



Co-Instructing

Competency

The educator will identify, implement, and analyze co-teaching models that are used for their population of students and learning objectives.

Key Method

The educator will collaboratively determine a co-teaching model for a lesson and defend choices based on research, lesson objectives, and student needs.

Method Components

Co-Instructing

Co-Instructing is often called co-teaching and is two teachers working together to achieve student learning growth. Co-teachers share the preparation, organization, delivery, assessment, and reflection, as well as the physical space.

An important aspect of co-teaching is to ensure equitable access to content while accommodating for language proficiencies, cultural diversity, and educational backgrounds.

An intentional pairing of teachers is important to ensure cultural diversity and increased growth for both teachers while fostering shared learning. When teachers are paired effectively positive collective efficacy is built (Hattie, 2017; Wong-Fillmore, 2015) and is an approved, recommended or mandated framework for instruction in many school districts across the nation.

Co-Teaching Models



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There are various models of co-teaching, all with strengths and weaknesses. It is important to review models based on teaching personalities, student needs, chemistry of the teaching pair, and the content that is being taught. Intentional selection of the co-teaching model includes how the model will best meet the needs of students and the learning goals.

Lesson Planning

Lesson plans are an essential part of instruction but in co-teaching it is vital to ensure that objectives, roles, methods, and assessments are communicated. The educator should use backward design and collaboration in co-teaching to ensure the lesson plan is successful.

Record and Reflect

Reflection on teaching is important as you assess how our students best learn and how we best teach. In co-instruction, it's also important to understand how our teaching partner best works and how, as an educator, we can grow and work well as a team.

Supporting Rationale and Research

Bacharach, N., Heck, T., Dahlberg, K., (2010). *Changing the Face of Student Teaching Through CoTeaching*. St. Cloud, MN: St Cloud State University. Retrieved January 15, 2023.

<https://icoteach.com/wp-content/uploads/2019/10/Changing-the-Face-of-Student-Teaching-Through-Co-Teaching-Action-in-Teacher-Education.pdf>

Beninghof, A. (2020). *Co-teaching that works: Structures and strategies for maximizing student success*. Hoboken, NJ: Jossey-Bass.

<https://eric.ed.gov/?id=ED528993>

Fitzell, S.G., (2018). *Best practices in co-teaching & collaboration: The how of co-teaching – implementing the models*. Manchester, NH: Cogent Catalyst Publications.

<https://wvde.us/wp-content/uploads/2021/09/22006-2021-CoTeaching-Foundations-Manual-v3.pdf>

Honigsfeld, A. and Dove, M. (2010). *Collaboration and co-teaching: Strategies for English Learners*. Thousand Oaks, CA: Corwin Press.

https://docs.steinhardt.nyu.edu/pdfs/metrocenter/xr1/CoTeaching/Collaboration_Co-Teaching_-_Chapter_Summaries_1-8_12_2015.pdf



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Honigsfeld, A. and Dove, M. (2019). *Collaborating for English Learners: A foundational guide to integrated practices*. Thousand Oaks, CA: Corwin Press. <https://eric.ed.gov/?id=ED593454>

Honigsfeld, A, and Dove, M. (Ed.), (2020). *Co-Teaching for English Learners: Evidence-based Practices and Research-Informed Outcomes*. Charlotte, NC: Information Age Publishing. <https://eric.ed.gov/?id=ED611212>

Honigsfeld, A. and Dove, M. (2021). *Co-planning: Five essential practices to integrate curriculum and instruction for English Learners, 1st Edition*. Thousand Oaks, CA: Corwin Press. <https://us.corwin.com/en-us/nam/co-planning/book267839>

William & Mary Training and Technical Assistance Center (2015): Co-Planning for Student Success Consideration Packet. Retrieved January 13, 2023. <https://education.wm.edu/centers/ttac/documents/packets/coplanning.pd>

Resources

Co-Teaching

[5 Tips for Co-Teaching | NEAToday](#)

[10 Tips for Using Co-Planning Time More Efficiently](#) – Council for Exceptional Children

[Checklist for Collaboratively Planning](#)

[Collaboration: Working Together to Serve Multilingual – WIDA Focus Bulletin](#)

[Co-Planning Protocol – Marilyn Friend’s 60-Minute Co-Planning Protocol](#)

[Co-Teaching Considerations Packet](#) – William & Mary

[Co-Teaching: How to Make it Work | Cult of Pedagogy](#)

[Co-Teaching ELLs: 8 Strategies for Success | Colorín Colorado](#)

[Co-Teaching Resources](#) – National Association for Co-Teaching

[Coteaching Resources - School of Education –Cal Poly, San Luis Obispo](#)



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Co-Teaching Models

[Co-Teaching Strategies and Examples: One Teach, One Observe Definition—St. Cloud State University](#)

[6 Models of Co-Teaching | Understood](#)

[Parallel Teaching | UDL Strategies - Goalbook Toolkit](#)
[Six Co-Teaching Strategies - YouTube](#)

[6 Models of Co-Teaching](#)

[Station Teaching and Alternative Teaching: Two Effective Co-Teaching Instructional Models – Model Teaching](#)

More

[Co-Teaching Lesson Plan Template | Study.com](#)

[Co-Teaching Reflection Tool School Co-Teacher\(s\) PURPOSE](#)

[Getting started with Reflective Practice](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

(150-300 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. What are some advantages and disadvantages of co-instructional models?
2. How should grouping be taken into consideration when determining which co-teaching model to incorporate into a lesson?
3. How might various models be used in your setting? Why?



