"Two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space." Cook & Friend, in Murawski & Swanson (2001)

Co-Teaching Playbook

Co-Teachers draw out the flow of a lesson identifying each teacher's role and the instructional purpose for the student grouping.

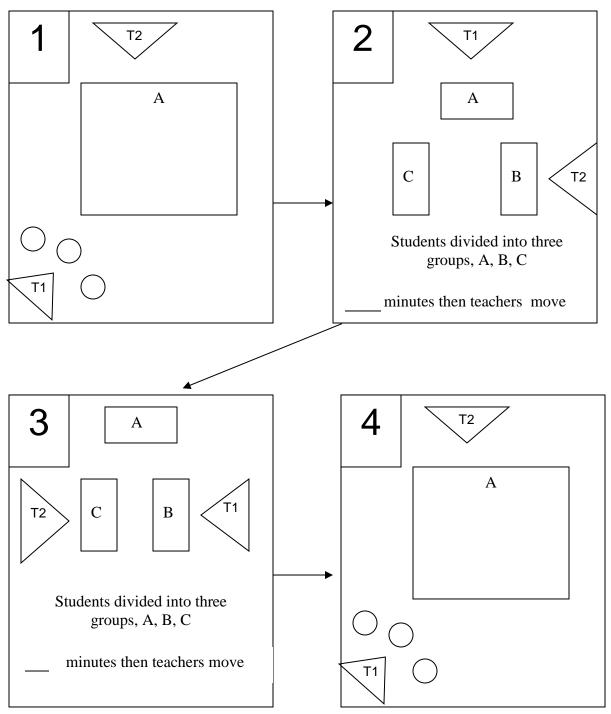
The advantages of this approach:

- Routine makes planning efficient. For example, for this lesson, we need the "Three Group Two Supports PlayBook
- Teachers know the routine so minimal planning time is needed
- Students know the routine so management is efficient
- Teachers begin to think about instruction with two professional instead of how to add a professional to a completed plan
- 1. Consider the purpose of the instruction what needs to be accomplished? In how much time? What supports and extensions are necessary to ensure that all students meet the instructional expectation?
- 2. Determine the routine that would be most efficient, giving each teacher specific roles in each part of the lesson, (opening, activities, closing).

Note: These teachers actions may be useful in designing a routine or co-teaching playbook.

| Teacher Actions During Co-Teaching | |
|---|---|
| If one of you is doing this | The other can be doing this |
| Lecturing | Modeling notetaking on the board/overhead; Ensuring "brain breaks" to help students process lecture information |
| Taking roll | Collecting and reviewing last night's homework; Introducing a social or study skill |
| Passing out papers | Reviewing directions; Modeling first problem on the assignment |
| Giving instructions orally | Writing down instructions on board; Repeating or clarifying any difficult concept |
| Checking for understanding with large | Checking for understanding with small |
| heterogeneous group of students | heterogeneous group of students |
| Circulating, providing one-on-one support as needed | Providing direct instruction to whole class |
| Prepping half of the class for one side of a debate | Prepping the other half of the class for the opposing side of the debate |
| Facilitating a silent activity | Circulating, checking for comprehension |
| Providing large group instruction | Circulating, using proximity control for behavior management |
| Running last minute copies or errands | Reviewing homework; Providing a study or test-taking strategy |
| Re-teaching or preteaching with a small group | Monitoring large group as they work on practice materials |
| Facilitating sustained silent reading | Reading aloud quietly with a small group; previewing upcoming information |
| Reading a test aloud to a group of students | Proctoring a test silently with a group of students |
| Creating basic lesson plans for standards, | Providing suggestions for modifications, accommodations, and activities |
| objectives, and content curriculum | for diverse learners |
| Facilitating stations or groups | Also facilitating stations or groups |
| Explaining new concept | Conducting roleplay or modeling concept; Asking clarifying questions |
| Considering modification needs | Considering enrichment opportunities |

Table (p.57) from Murawski, W. W., & Dieker, L. A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching exceptional children*, *36*(5), 52-58.



Bondie, R. (2014). ALL-ED Specialized Instruction

Three Group Split with Two Supports

What is happening in Box 1?

Teacher 1 could be:

- Meeting with students who were absent
- Explicitly teaching vocabulary needed for the upcoming lesson
- Preparing students to lead the three small groups in box #2
- Providing an extension project
- Helping with problems from homework
- Conferencing with students

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What is happening in Box 2 & 3?

Teacher 1 and Teacher 2 could be:

- Teaching two different mini-lessons
- One assessing students while the other supports the independent learning
- On providing review and the other conferencing
- Both provide the same mini lesson and then in Box 3 check for understanding

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What is happening in Box 4?

Teacher 1 and Teacher 2 could be:

- Each offering a review of their mini-lesson
- T1 may be closing the lesson while T2 collects assessment data
- T1 recording ideas on the board while T2 facilitates a class discussion
- T1 and T2 may be closing the lesson together
- T1 and T 2 may act out a cliff hanger scene introducing the next lesson

