



# The Parallel Co-Teaching Approach

# 5

## Topics Included in This Chapter:

- ❖ Unique features, advantages of, and cautions associated with parallel co-teaching
- ❖ Vignettes: Parallel co-teaching
- ❖ Analyzing the cooperative process in the parallel co-teaching vignettes
- ❖ Frequently asked questions

**P**arallel co-teaching occurs when co-teachers instruct, monitor, or facilitate the work of different groups of students at the same time in the classroom. A benefit of parallel co-teaching is that it decreases the student-to-teacher ratio, allowing for increased individualization, differentiation, and data collection to meet students' needs. It also makes it easier for co-teaching personnel to establish closer positive relationships with the students in their small group(s). Parallel co-teachers may teach the same or different content. They may split the class evenly among themselves, or one person may work with the majority of the students while another works with a small subgroup of the class. One variation on parallel co-teaching, often referred to as *station teaching*, involves one group of students working with one co-teacher, another group working with a classroom support person (e.g., special educator, paraprofessional), perhaps a third group working with yet another support person, and a fourth group working independently. Over the course of one or several class periods, students rotate among all of the stations and their respective co-teachers. Parallel co-teaching provides an opportunity for less teacher talk and greater student-to-student interaction with partners, in stations, or in groups, as co-teachers monitor or facilitate the work of different groups. In summary, parallel co-teaching has many faces. Table 5.1 briefly describes several variations of parallel co-teaching.

There are several cautions that co-teachers must beware of when using the parallel co-teaching approach. One caution is to beware of elevated noise levels that can become uncomfortably high when numerous activities are occurring in the same classroom. A second caution is to beware of failing to adequately prepare other co-teachers so that they are able to deliver instruction to their group or at their station as intended. Since in parallel co-teaching all instructional personnel are busy teaching, members of the co-teaching team cannot monitor one other while they are simultaneously co-teaching in order to ensure "instruction integrity."

A final and very important caution co-teachers must guard against is creating a special class within a class or an island in the mainstream by repeatedly homogeneously grouping lower-performing students together. Such configurations can result in lower student achievement (Marzano, Pickering, and Pollack, 2001) and stigmatization of students and the co-teacher working with such groups. Instead, groupings should be fluid, flexible, and, for the most part, heterogeneous in composition. Groupings may be made for a multitude of different purposes (e.g., student interest, learning strengths and modalities, planned diversity in background knowledge). When teachers homogeneously group students for targeted instruction such as during a response to intervention Tier 2 intervention block, the groupings should be based upon data rather than labels. There also should be shared responsibility among co-teachers for teaching all students, over time, regardless of the groups in which students might be placed.

## ■ VIGNETTES: PARALLEL CO-TEACHING

Let's once again peek into the classrooms of our elementary, middle-level, and high school teams as they teach standards-based lessons. Table 5.2 summarizes the variations of parallel co-teaching and the diverse instructional methods used by these teams.

**Table 5.1** Examples of Parallel Co-Teaching Structures With Co-Teachers Teaching the Same or Different Content

*Split Class.* Each co-teacher is responsible for a particular group of students, monitoring understanding of a lesson, providing guided instruction, or reteaching the group, if necessary.

*Station Teaching or Learning Centers.* Each co-teacher is responsible for assembling, guiding, and monitoring one or more learning centers or stations.

*Co-Teachers Rotate.* The co-teachers rotate among the two or more groups of students, with each co-teacher teaching a different component of the lesson. This is similar to station teaching or learning centers, except that in this case the teachers rotate from group to group rather than having groups of students rotate from station to station.

*Cooperative Group Monitoring.* Each co-teacher takes responsibility for monitoring and providing feedback and assistance to a given number of cooperative groups of students.

*Experiment or Lab Monitoring.* Each co-teacher monitors and assists a given number of laboratory groups, providing guided instruction to groups requiring additional support.

*Learning Style Focus.* One co-teacher works with a group of students using primarily visual strategies, another co-teacher works with a group using primarily auditory strategies, and yet another may work with a group using kinesthetic strategies.

*Supplementary Instruction.* One co-teacher works with the rest of the class on a concept or assignment, skill, or learning strategy. The other co-teacher (a) provides extra guidance on the concept or assignment to students who are self-identified or teacher-identified as needing extra assistance, (b) instructs students to apply or generalize the skill to a relevant community environment, (c) provides a targeted group of students with guided practice in how to apply the learning strategy to the content being addressed, or (d) provides enrichment activities.

