

Overview of Co-Teaching ELLs

Overview of Co-Teaching Tools

Co-Teaching Model	Roles & Responsibilities	Perceived Ownership of ELL	Planning Time	Instructional Capacities
Alternative Teaching	each teacher works with different groups of students to teach different content using different methods; students then switch from one group to the other	both teachers own all students	some co-planning time is needed to coordinate what students need to know and be able to do and for agreeing on grading criteria	each teacher needs to have a repertoire of scaffolding tools for ELL students
Complimentary Teaching	ESL teacher scaffolds what the classroom teacher is teaching as a part of instruction	perception might be that ESL teacher is responsible for ELL	some co-planning time is needed for ESL teacher to know what classroom teacher wants students to know and be able to do as well as what strategies will be used	ESL teacher needs to have a repertoire of instructional scaffolds to make content accessible to ELL
Parallel Teaching	each teacher works with different groups of students to	ESL teacher is responsible for ELL (i.e. closest model to traditional	some co-planning time is needed for ESL teacher to know what	each teacher needs to have the instructional capacity to

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	teach the same content using different methods; not all students have both teachers but rather each teacher has his or her own instructional group	ESL pull out model)	classroom teacher wants students to know and be able to do	teach own group
Peer Teaching	students learn together using structured cooperative learning strategies which frees both teachers from direct instruction to observe, drift, or assess	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the instructional experiences to facilitate peer teaching	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid repertoire of cooperative leaning, differentiation, and time-honored ESL scaffolds
Station Teaching	both teachers may rotate among stations, one teacher may rotate while the other staffs a station, or	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid

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	both teachers may staff stations while students work independently at other stations		instructional experiences and materials for each center (e.g. work can be divided between teachers)	repertoire of cooperative learning, differentiation, and time-honored ESL scaffolds
Support Teaching	classroom teacher maintains lead instructional role and ESL teacher observes or drifts to assist ELL	perception may be that ESL teacher is responsible for success of ELL	minimum co-planning time is needed since classroom teacher works out what students need to know and be able to do	ESL teacher needs to have a repertoire of moment-to-moment scaffolding tools
Team Teaching	both teachers assume responsibility of taking on the lead instructional role	both teachers own all students	intensive co-planning time is needed to coordinate what students need to know and be able to do and to plan the instructional experiences and scaffolds to enable all students to know and do	teachers need to have a shared vision of learning and teaching and a solid repertoire of scaffolding tools (i.e. time honored ESL strategies, literacy tools, and instructional framework tools)

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What is it? Alternative Teaching

Why use it?

Language Arts 7th grade example: **English Language Arts** - select content and choose strategies to write presentations on the basis of audience and purpose; use the writing process to prepare speech, prepare and give oral presentations on informational topics; credit sources of information and opinions accurately in presentations and handouts. **ESL** - give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact and appropriate volume and intonation; participate in creating scoring guides and use them to prepare, assess, and revise oral presentations. **Assessments** - oral presentation with rubric.

Science Kindergarten example: **Content** - the continuity of life is sustained through reproduction and development. **Science skills** - describe the major stages of the life cycles of selected plants and animals; describe evidence of growth, repair, and maintenance such as nails, hair, and bone. **Language skills** - use new vocabulary words to talk about life experiences; connect vocabulary and life experiences to ideas in books; answer questions about text read aloud; engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next; interpret information represented in simple charts and graphs. **Assessments** - retellings, drawings, charts, graphs.

Math 9th grade example: **Content** - statistics and probability. **Math skills** - collect, organize, display and analyze data. **Language skills** - determine the meaning of unfamiliar words by using classroom and other resources; recognize the organizational format of informational text (e.g. analyze published reports and graphs that are based on data); use strategies such as discussing with others to assist in comprehension. **Assessments** - vocabulary records, talking drawings verbal explanations.

