Section 1

What it IS; What it is NOT

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| **Element of Co-Teaching** | **Co-Teaching DOES** | **Co-Teaching Does NOT** |
| “two or more professionals” | involve at least 2 peers who are partners in the instructional effort. | involve a teacher and a classroom volunteer or paraprofessional who do not have the professional preparation to co-teach (Friend, 2003). |
| “joint delivery of instruction” | mean both coordinate and deliver substantive instruction, ensuring that both teachers have active roles. 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). | mean two adults merely being present in the classroom at the same time. It also does not mean that one teacher plans and delivers all of the lessons while the other circulates. It does not involve taking turns teaching the whole group (Murawski, 2002). |
| “diverse group of students” | allow teachers to respond effectively to diverse needs of students, lower the teacher-student ration, and expand the professional expertise that can be applied to student needs (Hourcade & Bauwens, 2001). | include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well- intentioned (Friend, 2003). |
| “shared classroom space” | feature co-teachers instructing in the same physical space. Although small groups may occasionally be taken to a separate location for a specific purpose and limited time, co-teaching generally takes place in a single environment (Friend, 2003). | include teaching teams that plan together but then group and instruct in separate classrooms (Trump, 1966; Green,1985). |