**Table 5.2** The Many Faces of Co-Teaching: Co-Teaching Teams' Use of Parallel Co-Teaching

Meet the Co-Teachers	Co-Teacher Roles	Curriculum Area(s)	Teaching Learning Strategies	Planning Method
<b>Elementary</b>				
Ms. Gilpatrick, classroom teacher	Station teaching—the three co-teachers each guide one station  One independent station	Literacy	Station teaching  Visual and kinesthetic demonstration  Modeling and guided practice  Motivation through friendly <i>beat the teacher</i> competition and choice in practice options	Preplanning and postinstruction debriefing  On-the-spot briefing of paraprofessional
Ms. Nugent, speech and language therapist				
Ms. Hernandez, paraprofessional				
<b>Middle Level</b>				
Mr. Silva, science and math teacher	Split class  Same content  Alternating instructors	Interdisciplinary, thematic unit integrating language arts, math, science, and social studies	Interdisciplinary, thematic instruction  Differentiation of materials  Frequent monitoring and adjusting	Preplanning
Ms. Spaulding, special educator				
Ms. Kurt, language arts and social studies teacher				
Ms. Olvina, paraprofessional				
<b>High School</b>				
Mr. Woo, social studies teacher	Large- and small-group split class  Different content	Social studies test preparation  Assistance in planning for a major homework assignment	Individualized and differentiated direct instruction  Guided assistance  Self-correction	On-the-spot division of labor  Individual planning  Check-in prior to lesson delivery
Mr. Viana, special educator				

### An Elementary Co-Teaching Team

Ms. Gilpatrick (the classroom teacher) and Ms. Nugent (the speech and language therapist) now meet weekly to plan. They are trying out parallel co-teaching, in which each works with different groups of children at the same time. In preparing to introduce the class to compound words, they created materials the week before.

Ms. Hernandez (the paraprofessional assigned part time to their classroom) arrives. Ms. Nugent briefs her while Ms. Gilpatrick takes attendance, collects permission slips for an upcoming field trip, and makes the daily announcements. Ms. Nugent quickly explains the instructional objectives of the week and how Ms. Hernandez will support students at the station to which she has been assigned, as well as how each of the other three stations will work.

To introduce compound words, Ms. Gilpatrick and Ms. Nugent have planned a team co-teaching introduction. They stand at the front of the room, each holding a large piece of construction paper with a word written on it (Ms. Gilpatrick has the word *cup*; Ms. Nugent has the word *cake*). Ms. Gilpatrick has students identify the word she is holding with a choral response. Ms. Nugent does the same for her word. Next, the two teachers move together to form a single compound word (*cupcake*). Ms. Gilpatrick and Ms. Nugent ask the students, through choral response, to identify each of the words they are holding up on construction paper and then to identify the compound word formed when they are joined. The two teachers repeat this modeling for an additional six compound words. Next, Ms. Gilpatrick assigns students to one of four stations through which all students will rotate over the course of the morning.

Ms. Hernandez is at the first station. She has several identical piles of simple words (written on flash cards) that can be combined to make compound words. Ms. Hernandez pairs the students, gives each pair one pile of words, and instructs students to sit together on the neighboring rug area to create from their flash cards as many compound words as they can in 5 minutes. She first models a couple of examples using her pile of words. Then she sets a timer and challenges pairs to beat her in creating compound words that make sense by recording their words on a teacher-made word chart with 10 entry spaces per side. As the students work, Ms. Hernandez closely observes and reinforces their creation of compound words; intervenes with a question, if a word is not a "real" word; and provides guided support to any pairs who need it. Elisa, the student with autism, is strategically paired with a classmate who is especially skilled at imitating the teachers' models and guiding classmates to complete a task. Ms. Hernandez pays extra attention to this partnership to ensure that they are able to create words, but she does not intervene unless it is clear that they need support.

When the timer goes off, pairs share their words. Ms. Hernandez writes them on chart paper, putting check marks next to compound words that more than one group created. Students initial the chart while she congratulates them on beating her in the number and creativity of their words. If there is time left, the students are given some new flash cards with additional words to work with to add even more compound words to their list.

With each new group, Ms. Hernandez provides the same instructions so that the groups will be motivated to compete with the teacher. The station proves highly motivating to the students. In the afternoon, Ms. Gilpatrick shares the composite list of words with the whole class (Ms. Hernandez is now working with another teacher) so that students can celebrate their competence in creating compound words.