Social Studies 4th grade example: **Content** - economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life. **Social Studies skills** -

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locate economic information using card catalogues, computer databases, indices, and library guides; collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources; make hypotheses about economic issues and problems; present economic information by developing charts, tables, diagrams, and simple graphs. **Language skills** - acquire information by locating and using library media resources with assistance; collect and interpret data, facts and ideas from unfamiliar texts; use text and organizational features to locate information; compare and contrast information on one topic from two different sources; make inferences and draw conclusions; use graphic organizers to record significant details. **Assessments** - data gathering with references, display board, solution-focused case studies.

How it works? The two teachers work with different groups of students. Each teaches different content at the same time, using different methods. The students rotate from one teacher to the other for instruction (e.g. the content teacher focuses on content concepts and understandings while the ESL teacher attends to language acquisition, language development or literacy skills). The students can be heterogeneously grouped since all will be taught by both teachers in this model. Alternative teaching requires some co-planning time to coordinate what the students need to know (i.e. content) and be able to do (i.e. language or literacy skills), though each teacher utilizes different instructional strategies.

Variations for emergent ELL: Alternative teaching maximizes the skills of each teacher to divide the instructional energy of both. These examples can be further scaffolded as follows: use parallel co-teaching to gather information for the writing and oral presentation of speeches so that ELL have information to write about; the type of learning style ELL have should determine whether they participate in the science (i.e. observation of living things) or language arts (i.e. vocabulary strategy Simon Says, Science Says) first; representational forms in mathematics is highly visual and contextualized and is therefore comprehensible; pair students when locating library resources and preparing case studies.

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What is it? Complementary Teaching

Why use it?

Language Arts 6th grade example: **English Language Arts** - uses similes and metaphors to infer the meaning of literal and figurative phrases; **ESL** - locate and identify literary techniques in texts; i.e. metaphor & similes for imagery. **Assessment** - right angle graphic organizer to sort similes and metaphors; visual interpretations and oral predictions about poems to be read.

Science 10th grade example: **Content** - organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. **Science skills** - explain how the structure and replication of genetic material result in offspring that resemble their parents, explain how the technology of genetic engineering allows humans to alter the genetic makeup of organisms. **Language skills** - synthesize information from different sources (e.g. lectures, media, informational texts, science labs); use reading strategies to comprehend text (e.g. skimming and scanning to locate information, using reading guides and

those of a special interest group to summarize arguments on different sides of issues. **Assessments** - notes, charts, summaries.

Math 8th grade example: **Content** - represent and analyze algebraically a wide variety of problem solving situations. **Math skills** - translate verbal sentences into algebraic inequalities, write verbal expressions that match given mathematical expressions, describe a situation involving relationships that matches a given graph, create a graph given a description or an expression for a situation involving a linear or non-linear relationship. **Communication skills** - communicate mathematical thinking coherently and clearly to peers and teachers, analyze the mathematical thinking of others, use the language of mathematics to express ideas precisely. **Assessments** - analyses, procedures, graphs.

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Social Studies 3rd grade example: **Content** - establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. **Social Studies skills** - distinguish between past, present and future time periods; develop timelines that display important events and eras from world history; measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia; compare important events and accomplishments from different time periods in world history. **Language skills** - learn new vocabulary and concepts by reading books and other print sources; read unfamiliar texts to collect facts and ideas; organize and categorize text information (i.e. time sequence); develop an idea with a brief (written text). **Assessments** - a mural-sized illustrated timeline, explanations of key turning points and events.

How it works? This model is when one teacher enhances the instruction provided by the other. For example, one teacher may model a skill while the other teacher explains it. One teacher may take notes on the Smart Board while the other teacher lectures. The students are not split into separate instructional groups but rather taught simultaneously by two teachers. Complimentary teaching requires co-planning time to coordinate what the students need to know (i.e. content) and be able to do (i.e. language or literacy skills) as well as what instructional strategies will be used by both teachers to make this happen.

