



Guidelines for Co-Teaching in Texas

FIELD USER GUIDE

A collaborative project of the
Texas Education Agency and the Inclusion in Texas Network

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Co-Teaching in Texas: Field User Guide

Introduction

All educators know that lesson planning is a critical part of instruction. Through the process of mapping out instruction, teachers can reflect on the instructional objectives and necessary supports to help students achieve. This process is even more critical for co-teachers because they need to discuss the roles and contributions of each member of the team during the delivery of instruction. Co-planning should be an ongoing activity, preferably with specific, designated planning times. The greatest benefit of the co-teaching planning process is the team's ability to tap into each teacher's area of expertise and have thoughtful conversations about student needs. It also allows teachers to reflect on the effectiveness of co-teaching, analyze student formative data, celebrate successes, and address any questions or concerns.

Co-teaching is one option that allows general and special educators to reach today's goal for students with disabilities. Co-teaching is intensive, specially designed instruction embedded within grade-level, rigorous general curriculum. The purpose of this document is to provide examples of how the different co-teaching approaches can be combined and utilized during instruction.

This field user guide includes four sample lesson plans: 1st grade reading, 4th grade mathematics, 7th grade science, and 11th grade US. history. The purpose of the sample lessons is to show how the different co-teaching approaches can be used flexibly when designing instruction. The focus is not on the content of the lesson, but on how the instruction is delivered. Each lesson demonstrates a way the six co-teaching approaches can be used together. There are many other possible combinations that could be appropriate to use. The co-teachers are responsible for choosing which co-teaching approach(es) to use, based on the needs of the students and the best way to deliver the content to those students.

Example Co-Teaching Planning Process

1. The teachers discuss what the students need to know and be able to do (enrolled grade level TEKS). This will often address a week or more of instruction, or a unit of instruction.
2. They both determine how the students will demonstrate understanding (evaluation).
3. They identify any developmental, linguistic, physical, or experiential challenges that could impact student learning (individualization).
4. They design learning activities with the necessary SDI that contributes to meeting IEP goals and addressing learner characteristics.
5. They incorporate accommodations and modifications as needed so the students can develop and demonstrate understanding of the grade-level expectations.
6. They select the co-teaching approach and class arrangement that best supports the intended outcome and coordinate what each will do before, after, and during instruction.

Co-Teaching Approaches

Friend (2019) identifies six arrangements that are commonly found in co-teach settings. The first three—station teaching, parallel teaching, and alternative teaching—are the ones that should be used most frequently because they emphasize both teachers having clear instructional roles and students learning in small groups that can be arranged in many ways. The other three approaches—one teaching-one observing, teaming, and one teaching- one assisting—have value, in some situations, but they typically are implemented far less frequently than the other approaches.

Co-Teaching Approaches (TEA, 10-16)



Station Teaching *Use frequently*

Teachers divide the content into three segments that can be taught in any sequence and group students so that one-third of the students begin with each part of the content. Two groups are teacher-led and the third group works independently. During the lesson, the students rotate through the “stations” until they complete all three sections of the content.



Alternative Teaching *Use frequently*

One teacher manages the large group while the other teacher works with an identified group of students to target a unique need. Either teacher may work with the small group, and the purpose for the groups can vary widely, including remediation, enrichment, introduction of a specific learning strategy, or even to catch-up students who have been absent.



Parallel Teaching *Use frequently*

Teachers divide the class in half and lead the same instruction with both groups. The groups do not rotate. However, variations include teaching to the same standard but in different ways or with different materials. Student grouping should be flexible and based on students’ needs in relation to the standards being addressed.



Teaming *Use Occasionally*

Teachers share the responsibility of leading instruction. Both teachers are in front of the classroom. While their roles may shift throughout the lesson, the key characteristic is that “both teachers are fully engaged in the delivery of the core academic instruction” (Friend 2019).



One Teach, One Observe *Use frequently for data collection, but for **SHORT** periods of time*

One teacher provides instruction to all the students while the other teacher gathers data. The data may pertain to a single student’s IEP goals, behavior of several students in the class, or patterns among all students. Either teacher may gather the data.



One Teach, One Assist *Use seldom or less frequently*

One teacher is in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions.

For additional information on using co-teaching to deliver specially designed instruction, view Guidelines for Co-Teaching in Texas located on the resources tab at spedsupport.tea.texas.gov.

