

**APPENDIX A**  
**Co-Teaching Approaches (L. Cook & M. Friend, 1995)**

Approach	Description
One teach, one support	Most frequently used approach to co-teaching. The other teacher may take the primary responsibility for adaptations, classroom management, communications, charting, paperwork management, and other support as needed. These roles should change often so that one teacher is not always relegated to the position of assistant. As one teacher takes the lead in content instruction with students, the other teacher is actively engaged in the support role. The support role should involve more than just walking around and passively watching students or merely using proximity control.
Parallel teaching	Teachers break the class in half (in heterogeneous groups), and each instructs half of the class. There are three ways to use parallel teaching. The first is to teach the same content in the same way. The second is for each co-teacher to teach the same content in a different way. The third is for co-teachers to teach different content. In all cases, co-teachers have communicated and co-planned their instruction.
Station teaching	Students are rotated between two or more stations (or centers), which are manned by a teacher or assistant or are independent stations. Teachers repeat instruction to each group that comes through the station, although content or delivery can vary depending on differentiated needs.
Alternative teaching	The majority of students remain in a large group setting while some work in a small group for reteaching, preteaching, enrichment, or other individualized instruction. This approach is often misused when many teachers resort to using the small group as a de facto pullout. One of the keys to using the alternative teaching approach effectively is to make sure that the large group is not receiving new direct instruction while the small group is pulled aside.
Team teaching	The students remain in a large group setting while teachers work as a team and "share the stage" to introduce new content instruction, work on building skills, clarify information, and facilitate learning and classroom management. This approach typically involves the most trust and respect between teachers. As with all approaches, this approach should be used in conjunction with other approaches.

**APPENDIX B**  
**Example of Tier I and Co-Teaching**

Mrs. Rance, the fifth-grade general education teacher in the vignette at the beginning of the present article, was concerned that she was going to be responsible for identifying scientifically based research in addition to her classroom duties. Although response to intervention (RTI) requires quality instruction, progress monitoring, and treatment fidelity, Mrs. Rance is not alone in ensuring compliance with RTI components. Using a collaborative approach, Mr. Nicholas, the school's behavior specialist, spent time observing Mrs. Rance's class and consulting with her on behavior-management strategies. His outside perspective and expertise allow Mrs. Rance to teach the inclusive class with fewer disruptions and increase her instructional effectiveness with the whole class. Mrs. Rance also attended multiple presentations at staff meetings conducted by English language learner and special education teachers on research-based strategies, and she has found these presentations helpful with her own class. Miss Annalia, the Title 1 teacher, has also collaborated with the general education staff to help them identify reading materials that are research-based and meet the criteria for core reading programs for diverse classrooms (B. R. Foorman, 2007). Mrs. Rance now feels comfortable in that the curriculum she is using in the classroom with all of her students truly provides the quality instruction she wants to give them. In addition, Ms. Lynwood, a special educator, has been coming in to co-teach with Mrs. Rance every day during language arts. Although finding time to co-plan was originally a hardship, they have found that it is well worth it. Ms. Lynwood and Mrs. Rance successfully used one teach, one support to show visuals during large group reading, team teaching to model and role play, and parallel teaching to ensure smaller group size during discussions. "RTI is doable," thinks Mrs. Rance, "since I've got help!"

### APPENDIX C Example of Tier II and Co-Teaching

Mr. Ames, the 10th-grade English teacher in the vignette at the beginning of the present article, was overwhelmed by the concept of data collection and small group instruction. He was concerned that students who were struggling would be pulled for extra help, only to fall further behind in the content when they left the room. He also wondered about the stigma associated with pulling students for Tier II. However, once Miss Christien started to co-teach with him daily, things became clearer.