Variations for emergent ELL: Complimentary teaching is inherently scaffolded for emergent ELL because the ESL teacher utilizes time-honored ESL strategies to provide access to what the classroom in *real* time.

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What is it? Parallel Teaching

Why use it?

Language Arts 1st grade example: **English Language Arts/ ESL** - use (peer-to-peer or self-correction) to clarify meaning of a text, work cooperatively with peers to comprehend text, ask and answer questions in response to texts, sequence events in retelling stories. **Assessments** - guided reading group checklists.

Science 7th grade example: **Content** - the central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. **Science skills** - formulate questions independently appropriate for guiding the search for explanations; construct explanations independently for natural phenomena; represent, present, and defend proposed explanations of everyday observations so they can be assessed by others. **Language skills** - use correct grammatical construction for generating questions and statements; present a hypothesis and predict possible outcomes; draw conclusions and provide reasons for those conclusions; speak in grammatically correct sentences, communicating ideas in an organized and coherent manner; use visual aids to assist in presentation of information. **Assessments** - hypotheses, notes, summaries.

Math 2nd grade example: **Content** - apply and adapt a variety of appropriate strategies to solve word problems. **Math skills** - use informal counting strategies to find solutions, experience teacher-directed questioning process to understand problems, compare and discuss ideas for solving a problem with teacher or peers to justify thinking, use manipulatives to model the action in problems, use drawings to model the action in problems. **Communication skills** - verbally support reasoning and answer; share organized mathematical ideas through the manipulation of objects, drawings, pictures in written and verbal form; use appropriate mathematical terms, vocabulary, and language. **Assessment** - problem-solving rubric.

Social Studies 5th grade example: **Content** - Civics, Citizenship, and Government. **Social Studies skills** - explain what citizenship means in a

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democratic society; understand the rights and responsibilities of citizenship;

Language

Skills - listen attentively to text read aloud; take notes to record ideas; use specific vocabulary to communicate ideas; ask probing questions to interview; use grammatically correct sentences when speaking; compare and contrast information; present reports to peers; analyze an event or issue by using role play as a strategy. **Assessments** - definitions, interviews, notes, reports, political cartoons.

How it works? The two teachers work with different groups of students. Both teachers teach the same content at the same time but they either use different methods or they may deem it necessary to have a lower adult-student ratio for re-teaching, reinforcement, or skill practice. Most likely, the groups are homogeneously grouped for these activities. Parallel teaching requires some co-planning to coordinate what students need to know (i.e. content) and be able to do (i.e. skills), though each teacher utilizes separate instructional strategies.

Variations for emergent ELL: Parallel teaching assumes that the students who are grouped for separate instruction require specific scaffolding strategies which the other students do not and that one of the teachers knows more about these scaffolds than the other. In the cases above, ESL

which are appropriate for guided reading instruction; teach sentence patterns needed to construct hypotheses, explanations, and conclusions before and after actual scientific investigations conducted in class; unpack the language of mathematical word problems as part of the instructional process; build background knowledge of abstract and culturally-unique concepts as part of an instructional unit.

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What is it?

Peer Teaching

Why use it?

Language Arts 11th grade example: **Language Arts Skills** - interpret multiple levels of meaning and subtleties in text, engage in a variety of collaborative conversations (i.e. cooperative group discussions) to construct meaning,

personal events and situations, share reading experiences with peers. **ESL** - demonstrate comprehension of classroom discussions and interactions, identify details that support main ideas of literary text with assistance.

Assessments - double-entry journals, literature circle checklist.

Science 9th grade example: **Content** - geologic history can be reconstructed by observing sequences of rock types and fossils to correlate bedrock at various locations. **Science Skill** - insightfully interpret organized data (i.e. use of Geological History Reference Table). **Language Skill** - use strategies such as discussing with others, reading guides and summaries to aid in comprehension. **Assessment:** RAFT (science students send teachers explanations answering question, "How are rocks like clocks?").