Sample Co-Teach Lesson Plans

Sample Lesson Plan 1				
Teachers: Mr. Smith and Ms. Jones (Sped) Subject Area/Course/Grade Level: Reading 1st grade Date: Week 21: Thursday		Students with Special Needs: Elias, Grace, Levi		
		Universal Supports Mirrors, handwriting paper, blank paper, Elkonin boxes and counters, magnetic letters, personal sound-spelling books		
TEKS/SEs: 3(B)(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; 3(B)(vi) identifying and reading at least 100 high-frequency words from a research-based list; 2(C)(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;				
*TEKS/SEs Prerequisites: Kindergarten 2(A)(viii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends 2(B)(i) identifying and matching the common sounds that letters represent;				
Lesson objective(s): The student will orally isolate /k/ at the end of words and syllables. The student will decode and spell words with -ck diagraph in isolation and context. The student will read and spell known and new high frequency words.				
Lesson Activities	Materials/ Resources	Specially Designed Instruction (SDI)	Co-Teach Model	Student Performance Notes
Phonological Awareness (PA) Lesson Guide: Phonological Awareness Final Sounds	<ul style="list-style-type: none"> PA Lesson Picture Cards PA Lesson Picture List Sound-Spelling Clue Card for /k/ 	<u>Levi</u> – Visual Phonics, mirror <u>Elias & Grace</u> – Elkonin boxes and counters	Parallel Teaching Follow the lesson guide. Allow students to use universal supports as needed.	Note confusions between /k/ and /g/
Sound Spellings Lesson Guide: Reviewing Sound-Spellings Lesson Guide: Reading Words with Sound-Spellings	Review <ul style="list-style-type: none"> Sound-Spelling Clue Card for /k/. 10 picture cards (examples and non-examples) Reading <ul style="list-style-type: none"> writing surface that all students can see 15-20 Decodable Word Cards 	<u>Levi</u> – Visual Phonics, mirror <u>Elias & Grace</u> – magnetic letters, personal sound-spelling books	Parallel Teaching Follow the lesson guide. Reading <u>Smith</u> – include 2-3 words with initial blends. Allow students to use universal supports as needed. <u>Jones</u> – model and practice with magnetic letters and writing on white board. Allow students to use universal supports as needed.	

Sample Lesson Plan 1

<p>Generalizing Skills Lesson Guide: Spelling Practice</p>	<ul style="list-style-type: none"> • writing tools for students (whiteboards, paper, etc.) • 3-5 decodable words with -ck at the end (back, deck, sock, luck, brick) 	<p><u>Levi</u> – Visual Phonics, mirror, sound spelling cards for /ĕ/, /i/ <u>Elias & Grace</u> – Elkonin boxes and counters, sound spelling cards for /ĕ/, /i/, personal sound-spelling books</p>	<p>Parallel Teaching Follow the lesson guide. <u>Smith</u> – include 2-3 words with initial blends. Allow students to use universal supports as needed. <u>Jones</u> – model and practice with and without Elkonin boxes. Allow students to use universal supports as needed.</p>	<p>Watch for students leaving out or reversing sounds. Provide corrective feedback immediately.</p> <p>Observe Dhriti and note spelling challenges</p>
<p>High Frequency Words (HFW) Lesson Guide: Introducing High Frequency Words</p>	<ul style="list-style-type: none"> • writing tools for students (whiteboards, paper, etc.) • HFW Card: with 5-10 other HFW cards 	<p><u>Levi</u> – Visual Phonics, mirror</p>	<p>Parallel Teaching Follow the lesson guide. <u>Smith</u> - allow students to use universal supports as needed. <u>Jones</u> – model and practice with magnetic letters and writing on white board. Allow students to use universal supports as needed.</p>	<p>Make note of HFWs that were taught but not mastered.</p>
<p>Generalizing Skills Lesson Guide: Reading Sentences with Taught Words</p>	<p>three sentences containing taught HFWs, decodable words, and decodable words with -ck at the end</p>	<p><u>Levi</u> – Visual Phonics, mirror <u>Elias & Grace</u> –personal sound-spelling books</p>	<p>Alternative Teaching Follow the lesson guide. <u>Smith</u> - allow students to use universal supports as needed. Practice fluency and expression. <u>Jones</u> – use shorter sentences with more needed review and less new learning. Allow students to use universal supports as needed.</p>	
<p>Phonics Activities: Practice Games Lesson Guide: Practice Games (Cross it Out)</p>	<p>decodable words for student to practice</p>	<p><u>Levi</u> – Visual Phonics, mirror <u>Elias & Grace</u> – personal sound-spelling books</p>	<p>Parallel Teaching Follow the lesson guide. <u>Smith</u> –allow students to use universal supports as needed. Include several multisyllabic words to challenge Jason and Maria. <u>Jones</u> – include more review and less new learning (/ĕ/, /i/ for Elias and Grace)</p>	<p>Allow Dhriti, to find a place in the room to read her book. <i>(Dhriti is reading above grade level but does not have control of all decoding skills.)</i></p>

