We just found out that we are expected to co-teach. What is co-teaching? What is it not? What elements or variables need to be in place so that we know we are really co-teaching? Is there a process that will help us successfully co-teach? The answers to these questions are discussed in this chapter.

**What Co-Teaching Is Not**

Although the concept of co-teaching is not new in education, there are many teaching arrangements that have been promoted in the history of American education that may look like co-teaching. If you are a person who learns from nonexemplars, then the following discussion may be helpful.

Using your own experience as a guide, can you think of nonexemplars for what co-teaching is not? We can think of several from our experience.

Co-teaching is not one person teaching one subject followed by another who teaches a different subject. Many teachers are familiar with this structure if their students travel in groups within a departmentalized administrative framework. In this case, however, the teachers often do not have time to plan or evaluate instruction. Instead, they are responsible for covering the subject matter individually within their curriculum areas (e.g., science), and then the math teachers are then replaced by the language arts teachers and so on.

Co-teaching is not one person teaching one subject while another person prepares instructional materials at the photocopier in the teachers’ workroom or corrects papers in the teachers’ lounge. This is a familiar arrangement for those teachers who have the luxury of working with a paraprofessional, a parent, or a community volunteer in the classroom.
Co-teaching is also not occurring when one teacher conducts a lesson and others stand or sit by and watch. This often happens when there are observers or volunteers who come into the classroom with no specific function or assignment.

Co-teaching is not happening when the ideas of one person prevail for what is to be taught or how it will be taught. This type of structure often occurs when a group of would-be co-teachers defer to the eldest, to the person with the most presumed authority, or to the person with the most convincing voice.

Finally, co-teaching is not simply the assignment of someone to act as a tutor. For example, the early schoolmistresses and schoolmasters in one-room schoolhouses were known to use older students to help teach younger students. It is not known to what extent the older student had input in the selection of the lesson, design, and delivery of the lesson, and so on. Many of those student helpers went on to normal schools to become teachers themselves. In this case, the student was an assistant teacher often assigned to teach individuals or groups of pupils while the schoolmistress taught another individual or group.

Instead, the 21st-century notion of co-teaching places it within the context of some of the most innovative practices in education. The reassignment of existing personnel to co-teaching teams results in a knowledge and skill exchange among team members and higher teacher-to-student ratios, outcomes that benefit more students than the individual student in need of intensive instructional support. Skrtic (1991) considers this a dynamic structure in which complex work is more likely to be accomplished and novel instruction is more likely to be crafted to meet individual student needs.

■ WHAT IS CO-TEACHING?

Co-teaching is two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students. Co-teaching is a fun way for students to learn from two or more people who may have different ways of thinking or teaching. Some people say that co-teaching is a creative way to connect with and support others to help all children learn. Others say that co-teaching is a way to make schools more effective. Co-teaching can be likened to a healthy marriage or other committed partnership. Partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way.

■ WHAT DOES CO-TEACHING LOOK LIKE?

FOUR APPROACHES

Co-teaching has many faces. In a national survey, teachers experienced in meeting the needs of students in a diverse classroom reported that they
used four predominant approaches to co-teaching—supportive, parallel, complementary, and team teaching (Devecchi and Nevin 2010, Hehir and Katzman 2012, National Center for Educational Restructuring and Inclusion 1995).

**Supportive Co-Teaching**

Supportive co-teaching is when one teacher takes the lead instructional role and the other(s) rotates among the students to provide support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary, while the other co-teacher continues to direct the lesson. This is one of the two co-teaching approaches often favored by teachers who are new to co-teaching.

**Parallel Co-Teaching**

Parallel co-teaching is when two or more people work with different groups of students in different sections of the classroom. In parallel co-teaching, the co-teachers teach, monitor, or facilitate the learning of different groups of students, usually in the same room at the same time. Co-teachers rotate among the groups, and sometimes there may be one group of students that works without a co-teacher for at least part of the time. Teachers new to co-teaching often choose to begin with this approach.

**Complementary Co-Teaching**

Complementary co-teaching is when co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other’s statements or model note-taking skills with a document projector. Sometimes, one of the complementary teaching partners preteaches the small-group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the lesson taught by the other co-teacher. As co-teachers gain confidence, complementary teaching and team teaching approaches are added to their repertoire.

**Team Co-Teaching**

Team co-teaching is when two or more people do what the traditional teacher has always done—plan, teach, assess, and assume responsibility for all of the students in the classroom. Team teachers share the leadership and the responsibilities. Co-teachers who team co-teach divide the lessons in ways that allow the students to experience each teacher’s strengths and expertise. For example, for a lesson on inventions in science, one co-teacher whose interest is history will explain the impact on society. The other co-teacher, whose strengths are more focused on the mechanisms involved, explains how the particular inventions work.

The key to successful team co-teaching is that co-teachers simultaneously deliver the lessons. The bottom line and test of a successful
team-teaching partnership is that the students view each teacher as knowledgeable and credible.