Math 4th grade example: **Content** - determine what can be measured and how using appropriate methods and formulas (e.g. length, mass, capacity). **Math Skills** - become problem solvers by using appropriate tools and strategies. **Communication Skills** - work in collaboration with others to solve problems, verbally explain rationale for strategy selection, provide reasoning in written and verbal forms, use appropriate terms, vocabulary and language. **Assessments** - oral explanations of word problem solutions, metacognitive journals.

Social Studies 1st grade example: **Content** - demonstrate understanding of the geography of the interdependent world we live in. **Social Studies Skills** - draw simple maps of their communities or regions showing the major landmarks, industries, residential areas, business districts, transportation networks, health and educational facilities, and recreation areas. **Language Skills** - write data and facts gathered, write words and draw pictures to

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capture important understandings, share information using appropriate visual aids about what they know and have learned about a topic. **Assessments** - data gathering, maps, descriptions.

How it works? When students are learning together, then both teachers are essentially 'free' from direct instruction to observe assess as needed. This model is used when students are engaged in cooperative, differentiated or peer-literacy learning experiences. Peer teaching requires a shared vision (i.e. peers are better for learning than teachers) and co-planning time to coordinate what students need to know (i.e. content) and be able to do (i.e. skills) as well as what instructional learning experiences will be designed to facilitate peer interaction.

Variations for emergent ELL: The examples of peer teaching above can be made accessible to ELL through any or all of the following scaffolds: have ELL shadow read literary works in the primary languages if possible, have ELL read abridged versions or watch videos and read sections; pre-teach content obligatory vocabulary using parallel or alternative co-teaching before peers work together; demonstrate measurement concepts as pre-activities to word problems in mathematics; take all students on field trips for mapping activities of community or have ELL parents draw maps of communities from countries to compare with US communities.

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What is it?

Station Teaching

Why use it?

Language Arts 3rd grade example: **English Language Arts** - select literature on the basis of personal needs and interests; engage in purposeful oral reading in small groups; read print-based and electronic literary texts on a daily basis; recognize the differences among the genres of stories, poems and plays; relate the setting, plot, and characters in literature to own lives; identify cultural influences in texts with assistance. **ESL** - summarize information from a literary text; support individual interpretations and conclusions, using evidence from a literary text; identify and apply strategies to enhance comprehension of texts. **Assessments** - journals, reading logs, self-assessments.

Science 6th grade example: **Content** - energy and matter interact through forces that result in changes of motion. **Science skills** - describe different patterns of motions of objects; observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects. **Language Skills** - determine the meaning of unfamiliar words by using content and classroom resources, make or revise predictions, draw conclusions and make inferences, take notes to record data, state a main idea and support it with details, write a clear analysis using examples; present reports using notes and visual aids. **Assessments** - vocabulary records, notes, lab reports, oral presentations.

Math Kindergarten example: **Content** - describe characteristics and relationships of geometric objects (integrating shapes found in nursery rhymes like Humpty Dumpty, Queen of Hearts, Hickory Dickory, Hush a Bye Baby, I Saw a Ship Sailing, The Boy in the Barn); describe or make objects
Language Skills - use mathematical vocabulary; act out or model with manipulatives activities involving mathematical content from literature; identify and produce spoken words that rhyme, recite and respond to nursery rhymes; retell or dramatize parts of stories. **Assessments** - checklist, anecdotal records, puppet show, drawings.

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Social Studies (US History) example: **Content** - compare and contrast experiences of different ethnic, national, and religious groups explaining their contributions to American society. **Social Studies Skills** - draw upon literary selection, historical documents and accounts to analyze the roles played by different groups and individuals in US history. **Language Skills** - analyze information from different sources by making connections and showing relationships to other texts and resources, determine the significance and reliability of information, take notes from written and oral texts, use paraphrase and quotation in order to communicate information most effectively, prepare and give presentations on informational topics. **Assessments** - notes, diaries, graphic organizers, political cartoons, oral presentations.

