

“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 heterogeneous group of students	Checking for understanding with small 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, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities 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.

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 T2 may act out a cliff hanger scene introducing the next lesson