Under what circumstances can you envision using each of the four co-teaching approaches? Remember that while no one approach is better than another, ultimately, supportive co-teaching should be the least utilized approach. When deciding which to use, the goal always is to improve the educational outcomes of your students through the selected co-teaching approach. Each approach has value, and each approach has cautions associated with its use. In subsequent chapters of this book, we explain each of the four co-teaching approaches in detail. Many people who are beginning to co-teach start with supportive and parallel co-teaching because these approaches involve less structured coordination with members of the co-teaching team. Gradually, as co-teaching skills and relationships strengthen, co-teachers add complementary and team-teaching co-teaching, which require more time, coordination, and trust, to their repertoire.

THE ELEMENTS OF CO-TEACHING

Our definition represents an integration of our firsthand experiences with other school-based teams that actively support students in heterogeneous learning environments (Villa and Thousand 2004) and our reading of the literature on cooperative group learning (Johnson and Johnson 1999, 2009), collaboration and consultation (Fishbaugh 1997, 2000; Friend and Cook 2009; Hourcade and Bauwens 2002; Idol, Nevin, and Paolucci-Whitcomb 2000), and cooperation (Brandt 1987). Enhancing the initial definition presented in the previous paragraph, a co-teaching team may be defined as two or more people who agree to do the following:

1. Coordinate their work to achieve at least one common, publicly agreed-on goal (i.e., improved student outcomes). Effective coordination requires purposeful planning time.

2. Share a belief system that supports the idea that each of the co-teaching team members has unique and needed expertise

3. Demonstrate parity by alternatively engaging in the dual roles of teacher and learner, expert and novice, giver and recipient of knowledge or skills

4. Use a distributed functions theory of leadership in which the task and relationship functions of the traditional lone teacher are distributed among all co-teaching team members

5. Use a cooperative process that includes face-to-face interaction, positive interdependence, interpersonal skills, monitoring co-teacher progress, and individual accountability

Each of these factors is explained in more detail in the following sections.
Common, Agreed-On Goals

Some co-teachers begin with an agreement to collaborate in planning to differentiate for students who are struggling to learn. Their successes in planning together then lead them to agree to co-teach together for a longer period of time (e.g., instructional thematic units for a 6-week period of time). Other co-teachers may volunteer to co-teach together for a school year. And some co-teachers are assigned a partner and told that they will be co-teaching. The most successful co-teaching teams spend time, up front, discussing and agreeing upon shared goals or outcomes such as increasing student access to the curriculum and their ability to differentiate instruction for their diverse learners. These co-teachers learn that combining their unique expertise, skills, and resources results in the achievement of their goals, whether better outcomes for the students in the co-taught classrooms or the enhancement of their own effectiveness in instruction.

Shared Belief System

Co-teachers agree not only that they teach more effectively as a team but that their students also learn more effectively. The presence of two or more people with different knowledge, skills, and resources allows the co-teachers to learn from each other. Often individuals decide to become co-teachers as a result of taking inservice courses in specific instructional methods, such as cooperative group learning or differentiated instruction. Having a shared language to discuss teaching and learning is both an outcome and a necessary component of co-teaching.

Parity

Parity occurs when co-teachers perceive that their unique contributions and their presence on the team are valued. Treating each member of the co-teaching team with respect is a key to achieving parity. Co-teaching members develop the ability to exchange their ideas and concerns freely, regardless of differences in knowledge, skills, attitudes, or position. Soliciting opinions and being sensitive to the suggestions offered by each co-teacher are especially important when there is a perception of unequal status because of position, training, or experience. Parity between a teacher and a paraprofessional, for example, could be demonstrated when the paraprofessional uses his or her unique knowledge to enhance a lesson developed with the teacher. Reciprocally, the teacher is in an expert role when the paraprofessional imitates a teaching-learning procedure that the teacher has demonstrated. The outcome is that each member of the co-teaching team gives and takes direction for the co-teaching lesson so that the students can achieve the desired benefits.

Distributed Functions Theory of Leadership

Nancy Keller, an experienced co-teacher from Winooski, Vermont, states that as a member of a co-teaching team, “I do everything a normal teacher would do except that now there are two or more people doing it”
(personal communication). What is important about this statement is the implicit recognition that co-teachers must agree to redistribute their classroom leadership and decision-making responsibilities among themselves. This phenomenon of role redistribution in which the functions of the traditional lone leader or lone teacher are divided among members of a team is known as the distributed functions theory of leadership (Johnson and Johnson 1999, 2009). There are functions or jobs that occur before, during, and after each lesson; co-teachers must decide how they will distribute these jobs from one lesson to the next. Some responsibilities must occur daily, others weekly or periodically, and still others once or twice a year. Teachers decide how the content will be presented—for example, one person may teach while the other(s) facilitates follow-up activities, or all members may share in the teaching of the lesson, with clear directions for when and how the teaching will occur. Another decision involves identifying the teacher who communicates with parents and administrators. Some co-teachers decide that co-teaching team members will rotate that responsibility. Still another decision involves describing how co-teaching team members will arrange to share their expertise; some decide to observe one another and practice peer coaching. Remember, when co-teachers make these decisions, they will experience more success if they use the cooperative process described in the next section.