Adapted from Foundational Reading Skills Lesson Set (TEA 2021) found on the Inclusion in Texas web site under the “Inclusive Practices in Reading” page at www.inclusionintexas.org.

Sample Lesson Plan 2

Teachers: Mr. Smith and Ms. Jones (Sped)
Subject Area/Course/Grade Level: Mathematics 4th grade
Date: Week 18: Wednesday

Students with Special Needs:
 Carrie, Angel, Diane, Mica, Joseph

Universal Supports
 manipulatives to support place value, graph paper, fidgets

TEKS/SEs:

1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 4(D) use strategies and algorithms, including the standard algorithm, to **multiply up to a four-digit number by a one-digit number** and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

***TEKS/SEs Prerequisites:**

2nd grade

2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;

3rd Grade

4(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties

Lesson objective(s):

The student will complete the steps in multiplying a three-digit number by a one-digit number and demonstrate an understanding of why numbers are ‘carried’ during the process of solving the problem.

Lesson Activities	Materials/ Resources	Specially Designed Instruction (SDI)	Co-Teach Model	Student Performance Notes
Warm Up	manipulatives to support place value	<ul style="list-style-type: none"> • <u>Mica & Carrie</u> focus – decomposing numbers with manipulatives • <u>Angel, Diane, Joseph</u> focus – two-digit by one-digit with graph paper. 	<p>Alternative Teaching: <u>Smith</u> – review composing and decomposing numbers with manipulatives and steps in multiplying a two-digit number by a one-digit number. <u>Jones</u> – challenge students to find more than one way to decompose numbers greater than 10,000.</p>	<p><i>Smith is working with Carrie, Angel, Diane, Mica, Joseph, and possibly other students on prerequisite skills because of his content expertise.</i></p>

Sample Lesson Plan 2

<p>Model Instruction (Teacher does ALL) Direct teach the steps in solving the math problem using colors and manipulatives or pictorial representation to highlight place value. Stress explanation of the process over the correct answer for now.</p>	<ul style="list-style-type: none"> • A writing surface that all students can see, • 3 different color writing implements • manipulatives to support place value $6 \overset{100}{\color{red}600} + \overset{20}{\color{blue}120} + \overset{7}{\color{orange}42} = 762$ $\begin{array}{r} 14 \\ 127 \\ \times 6 \\ \hline 762 \end{array}$	<p>Remind <u>Angel, Diane, and Hector</u> to use fidgets if needed to remain focused.</p>	<p>Teaming: <u>Smith</u> – direct teach, verbal description <u>Jones</u> – demonstrate use of colors and manipulatives to show the reason for “carrying”. Teachers role-play with each other ways to demonstrate why a number is carried (verbally, drawing, writing, using manipulatives, etc.).</p>	<p>Observe LaVonne, Jerome, and Isabelle. They may be ready for more challenging work.</p>
<p>Shared Instruction (Teacher does, students help) Repeat the process asking for students to help solve the problem and explain the process</p>	<ul style="list-style-type: none"> • A writing surface that all students can see, • 3 different color writing implements • manipulatives to support place value 	<p><u>Joseph and Angel</u> check for understanding and provide an academic word bank with images to support discussion.</p>		
<p>Guided Instruction (Students do, teacher helps) Repeat the process with the same two groups.</p>	<ul style="list-style-type: none"> • A writing surface that all students can see • 3 different color writing implements • manipulatives to support place value 	<ul style="list-style-type: none"> • <u>Mica and Carrie</u> - 1-2 problems only, visual of steps with color • <u>Angel, Diane, Joseph</u> – graph paper, multiplication table • <u>Joseph and Angel</u> – check for understanding and provide them a word bank. 	<p>Parallel Teaching: <u>Smith</u> – encourage students to use supports less as they demonstrate the process <u>Jones</u> – help students use supports, as needed, to demonstrate the process.</p>	<p>Watch LaVonne, Jerome, and Isabelle. They may be ready for more challenging work.</p> <p><u>Carrie</u> may need more work with Ms. Jones on 2-digit by 1 digit before moving on.</p>
<p>Independent Instruction (Students do ALL) Assist students and provide corrective feedback as they complete the task of demonstrating the process and solving the multiplication problems.</p>	<ul style="list-style-type: none"> • Handout with 3-5 multiplication problems • Materials for students to choose from as they demonstrate the process (paper, manipulatives, voice recorder, color pencils, etc.). 	<ul style="list-style-type: none"> • <u>Mica and Carrie</u> - 1-2 problems only, visual of steps with color • <u>Angel, Diane, Joseph</u> – graph paper, multiplication table 		
<p>Closure Turn and Talk</p>	<p>none</p>	<ul style="list-style-type: none"> • Remind <u>Joseph and Angel</u> to refer to their word banks if needed. • Pair <u>Carrie</u> with Liz so she feels comfortable sharing. 	<p>Teaming: Both teachers mingle and join the conversations to check for understanding.</p>	<p>Make note of students who need more support and those who need to be challenged</p>