For example, during their class, a standards-based lesson was conducted on the concept of discrimination, using a grade-level novel as the basis for instruction. Mr. Ames and Miss Christien presented the lesson using team teaching (in which the class remained together as the teachers simultaneously described and modeled the upcoming lesson) for the first 10 min. Students then moved into three different centers (using the station teaching approach). One of the centers was a listening center, at which students could independently put on headphones and listen to the grade-level story read aloud. At Center 2, Mr. Ames facilitated a discussion on discrimination. Miss Christien facilitated the discussion at Center 3. Groups had been strategically created so that, when two of the three groups attended Center 3, they would read a different passage on discrimination and answer questions comparing and contrasting this reading to the other. However, when the third group (those students identified for Tier II instruction) moved to Miss Christien's station, she was able to provide them with more intensive instruction on a needed skill (e.g., reading decoding, comprehension) using the additional reading passage (L. A. Dieker [2001] and W. W. Murawski [2003] cautioned that teachers should vary who works with which group over time, so that there is no stigma of one group always being staffed by the special service provider).

In the aforementioned example, all students in the classroom (Tier I) would transition through the three stations. However, students in Tier II would receive alternative instruction when they reached the station that Miss Christien facilitated. This would allow them to have specific instruction on a skill that other students may not need to have, while still participating in the lesson in a meaningful way and not missing any new instruction. In addition, Miss Christien is able to help collect the requisite ongoing assessment on student progress that is a critical component of RTI. After working with Miss Christien for a few weeks and seeing RTI and co-teaching in practice, Mr. Ames was overheard making the following remark to a colleague:

You know, I can't believe I'm saying this, but I'm loving co-teaching! The kids are doing so well and love the regrouping we do. I even think we're going to start collecting more ongoing assessment data on all the kids, since it's been so helpful in telling us what is working and not working with our students in Tier II. I'm so grateful for being able to collaborate with Miss Christien—it's a marriage made in heaven.

### APPENDIX D Example of Tier III and Co-Teaching

As a special educator, Ms. Patrick was concerned that she would lose her job or be relegated to classroom assistant. As she has had more experience and training in response to intervention (RTI) and co-teaching, she started to realize that this is not the case. If anything, she is now seeing her influence on students with disabilities but also on those without disabilities and on her general education colleagues.

One practical example of how Miss Patrick has helped address students with disabilities (identified as Tier III) in the class in which she co-teaches with Mr. Cody is through the use of the alternative teaching approach. Because alternative teaching involves large and small groups of students, it is well suited to RTI and Tier III. M. Friend and L. Cook (2007) stated that alternative teaching is for the preteaching, reteaching, and enrichment of instruction, and underscored the need to avoid new direct instruction while alternative teaching is being used. (Otherwise, students in the small group would be missing out on content knowledge and would fall further behind their peers.) Miss Patrick suggested to Mr. Cody that when the class had completed a chapter on the Civil War, the students could be asked to work in pairs to make a timeline of the major battles discussed in the chapter. This would be an ideal time to use alternative teaching (for the provision of additional instruction for Tier III students).

In this case, while the Tiers I and II students draw their timelines and Mr. Cody monitors them, a small group of 1–3 Tier III students may move to a table to work with Miss Patrick on a specific skill. In this way, these students are not missing out on new instruction. Because of the dynamic nature of RTI, the flexible grouping should allow for students to move in and out of the small group enough to avoid much stigma. In addition, because the alternative teaching approach is encouraged for use in other situations (not only for Tier II or III instruction) to include enrichment work for students who understood the material and are ready for compacting or instructional depth (see C. E. Hughes & W. W. Murawski, 2003), students are less likely to assume that the small group is always those who need assistance. Sometimes the small group is for students who are in Tier I. Using alternative teaching in this way, Miss Patrick feels that she is able to significantly contribute to her class. She is in class on a daily basis and is more able to link the individual instruction needed for students with special needs in Tier III with the classroom instruction and grade-level standards. She is actively engaged with students and no longer worried about feeling like a classroom paraprofessional. One day, Mr. Cody came to her and said the following:

Wow! I love the way you taught that concept today to John, Brent, and Sakim. I thought they would never learn it but you really found a way to connect the material for them. Thanks. I really learned a lot from seeing how you did that.

On that day, Miss Patrick left school with a smile on her face and a spring in her step; she loved making a difference.