Cooperative Process

There are five elements that facilitate cooperative processes: face-to-face interactions, positive interdependence, interpersonal skills, monitoring co-teacher progress, and individual accountability. Each of the five elements is now defined in more detail.

Face-to-Face Interactions

Face-to-face interaction is an important element for co-teachers as they make several important decisions. Co-teachers need to decide when and how often they will meet as well as how much time meetings will take during school hours. They need to decide when others (e.g., parents, specialists, paraprofessionals, psychologists) should be involved. They also need to develop a system for communicating information when formal meetings are not scheduled (e.g., a communication log book at the teachers’ desk, Post-it notes on the bulletin board of the classroom). Face-to-face interactions are necessary for co-teachers to make these and other critical decisions.

Positive Interdependence

Positive interdependence is the heart of co-teaching. It involves the recognition that no one person can effectively respond to the diverse psychological and educational needs of the heterogeneous groups of students found in typical 21st-century classrooms. Co-teachers create the feeling that they are equally responsible for the learning of all students to whom they are now assigned and that they can best carry out their responsibilities by pooling their diverse knowledge, skills, and material resources. To establish positive interdependence, co-teachers can establish a common
goal, create rewards for and celebrate their success, and divide the labor of the planning, delivery of instruction, and assessment.

**Interpersonal Skills**

Interpersonal skills include the verbal and nonverbal components of trust, trust building, conflict management, and creative problem solving. Such social interaction skills are needed for achieving the distribution of leadership functions and for ensuring that all students are making adequate progress. Individual co-teachers will find that they are functioning at different interpersonal skill levels, depending on their previous training, mastery of curriculum content, personality styles, communication preferences, and the number of colleagues with whom they are assigned to co-teach. Effective co-teacher partnerships encourage each member to improve his or her social skills by giving feedback and encouragement to each other.

**Monitoring Co-Teacher Progress**

Monitoring refers to the process of frequently debriefing about the successes and challenges of co-teaching lessons. Co-teachers check in with each other to determine whether (1) the students are achieving the lesson’s learning goals, (2) the co-teachers are using good communication skills with each other, and (3) the learning activities need to be adjusted. Methods of monitoring can range from very simple to more complex. For example, some co-teachers use a checklist on which they each literally check off their agreed-on responsibilities. Some co-teachers set up a brief, 15-minute meeting each day while their students are at recess to discuss the three aspects of monitoring (goals, communication skills, adjusting the activities). Co-teaching team members also can take turns sharing accomplishments, reporting on what each one contributed to the success of the lesson, and making suggestions about what might need to be changed to improve the lesson.

**Individual Accountability**

Individual accountability is the engine of co-teaching. It is clear that co-teaching is effective based on the actual delivery of skills and knowledge by each co-teacher as well as each one’s follow-through with respect to agreed-upon commitments such as preparing differentiated materials for a lesson. Individual accountability is a form of acknowledging the importance of the actions from each co-teacher. Individual accountability in co-teaching involves taking time to assess the individual performance of each partner for one or more of four purposes. One purpose is to increase partners’ perceptions of their contributions to the co-teaching endeavor. A second purpose is to provide partners with recognition for their contributions. Yet another is to determine whether any adjustments need to be made in any of the partners’ co-teaching roles and actions. A final purpose is to identify when one or more of the partners may need assistance (e.g., some modeling or coaching, access to additional resources or supports) to increase effectiveness in the performance of assigned roles and responsibilities.
You will see how the five elements of the cooperative process operate in varying degrees for each of four approaches to co-teaching—supportive, parallel, complementary, team teaching—that are defined in Chapter 3 and illustrated in Chapters 4 through 7.

## IMPORTANCE OF SYSTEMIC SUPPORTS

Administrative support is another reason for the successful and beneficial outcomes of co-teaching. Beneficial outcomes increase when a school principal, assistant principal, or instructional coach works with the faculty to provide systematic professional development, establish coaching and mentoring opportunities for learning new ways of working together, and arrange master schedules so that co-teachers can plan together. An important aspect of administrative support is realizing that new roles and responsibilities emerge as a result of changing the way that teachers, paraprofessionals, related services personnel, and students work together. Parts II and III of this book illustrate the new roles and relationships that co-teaching affords adults and students. In Part IV, you learn about professional development and logistical and administrative supports that promote systematic development of co-teaching in schools (Chapter 10). Chapter 11 describes a paradigm shift in teacher preparation by detailing how some universities are preparing teaching candidates through a co-teaching clinical supervision model. Chapters 12 and 13 of Part IV offer guidelines for meshing planning with co-teaching activities and tips for communicating and managing conflict so that you thrive rather than merely survive with your co-teachers. In Chapter 14, you meet two middle-level teachers who show how they developed a shared voice through their individual and shared professional development activities. We hope you can agree that, although systemic support is important and valued, your individual action is even more important—you know that you can take action even in the absence of systemic supports. We are always inspired by Margaret Mead (an American anthropologist), who writes, “Never doubt that a small group of thoughtful, committed people can change the world; indeed it’s the only thing that ever has.” We hope you count yourself and your co-teacher among those people.