How it works? Stations may be independent (i.e. students able to work

students receive guided instruction from teachers to complete learning experiences). Both teachers may rotate among stations to observe or facilitate, one teacher may rotate while the other staffs a station, or both teachers may staff dependent stations while students work independently at other stations. Station teaching requires some co-planning time to coordinate what students need to know (i.e. content) and be able to do (i.e. skills) as well as to design the learning experiences (e.g. tasks, materials, strategies) to be used by students at each station. Teachers may divide the preparation of the centers.

Variations for emergent ELL: The examples of these stations can be made accessible to ELL through any or all of the following scaffolds: use literature which has universal themes; make cultural connections with backgrounds; be sure one of the stations is always focused on vocabulary development using interactive and conceptual strategies; assign ELL the assessment tasks which align with their linguistic levels (i.e. drawings and graphic organizers for beginners, puppet shows and power point presentations for intermediates); provide margin notes and reading guides for informational text; employ rehearsal strategies before oral presentations in front of small groups of peers.

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What is it? Supportive Teaching

Why use it?

Language Arts 8th grade example: **English Language Arts** - formulate questions to be answered by reading informational text; distinguish between relevant and irrelevant information; condense, find, evaluate and combine information from print and electronic sources for inquiries; take research notes, using a note-taking process; write accurate and complete responses to questions about informational material. **ESL** - identify forms of informational and expository materials; use knowledge of text and graphic features and organizational structures to determine purpose and meaning; analyze main ideas, supporting ideas, and supporting details for purpose and meaning. **Assessments** - note cards, outlines, summaries, essays.

Science 3rd grade example: **Content** - matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity. **Science skills** - observe and describe properties of materials, using appropriate tools; describe chemical and physical changes, including changes in states of matter. **Language Skills** - acquire in understand procedures; take notes to record data, facts and ideas, following teacher direction; use organizational patterns for expository writing; summarize main ideas with supporting details; identify a conclusion to support main ideas. **Assessments** - hypotheses, notes, graphic organizers, conclusions.

Math 6th grade example: **Content** - understand meanings of operations and procedures, and how they relate to one another. **Math skills** - add, subtract, multiply and divide fractions and mixed numbers with unlike denominators; decode and comprehend mathematical symbols to construct meaning; explain the methods and reasoning behind the problem solving strategies used. **Language skills** - follow a sequence of instructions consisting of at least three steps when engaging in a task, take notes to record data, answer questions with supportive examples, understand mathematical solutions

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shared by others. **Assessments** - list of procedures, problem-solving notebook, self-assessment checklist.

Social Studies (World History) example: **Content** - understand the development and connectedness of Western civilization and other civilizations and cultures in the world over time. **Social Studies skills** - analyze important events and developments through the eyes and experiences of those who were there. **Language skills** - take notes from written and oral texts such as lectures, interpret and evaluate the validity of informational sources with guidance. **Assessment** - summary chart.

How it works? The classroom teacher maintains the lead instructional role because he or she has the expertise for the lesson while the support

progress or drifts around the class to provide moment-to-moment scaffolding for students who may need assistance. Supportive teaching requires minimum co-planning time because the lead teacher determines what students need to know (i.e. content) and be able to do (i.e. skills) as well as the instructional strategies to be used. The model is frequently used for new co-teaching situations.

Variations for emergent ELL: The examples above can be made further accessible to ELL through any or all of the following scaffolds: classroom teacher models note-taking of informational text using strategies (e.g. Cornell, pen-in-hand) while support teacher drifts to assist students; classroom teacher demonstrates science experiments or math operations while support teacher drifts to check comprehension.

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What is it? Team Teaching

Why use it?