Ms. Nugent is at the second station. She and the students are seated around a kidney-shaped table, with Ms. Nugent on one side and the students sitting in a semi-circle on the other side, allowing Ms. Nugent to observe and interact easily with all

students in the group. Each student is given a piece of paper that contains a word bank from which to combine words to make a compound word that makes sense in one of several sentences also written on the page. Ms. Nugent has the students rotate reading each of the sentences prior to looking at the word bank so that they understand the context of the activity. She then models a couple of examples with a different word bank and different sentences on the large whiteboard behind her that is in full view of all students in her group. Moving to papers she handed out, she ensures that students complete the exercise by providing guided practice until she observes that each student can work independently. She has a second and third practice page ready for students who move more quickly so that they can practice independently.

Ms. Nugent keeps data on each of the groups that rotate through her station, noting the level of support each student needs. She shares these data with Ms. Gilpatrick at their next planning meeting.

Ms. Gilpatrick is seated at the third station on a carpeted area with a large whiteboard, a dozen erasable markers, paper, and several big books, each of which includes compound words. On the left and right sides of the whiteboard, she has listed several words that can be combined to make compound words. She models how to connect words on the left and right to create words that make sense and has individual students come forward to model connecting a few more. She then forms pairs and has each pair select and scan one big book, underlining with erasable markers all of the compound words they can find. She debriefs by having pairs show and tell their compound words to other group members. Next, she gives each student a piece of paper with the two ends of the paper folded inward to create a kind of door; when opened, the door reveals the inside of the paper. She has created samples with a single word on each flap, and together the two words form a compound word; when the flaps are opened, the two separate words appear inside, melded into the single compound word. Ms. Gilpatrick guides students through the process of creating this visual representation for the first word that each pair found in their big books. She then challenges the students to go through and create opening doors for the remaining words in their big books until the time is up. Students leave with their compound-word creations to take home and share with their parents.

At the fourth station, set up as an independent practice station, students work in pairs at one of five classroom laptop computers to create sentences that include compound words the students formulated at previous stations. The first students at this station have not yet been to another station, so they are given a list of words they can combine and use in a sentence. Each pair is to create at least three sentences, each with a different compound word. Pairs earn bonus points that can be traded for free time on Friday if they create more than three correct sentences with compound words. At this station, students also practice their technology skills by pulling up the program they are to use to compose the sentences, putting their names at the top of the document, spell-checking the document, saving the document to the desktop, printing the document, and placing it in the teacher inbox. This procedure for producing work at the computer has been rehearsed as a classroom routine. This fourth station allows students to demonstrate independence while doing a meaningful and relevant language arts task.

Students at the fourth station know they are free to go to any of the adults in the room for assistance after they have consulted their peers who are working at other computers. The co-teachers in this class want students to rely on their peers to help them problem solve their own issues, and this task provides a natural opportunity for them to do so.

All students rotate through all four stations. The task at each station takes approximately 15 minutes. At this point in the year, students are quite capable of actively engaging for this period of time, with teacher support and intervention as needed.

### **A Middle-Level Co-Teaching Team**

The middle school has embarked on a journey to develop transdisciplinary teaming and curriculum integration. This team—Mr. Silva (the math and science teacher with an endorsement for teaching English language learners), Ms. Spaulding (the special educator), Ms. Kurtz (the language arts and social studies teacher), and Ms. Olvina (the paraprofessional assigned to the team)—has arranged with the principal to have a common preparation period that backs up to their lunchtime. This allows them to meet to discuss curriculum, teaming, and specific student issues. The team's first endeavor is to create an integrated unit of study about the historical tension between progress and preservation, with a focus on global environmental issues. The team members are excited; they all see ways in which math, science, and literature can tie into this social studies-based theme.

During the unit, students will read literature that deals with environmental issues. For instance, Rachel Carson's classic, *Silent Spring* (2001), will bridge language arts and science. In language arts, students will examine the persuasive literary elements in the text. In science, students will read for information, identifying the negative impact of pesticides on the food chain and the lives of birds and other wildlife.

