

# Do's and Don'ts of Co-Teaching

<u><i>Co-Teaching is....</i></u>	<u><i>Co-Teaching is not....</i></u>
Two or more co-equal (preferably credentialed) faculty working together.	A teacher and an assistant, teacher's aide, or paraprofessional.
Conducted in the same classroom at the same time.	When a few students are pulled out of the classroom on a regular basis to work with the special educator. It is also not job-sharing, where teachers teach different days.
Conducted with heterogeneous groups.	Pulling a group of students with disabilities to the back of the general education class.
When both teachers plan for instruction together. The general education teacher (GET) is the content specialist while the special education teacher (SET) is the expert on individualizing and delivery to various learning modalities.	When the general education teacher (GET) plans all lessons and the special education teacher (SET) walks in to the room and says, "what are we doing today and what would you like me to do?"
When both teachers provide <i>substantive</i> instruction together – having planned together, the SET can grade homework, teach content, facilitate activities, etc.	When the special education teacher walks around the room all period as the general education teaches the content. Also, not when the SET sits in the class and takes notes.
When both teachers assess and evaluate student progress. IEP goals are kept in mind, as are the curricular goals and standards for that grade level.	When the GET grades "his" kids and the SET grades "her" kids – or when the GET grades all students and the SET surreptitiously changes the grades and calls it "modifying after the fact."
When teachers maximize the benefits of having two teachers in the room by having both teachers actively engaged with students. Examples of different co-teaching models include team-teaching, station-teaching, parallel-teaching, alternative-teaching, and one teach-one support (see Friend and Cook 2000).	When teachers take turns being "in charge" of the class so that the other teacher can get caught up in grading, photocopying, making phone calls, creating IEPs, etc. – or when students remain in the large group setting in lecture-format as teachers rotate who gets to "talk at them."
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 situation.	When teachers get frustrated with one another and tell the rest of the faculty in the teachers' lounge or when one teacher simply tells the other teacher what to do and how to do it.

Adapted from: Murawski, W.W. (2002). Demystifying coteaching. *CARS+ Newsletter*, 22(3), 19.