Sample Lesson Plan 3

Teachers: Mr. Smith and Ms. Jones (Sped)
Subject Area/Course/Grade Level: Science 7th Grade
Date: Week 25: Monday

Students with Special Needs:
 Adriana, Marco, Rumi

Universal Supports
 copy of the video script, vocabulary wall, text to speech

TEKS/SEs:

10(A) observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms;
 10(B) describe how biodiversity contributes to the sustainability of an ecosystem;

***TEKS/SEs Prerequisites:**

N/A

Lesson objective(s):

The student will calculate a sample biodiversity index.

Lesson Activities	Materials/ Resources	Specially Designed Instruction (SDI)	Co-Teach Model	Student Performance Notes
<p>Engagement Students watch a video about the biodiversity of different ecosystems.</p>	<p>Video link</p>	<ul style="list-style-type: none"> • Provide Marco, Adriana, and Rumi the video link several days before the lesson and a copy of the script to allow extra time for processing the language. • Identify the concepts they should focus on. 	<p>Alternate Teaching: <u>Jones</u> - meet with Marco, Adriana, and Rumi to review the content of the video. Help students highlight important information in the script. <u>Smith</u> - assist students watching the video. Facilitate a debrief discussion.</p>	
<p>Exploration Students choose 2 photographs to analyze for diversity.</p>	<ul style="list-style-type: none"> • enough photographs for 4-5 groups to have 2 • vocabulary wall 	<ul style="list-style-type: none"> • Ensure Marco, Adriana and Rumi are in separate groups. • Provide Marco, Adriana, and Rumi with a vocabulary bank • Provide Rumi with sentence stems. 	<p>One Teaching, one Observing: <u>Smith</u> - record data on behavior during group interactions. <u>Jones</u> - assist groups, as necessary, with the activity.</p>	
<p>Explanation Students discuss the diversity shown in the 2 photos.</p>	<p>vocabulary wall</p>	<p>Provide Adriana, Marco, and Rumi with a vocabulary bank</p>	<p>Parallel Teaching: <u>Jones</u> - work with Adriana, Marco, and Rumi's groups and provide extra support with academic vocabulary during student share time. <u>Smith</u> - work with the rest of the groups. Remind them of the vocabulary wall and the option to review the video if needed.</p>	<p>Ensure Rumi has a chance to verbalize thoughts.</p> <p>Require the use of academic vocabulary.</p>

Sample Lesson Plan 3

<p>Elaboration Students work with a partner to learn about 2 different ecosystems and demonstrate their understanding of the differences in biodiversity.</p>	<p>Articles on Canaima National Park and Wet Tropics of Queensland</p>	<p>Allow Adriana, Marco and Rumi to choose one of the two ecosystems to learn about. Provide them with text to speech software.</p>	<p>Parallel Teaching: Divide class in half. Teachers each work with a group to help students choose how they are going to demonstrate their learning.</p>	<p>Some students may need to choose from only 2-3 options to demonstrate their learning to reduce feeling overwhelmed.</p>
<p>Evaluation Reflection Question</p>	<p>Would scientists say it is better for an ecosystem to have a lot of different species with small numbers in each species or to have only a few different species with a lot in each species? Why?</p>	<p>Allow Adriana, Marco and Rumi to record the audio of their opinions.</p>	<p>One Teaching-One Assisting <u>Smith</u> – Explain the activity <u>Jones</u> – assist Adriana, Marco, and Rumi</p>	

Adapted with permission from Alicia Menchaca (Uvalde Consolidated Independent School District, Morales Junior High).