Language Arts 4th grade example: **English Language Arts** - use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulty; engage in purposeful oral reading in small and large groups; identify literary elements such as setting, plot, and character; recognize how the authors use literary devices to create meaning; read grade-level texts and answer literal, inferential, and evaluative questions; participate in discussions about texts (e.g. use specific evidence to identify ; demonstrate comprehension of grade-level texts through variety of responses such as writing, drama, and oral presentations. **ESL** - apply knowledge of context clues to determine the meanings of unfamiliar words; demonstrate comprehension of classroom discussions and interactions when clarification is given; respond to factual and inferential questions based on academic content; summarize orally; participate in small-group activities, playing a specified role; analyze the elements of plot, character, and setting; demonstrate understanding that dialogue develops the plot and characters. **Assessments** - vocabulary records, story grammars, written and oral summaries, class play.

Science 2nd grade example: **Content** - many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. **Science skills** - describe the relationship among air, water, and land (i.e. weather, water cycle, erosion and deposition, extreme natural events). **Language skills** - understand oral and written directions; collect information with assistance; identify main ideas and supporting details in informational text with assistance; compare and contrast information on one topic from two sources; interpret facts taken from maps, graphs, charts and other visuals with assistance; describe a problem and suggest a solution; share the process of writing with peers; produce clear, well-organized short reports to demonstrate understanding of information; maintain a portfolio that includes informational writing; present a short oral report. **Assessments** - charts, graphs, logs, experiments, graphic organizers, illustrated booklets, oral presentations.

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Math 5th grade example: **Content** -apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. **Math/Science/Technology skills** - solve interdisciplinary problems using a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results. **Communication skills** - provide an organized thought process that is correct, complete, coherent, and clear; share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form; answer clarifying questions from others; understand mathematical solutions thinking; increase use of mathematical vocabulary and language when communicating with others. **Assessment** - rubric for extended, culminating project.

Social Studies 7th grade example: **Content** - demonstrate understanding of major ideas, eras, themes, developments, and turning points in the history of the US. **Social Studies skills** - use the skills of historical analysis to consider the sources of historic documents, narratives, or artifacts and evaluate their reliability; understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives; compare and contrast different interpretations of key events and issues and explain reasons for the different accounts; describe historic events through the eyes and experiences of those who were there. **Language Skills** - apply corrective strategies such as discussing with others, identifying transition words to assist with comprehension, and monitoring for misunderstandings to assist in comprehension; form an opinion or judgment about the validity and accuracy of information, ideas, opinions, and experiences; recognize multiple levels of meaning; connect, compare, and contrast ideas and information; identify missing, conflicting, or unclear information; understand the purpose for writing (e.g. explain, describe, narrate, persuade, or express feelings); write accurate and complete responses to questions about material; prepare and give presentations on informational topics; present a subject from one or more perspectives; recognize persuasive techniques, such as emotional

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and ethical appeals, in oral presentations. **Assessments** - diaries, venn diagrams, political cartoons, document-based essays, presentations, debates.

How it works? Two teachers assume responsibility for sharing the responsibility of taking on the lead instructional role by dividing the lessons

experiences. Team teachers co-deliver lessons simultaneously and are comfortable alternately taking the lead and the supporter roles. Team teaching requires a shared vision of learning (i.e. ownership of all students) and teaching (i.e. two heads are better than one). Considerable co-planning time is needed to determine what students need to know (i.e. content) and be able to do (i.e. skills) as well as the instructional strategies and resources to be used.

Variations for emergent ELL: The examples above can be made further accessible to ELL through any or all of the following scaffolds by either of the team teachers: differentiating the texts or tasks ELL will complete as part of a literature unit, assigning roles and responsibilities ELL will complete in the class play; assigning linguistic buddies to chart and graph science phenomena; ensuring that ELL acquire mathematical vocabulary through hands-on applications; providing reading guides for informational text and grouping students strategically for pair and small-group work. Team teachers need to use cooperative learning, differentiation strategies, literacy strategies, and time-honored ESL strategies to construct a learning environment for all students.

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References

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