Language arts and social studies are integrated through a series of lessons that develop students' skills in debating and delivering persuasive speeches regarding the positive and negative impact of progress on the health, quality of life, economic situation, and other aspects of various societies. In this way, Ms. Kurtz addresses key middle-level language arts standards related to speaking and reasoning and key social studies objectives regarding reasoning and environmental issues in international settings as well as the United States. Ms. Kurtz is comfortable giving Ms. Olvina more than a behind-the-scenes role, so while Ms. Kurtz works with half of the groups, who are developing persuasive speeches and debates, Ms. Olvina works with the other half. They rotate between groups from one day to the next so that the classroom teacher can monitor all students and all students see that both Ms. Olvina and Ms. Kurtz have expertise and can be of assistance.

Mr. Silva and Ms. Spaulding are enjoying the chance to connect science and math with literature and social studies creatively through the theme of progress versus preservation. For math, they have planned for students to do calculations; produce charts, graphs, and tables; and make projections based on current data regarding the destruction of various rainforests, smog levels in major cities worldwide, the effects of smog and other contaminants on life expectancies, and the human and financial costs of these and other forms of progress. Mr. Silva will introduce a unit on probability and have students apply what they are learning to science by having them forecast possible destruction-versus-preservation scenarios locally, nationally, and internationally. The co-teaching team has asked the librarian teacher to bookmark a diverse array of Internet sites on the classroom and library computers so that students can begin to collect data.

For science, the team decided to connect the scientific and social roles of organizations and agencies such as the United Nations, the Environmental Protection Agency, and the U.S. Department of Agriculture, as well as other government entities and the courts. Although this is traditionally thought of as social studies content, Ms. Kurtz agreed to plan with Mr. Silva and Ms. Spaulding to ensure that the content was included as part of the science lessons. Mr. Silva and Ms. Spaulding also are taking the lead on introducing *Silent Spring*, using it as scientific evidence of environmental damage. Together they generated a series of questions on the progress-versus-preservation theme for students to consider as they read the book.

To differentiate instruction, they set up their lessons so that students can read the book in a variety of ways. In addition to the original printed format, text-to-speech software and audiotapes of the book read by students from a previous year's class are available to those who learn more easily through auditory versus visual means, find the text beyond their reading decoding or comprehension skill levels, or enjoy and learn best from having two forms of content input (e.g., auditory and visual). The book is also available on classroom and library computers in a rewritten, simplified format and in larger print (accessed from the Braille Institute's library for a student with visual impairments who was in this class 2 years earlier). It is available in a Spanish translation so that students who are primarily Spanish speakers may read both books simultaneously, thus ensuring access to the content of the book and development of English comprehension for those learning English. For other students who are studying Spanish as a second or third language, the simultaneous reading of English and Spanish text promotes their Spanish literacy development. All of these materials and accommodations are made available to every student in the class.

In terms of co-teaching, Mr. Silva and Ms. Spaulding have decided that they can best provide students in this lesson with individualized support by dividing the class in half, with each teacher taking 13 of the 26 students. They have learned that this is a form of parallel co-teaching. They think that parallel co-teaching really suits how they will use *Silent Spring*.

In setting up parallel co-teaching, Mr. Silva and Ms. Spaulding first spend 5 minutes showing three short video clips. The video clips were the first-, second-, and third-place winners of the European Environmental Agencies competition (2012), which asked young people in Europe to submit a short video depicting their ideas for a sustainable future. Following the video clips, Mr. Silva introduces *Silent Spring* to the entire class and tells the students the questions they are to answer. He then explains that each teacher will work with half of the class so that everyone gets attention from one of the teachers. He further explains that both groups will be working on the same goals and will have a variety of resources for accessing the content of the book (as described previously). He then divides the class. Both his group and Ms. Spaulding's are heterogeneous in terms of students' gender, reading level, and eligibility for special services (e.g., special education, gifted and talented education). The only deliberate clustering of students is done to ensure that the two students who are learning English and who speak Spanish as their primary language are with Mr. Silva because he is a proficient Spanish speaker and is certified as a teacher of English as a second language. He wants to make sure that he can check the students' understanding of content; differentiate materials and scaffold the instruction if needed and provide the option for the students to produce their work in Spanish rather than or in addition to English if they desire. These two students are new to the class and district and are still being assessed for their level of proficiency in English.