Sample Lesson Plan 4

Teachers: Mr. Smith and Ms. Jones (Sped)
Subject Area/Course/Grade Level: U.S. History 11th Grade (2nd period)
Date: Week 4: Thursday

Students with Special Needs:
 Adriana, Marco, Rumi

Universal Supports
 Mirrors, handwriting paper, blank paper, Elkonin boxes and counters, magnetic letters, personal sound-spelling books

TEKS/SEs:

US.2A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics
 US.3B analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business
 US.26(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States
 US.26(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine
 US.27A analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication
 US.28B analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions
 US.29(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism
 US.28(B) use social studies terminology correctly

***TEKS/SEs Prerequisites:**

Kindergarten

N/A

Lesson objective(s):

The student will be able to identify characteristics of life in rural America in the late 1800s and convey how science and technology changed life for many Americans.

Lesson Activities	Materials/ Resources	Specially Designed Instruction (SDI)	Co-Teach Model	Student Performance Notes
Engage What was a characteristic of life in rural America in the late 1800s?	none	<u>Adriana</u> – sentence stems, targeted vocabulary in English and Spanish	Parallel Teaching Random groups – Students come up with 3-5 characteristics.	
Explore <u>See-Think-Wonder</u> : Students will evaluate a photograph and explain what they see, think & wonder.	same picture for each group	<u>Adriana</u> – sentence stems, targeted vocabulary in English and Spanish	Parallel Teaching Random groups - Students work in groups of 3 to analyze the picture and record their ideas to share with the group. Teacher debrief: What words would you change or add based on your analysis of the picture?	

Sample Lesson Plan 4

Explain Lecture over the characteristics of life in rural America in the late 1800's.	universal supports as needed.	<u>Marco & Rumi</u> - Partial notes, processing time <u>Adriana</u> - Partial notes, processing time, voice recorder, targeted vocabulary in English and Spanish	Teaming <u>Smith</u> - Direct teach of content <u>Jones</u> - model filling in partial notes and highlight key vocabulary with highlighter.	
Elaborate <u>Think-Pair-Share:</u> Students will select an idea or point from the lecture to share with another group. Class will discuss each point. <u>Graphic Organizer/drawing/written paragraph</u> Students will demonstrate understanding of the lecture. <u>Writing:</u> Students will work on their Virtual Journals to summarize the days' lesson.	<ul style="list-style-type: none"> • variety of graphic organizers • color writing utensils • blank paper 	<u>Adriana</u> - sentence stems, targeted vocabulary in English and Spanish,	Station Teaching <u>Station Jones</u> - Think-Pair-Share <u>Station Smith</u> - Graphic Organizer, etc. <u>Station 3 Independent work</u> - Writing (Virtual Journals)	Look for students to make connections between new science and technology and changes in daily life.
Evaluate 3-2-1 Exit Ticket	Exit Ticket		Alternative Teaching <u>Jones</u> - facilitate completion of Exit ticket with students who were challenged by the lesson, including Marco, Adriana, and Rumi. <u>Smith</u> - facilitate completion of Exit ticket with the rest of the class.	Make note of students who need to review the content.

Adapted with permission from Ruben Navarro Jr (Uvalde Consolidated Independent School District, Uvalde High School)

Resources

Texas Education Agency (TEA). Foundational Reading Lesson Set. 2021.
www.inclusionintexas.org on the Inclusive Practices in Reading page.

Texas Education Agency (TEA). Guidelines for Co-Teaching in Texas. 2020
www.inclusionintexas.org under the resources page.

Texas Education Agency (TEA). STAAR Alternative 2 Texas Essential Knowledge and Skills Vertical Alignment Documents. 2021.
<https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-texas-essential-knowledge-and-skills-vertical-alignment-documents>