTS massive open online courses MOOCs and the use of AI Artificial Intelligence in modern classrooms Enriched with discussions on recent trends in ET Education Technology university curriculum and syllabi and real life examples of the use of ET in different classroom settings the book captures diverse aspects of education technology and its potential It also discusses the challenges of making technology and resources available for all and highlights the impact technology has had in classrooms across the world during the COVID 19 pandemic This book will be of interest to students researchers and teachers of education digital education education technology and information technology The book will also be useful for policymakers educationalists instructional designers and educational institutions

**A Guide to Co-Teaching** Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, 2013-01-04 Exploring the four approaches to co teaching this book provides discussions on the roles of paraprofessionals and administrators as well as looking at lesson plans linked to the Common Core

High-Leverage Practices (HLPs) in Special Education Council for Exceptional Children, 2019-01-15 High Leverage Practices HLPs for special educators provide those involved in special education teacher preparation and professional development with a set of practices that address the most critical practices that every K 12 special education teacher should master and be able to demonstrate These HLPs may be used to design a cohesive set of practice based opportunities to support teacher candidates and practicing teachers in learning to put this know how to use on behalf of the complex learners they teach When implemented effectively HLPs have been shown to improve student outcomes This guide examines High Leverage Practices pertaining to Collaboration

IMPLEMENTING INCLUSION IN SCHOOLS DR. ARUN K. GUPTA , DR. RENU GUPTA, DR. BHARTI TANDON, 2018-03-23 Implementing Inclusion in Schools School restructuring initiatives worldwide indicate a paradigm shift towards inclusion Even though inclusive education has come a long way its effective implementation at different levels in school as well as higher learning institutions is a challenging and perplexing task which requires demystification An attempt has been made in the book to connect theoretical framework with practicing strategies and global trends in inclusive education in addition to highlighting challenges and issues The book brings together contributors from eminent scholars not only from India but also from U S and Brazil to share their best practices inclusive education models and curriculum modifications to make this book a valuable resource for professionals and practitioners in the field The book includes twelve chapters divided into two broad themes The first deals with the theoretical aspects of inclusion such as decoding inclusion the journey of inclusive education policies and cultural beliefs The second theme highlights hands on experiences practices case study of institutions implementing successful inclusion and global trends in

inclusive education The book should prove helpful for students teachers researchers policymakers and administrators in the field

**Purposeful Co-Teaching** Greg Conderman, Val Bresnahan, EdD, Special Education Teacher, Theresa Pedersen, 2008-10-15 Create powerful teaching partnerships that promote success for every student in inclusive classrooms Ideal for both general and special education classrooms this indispensable resource integrates interpersonal skills instructional design and teaching philosophy to guide educators through the beginning stages of co teaching relationships toward smooth collaboration The authors provide proven instructional strategies such as visuals mnemonics formative assessment and more for use within co teaching partnerships Additional resources include Chapter activities and checklists for planning lessons Case studies from various subject areas and grade levels to illustrate the realities of co teaching Resources such as books videos and helpful Web sites



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