In both Mr. Silva's and Ms. Spaulding's groups, students are seated in desks in a semicircle arrangement facing their teacher's desk. The two instructors alternate between giving short task instructions and rotating among the 13 students to check for student engagement, answer questions, pose questions, and provide positive feedback for work engagement. They also pair students to do reciprocal reading at various intervals and assemble students into triads and quads to discuss questions jointly and speculate on responses before they formulate their individual answers. This parallel co-teaching arrangement allows each teacher to monitor easily and readily a smaller number of students; flexibly group and regroup students to maintain their interest and create synergy and higher-level thinking through conversation; gather diagnostic information about students' interests, motivational

factors, and literacy skills; and individualize accommodations for students as needed (e.g., use of audiotapes with a tape recorder and headset for students who are falling behind in the reading).

### **A High School Co-Teaching Team**

Leading up to the time that this lesson was developed, Mr. Woo (the social studies teacher) and Mr. Viana (the special educator) had taken advantage of the fact that there are two educators in the classroom in order to designate Fridays as a day to experiment with dividing the class between the two instructors. From week to week, they reconstitute the membership of their respective groups so that there is no stigma of any sort attached to working with one or the other of the educators. They both agreed that it was important to keep group membership flexible, based on the content and the purpose of a lesson and students' background knowledge and strengths. They have done some dividing of the class prior to this lesson, usually when certain groups of students needed some reteaching or an enrichment exercise. They have also divided the class based on the learning styles of students, with one teacher working primarily with visual learners and the other primarily with auditory learners.

Preparation for this particular social studies lesson on the role of the United Nations was done on the spot the day before. Mr. Woo and Mr. Viana agreed to the lesson's objectives and structure and then went off on their own to plan their materials and the details of how they would structure their specific activities. Right before class, they checked in with one another to be sure that they both still agreed to the class structure and their roles and to ensure that if either one had any questions or concerns, they were addressed before the students arrived.

This class period is divided into two parts. During the first part of the class, Mr. Woo takes the majority of the class and focuses on preparing them for a homework assignment on the history, role, and impact of the League of Nations and the United Nations. Mr. Viana works with the remaining smaller group of students, with whom he reviews the questions answered incorrectly on the previous day's test. Students will have a chance to retake the test and improve their scores later in the week.

During the second half of the class, Mr. Woo assigns independent work in which students analyze international treaties and charters such as the Geneva Accord. Mr. Viana is available to answer questions from any of the students and monitors them as they work. Mr. Woo sits at a table at the side of the room and works with a small group of students who have voluntarily signed up in advance for more guided assistance in getting started on the assignment. Included are two students whom Mr. Woo and Mr. Viana asked to join the group, knowing they would need extra clarification and support to initiate this assignment.

## ■ **ANALYZING THE COOPERATIVE PROCESS IN THE PARALLEL CO-TEACHING VIGNETTES**

The cooperative process as applied to parallel co-teaching can be quite varied, as shown in these elementary, middle school, and high school vignettes. Parallel co-teaching differs from supportive co-teaching, yet both can occur within the same lesson. Co-teacher roles and responsibilities shift based on the nature of the instructional activity, learners' needs, and other variables. In the case of the middle school co-teaching team, the desire to implement interdisciplinary thematic units helped the co-teachers



decide how to divide the teaching responsibilities to capitalize on their strengths and interests. In parallel co-teaching, students do not necessarily have the opportunity to see their teachers collaborate in communication and instruction. It is clear, however, that students do experience the more intensive attention and monitoring that each co-teacher provides.

The five elements of the cooperative teaching process (face-to-face interaction, positive interdependence, interpersonal skills, monitoring, accountability) are illustrated in some way by all three of the co-teaching teams in the parallel co-teaching vignettes. All three teams experienced face-to-face interaction by including a preplanning component to their relationship. All teams met regularly in some configuration. Of the three teams, the middle school team was most deliberate in its planning, having arranged for a common preparation period to plan and process lesson implementation. The elementary educators met weekly, with on-the-spot briefing of the paraprofessional when she was unable to attend planning meetings. Even though the high school team used on-the-spot division of labor for its respective student subgroups and planned for the groups separately, the co-teachers briefly met before instruction to check in with one another regarding their agreed-on teaching roles and the overall lesson plan.

All three co-teaching teams experienced positive interdependence, which is necessary for success in parallel co-teaching. In the elementary station-teaching example, all three teachers needed one another to facilitate each of the stations. The teachers' lively, physical demonstration of how to bring together two words to create a compound word is an excellent example of positive interdependence. Because parallel co-teachers teach separately from one another, they experience resource interdependence through their division of labor. The middle school team illustrated this when Ms. Kurtz gave Mr. Silva her resources so that he could take on her usual role of introducing the literature to be read in the unit and managing some social studies activities.