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Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. A learning goal that describes what they hope to gain from earning this micro-credential needs to be clearly stated.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following four artifacts as evidence of your learning. See Rubric for passing score.

*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Co-Teaching Model Rationale

In collaboration with your co-teacher, determine a co-teaching model to use in an upcoming lesson.

Briefly describe the model selection that includes the connection to lesson objectives and needs of the students. Provide the rationale for choosing this model by including answers to the following questions and citing resources as needed:

- Which co-teaching model will be incorporated into the lesson? Why?
- What will the role of each teacher be? Why and how was this determined?
- How will this co-teaching model support the needs of the students?
- How will the model support lesson objectives?
- Are there any other considerations or factors that have influenced the co-instructional decisions made?

Artifact 2: Lesson Plan

In reference to an upcoming co-teaching lesson plan, specify the responsibilities of each teacher in relation to the respective model/s selected. Annotate or list responsibilities by answering the following questions:

- Who will be responsible for each part of the lesson?
 - When will transitions and responsibilities happen throughout the lesson?
 - What are communication and proximity norms for co-teaching?
- How will logistical classroom needs be met by one or both teachers (i.e. taking attendance, distribution of materials, behavioral needs, student arrangement, etc.)?
- If one is leading instruction.
 - What will the other teacher be doing to support? Why?
 - Which students will this teacher need to be mindful of and why?
- If supporting more than one group...
 - What will each teacher be doing throughout?



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- How are groups determined, and how will this be communicated to students?
- What additional considerations or notes should be considered?

Artifact 3: Videos

Submit two recordings of 5-10-minute examples that exhibit the key aspects of team teaching. These recordings should include:

- Representation of both teachers purposefully involved in implementing the chosen model(s).
- Visual and audio clarity.

Artifact 4: Video Analysis

View recordings, analyze, and write a reflective analysis of what you learned and how you will grow from viewing the co-teaching. Consider the following questions:

- What general observations can be made?
- What observations are connected to the co-teaching model selected?
- Do the recordings adequately demonstrate intended plans with co-teaching models in mind? Give details and explain what worked and what didn't about the plan.
- How did the co-teaching model support the needs of your students in the respective lessons? Was this as successful as you hoped in planning, why or why not?
- How did each model influence students' access and opportunities to reach lesson objectives?
- What aspects of each model should be used for upcoming lessons? What should be changed? Why?
- As a co-teaching pair, how can you work better together? How will you take action to work better together?

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Co-Teaching Model Rationale	The educator has described the rationale for the co-teaching model and answered all five reflection questions.	The educator has described the rationale for the co-teaching model but only answered four reflection questions.	The educator either has not described the rationale for the co-teaching model or only answered three reflection questions.
Artifact 2: Lesson Plan	The educator uploaded a	The educator uploaded a	The educator uploaded a



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	collaboratively planned lesson with annotations. Responsibilities of each co-teacher are clearly defined. All five reflection questions have clear responses.	collaboratively planned lesson with annotations. Responsibilities of each co-teacher are clearly defined. Only four reflection questions have responses.	collaboratively planned lesson, but it does not include annotations. Also, responsibilities are not defined or three or fewer reflection questions have responses answered.
Artifact 3: Videos	Two videos are submitted with acceptable visual and audio clarity. Each teacher is seen and heard during the lesson. The recording shows key aspects of team teaching and purposeful implementation of chosen model(s).	Two videos are submitted with acceptable visual and audio clarity. The recording shows key aspects of team teaching and purposeful implementation of chosen model(s). But the audio and visual is not clear. The teacher(s) can still be heard but not well.	Two videos are submitted but audio and visual are not clear or key aspects of team teaching are not demonstrated.
Artifact 4: Video Analysis	For each video submitted, the educator has responded to all seven reflection questions.	For each video submitted, the educator has responded to only six reflection questions.	For each video submitted, the educator has responded to only five or fewer reflection questions.



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Part 3 Reflection

(250-500 words)

For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Answer all of these questions:

1. How has this micro-credential work enhanced your co-teaching knowledge and practice?
2. What have you learned about co-instruction that has impacted your students and their learning?
3. What models are easiest to implement? Why? What models are challenging? What steps can you take to ease some of the challenges?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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