**What Co-Teaching is… What Co-Teaching is Not…Activity**

**Instructions:** Read each descriptor and check the box to indicate if the description matches recommended co-teaching practices or if the description does not align with suggested co-teaching practices.

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| Description | Recommended  Co-Teaching  Practice | Not a  Recommended  Co-Teaching  Practice |
| 1. Two or more educators working together collaboratively towards shared goals. 2. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it (Fennick, 2001). |  |  |
| 1. A teacher with an aid or paraprofessional, many of whom have not had the professional preparation to co-teach. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff (Friend, 2003). |  |  |
| 1. Two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates (Murawski, 2002). |  |  |
| 1. Both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. 2. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001, Gately & Gately, 2001). |  |  |
| 1. Conducted in the same classroom at the same time. Although small groups of students may occasionally be taken to a separate location for a specific purpose and limited time, co-teaching should feature both teachers instructing in the same physical space (Friend, 2003). 2. Conducted with heterogeneous groups. |  |  |
| 1. Pulling a few students out of the classroom on a regular basis to work with the special educator. 2. Job sharing, where teachers teach on different days. 3. Include separating or grouping the same students with special needs in one part of the classroom or along the fringes on a regular basis, even if these practices are well-intentioned (Friend, 2003). |  |  |
| 1. When the general education teacher plans all the lessons and the special education teacher walks in to the rooms and says, “What are we doing today and what would you like me to do.” 2. When the general education teacher plans and administers all assessments and the special education teacher says, “We should modify that student’s grade on the assessment because it was too hard for the student.” |  |  |
| Description | Recommended  Co-Teaching  Practice | Not a  Recommended  Co-Teaching  Practice |
| 1. When teachers maximize the benefits of having two teachers in the room by having both teachers actively engaged with students. |  |  |
| 1. When teachers take turns “being in charge” of the class so that the other teacher can get caught up with grading, copying, making phone calls, creating IEPs, etc. |  |  |
| 1. When teachers get frustrated with one another and tell the rest of the faculty how bad it is, or when one teacher simply tells the other teacher what to do and how to do it. |  |  |
| 1. When teachers reflect on the progress and process, offering one another feedback on teaching styles, content, activities, and other items pertinent to improving the teaching and learning taking place. |  |  |