All three teams exercised interpersonal skills such as negotiation, consensual agreement, and creativity through their planning. Perhaps trust is the most important quality required of and demonstrated by members of the three co-teaching teams. The three elementary co-teachers trusted that the other two would facilitate their respective stations as planned. In the middle school team, the language arts and social studies co-teacher trusted that the math and science and special education co-teachers would introduce and use the literature as planned and deliver the lesson on the scientific roles of social agencies as planned. The high school co-teachers trusted that each person would independently complete the agreed-on individual planning and be prepared for the next day's parallel co-teaching lesson.

Monitoring effectiveness and individual accountability is probably the most difficult to accomplish in parallel versus other forms of co-teaching. Parallel co-teachers are not readily available to monitor and hold one another accountable for their instruction; they are engaged in teaching their own group and may not even be in the same physical space to observe and interact with each other. Monitoring effectiveness is implied in all three vignettes; the co-teachers all had planning times during which they could debrief about self-monitored successes or challenges of the lessons. Accountability also is implied because the co-teachers trusted one another to deliver instruction without direct monitoring. Trust is built on past accountability. It may not be clearly stated, but can you see how the co-teachers were accountable for their roles and responsibilities?

### FREQUENTLY ASKED QUESTIONS

The following are among the questions people ask when they are considering the use of parallel co-teaching.

**1. If we group by disability labels, learning styles, perceived ability in a subject, or other traits such as gender, won't that produce stigmatization?**

We warn against the possibility of creating a special class within a class by routinely grouping the same students in the same groups. We want to decrease the stigmatization that labels can create. In addition, homogeneously grouping students of low ability may result in lower achievement scores (Marzano, Pickering, and Pollock 2001, 84). Placement of students in groups should not be a life sentence. Furthermore, assigning students into groups should be a fluid and flexible process based on data. Placement of students in a group should never be based on their sharing a particular label such as being eligible for special education, because all students with the same label are not the same, and their abilities, challenges, and learning styles will not be the same. We recommend that co-teachers deliberately assign students to groups to make them heterogeneous whenever possible. Heterogeneous grouping allows students to learn with others who have different ways of approaching learning and thinking. Heterogeneous grouping stretches students to learn new ways of approaching problems, new questions to ask, and new styles of learning and yields positive achievement and social skills gains. Co-teachers are encouraged to group and regroup students frequently, as there are many different purposes for assigning students to work in a group. Frequent rotation of group members reduces any stigmatization that would result if students with similar kinds of learning needs were permanently grouped for long periods of time.

**2. Should students stay primarily with the same co-teacher?**

In parallel co-teaching, as in other forms of co-teaching, it is beneficial for students to rotate among the different team members. This avoids stigmatization of students or teachers that might arise if someone other than the classroom teacher, such as the special educator or paraprofessional, always teaches one set of students. By interacting with multiple instructors, students stretch their thinking and learning approaches as they experience the differing content expertise and instructional approaches of each co-teacher. Rotating students among co-teachers ensures that the professional educators as well as paraprofessionals, each of whom may have different strengths, instruct all students. In addition, struggling learners can benefit from the informed problem solving in which co-teachers can engage, given their firsthand knowledge of the students' learning characteristics.

**3. How can we ensure quality control of the instruction provided by the other co-teacher(s) when we are busy with another group of students and may not even be in the same room?**

This is a valid teacher concern, particularly when a co-teacher is a paraprofessional, a community volunteer, a student teacher, or an older cross-aged tutor, any of whom may have little experience taking full responsibility for a learning situation without direct teacher monitoring. Parallel co-teaching works best when co-teachers plan and debrief on a regular basis. Doing so provides the opportunity to include time to evaluate the successes and challenges that occurred while parallel co-teaching. Another way to enhance the likelihood that others will conduct their co-teaching responsibilities with integrity (i.e., as designed and intended) is for co-teachers to model briefly, before a lesson, each of the lesson's activities. Furthermore, during the co-teaching lesson, students may be assigned an independent task that does not require a co-teacher's guidance, thus releasing that co-teacher to observe, be available for questions, and provide guidance or feedback to other co-teachers. The idea here is to create structures before and during the operation of parallel co-teaching that allow for the co-teachers to be well prepared, confident in one another and in themselves, and available to each other.