

Co-teaching in contemporary learning environments: a handbook of evidence for educators

School Learning Environments and Change



Introduction

Co-teaching involves two or more teachers working together — sharing the planning, organisation, delivery, and assessment of instruction, as well as physical and virtual spaces. Recent years have seen this practice gain much momentum in the context of open-plan, flexible learning spaces where educators with varying backgrounds, practice, experience, and areas of expertise work alongside one another.

Both practitioners and researchers widely agree that co-teaching is more than just two or more teachers in the same room. When viewed as a cycle consisting of four stages—(1) *co-planning*; (2) *co-teaching*; (3) *co-debriefing*; and (4) *co-reflecting*—co-teaching has the potential to change practices throughout the school community. The benefits of this kind of change are both numerous and far-reaching, including improved differentiation, more holistic and integrated assessment, richer continuous professional learning, increased teacher and learner wellbeing, and improved pro-social skills in the learning environment.

In this handbook, we take a look at how many of these benefits can be realised by exploring, and learning from, recent research and the first-hand accounts of current practitioners. We synthesise findings and provide resources that current educators can use to shape their practice.

We hope you enjoy the handbook!

School Learning Environments and Change

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“Will co-teaching solve all education problems? Obviously not. But in the hands of two teachers who are committed . . . , co-teaching enables them to create an excellent, joyful classroom community in which adults can teach and students can learn at their best”

(Murdock, Finneran, & Theve, 2015, p. 47).

Evolution of co-teaching

As a concept, the practice of co-teaching—where two or more educators are jointly involved in the educative process—predates modern western education. Before we examine what effective co-teaching involves, let's consider how it has evolved over the years.

The practice of co-teaching has existed for several thousand years and references to teachers working together can be found in dialogue between ancient philosophers, liberal arts curricula from medieval times, and accounts of parents as learning partners in Indigenous cultural artefacts (see Figure 1).

Early in the twentieth century, its use in western education was especially promoted by constructivists such as John Dewey and Maria Montessori who viewed education as a collective mission towards learner self-actualisation. Although their views often ran counter to the prevailing culture of the single-teacher, single-cell classrooms of the industrial era, their thinking paved the way for teachers to challenge the status quo and view education as a collaborative endeavour.

By the 1980s, individual teacher autonomy—the idea of teachers simply closing their doors and teaching this way—was becoming unsustainable

as a response to the complex and ever-changing world. The 1980s also was a time of re-discovery in the west of Russian educational theorists such as Lev Vygotsky, whose thinking on collaboration was incorporated into a push towards more learner-centred instruction. Vygotsky and other socio-constructivists helped us to view learning and teaching as co-constructed activities and argued that learner autonomy and efficacy are ideally developed through collaborative partnerships.

It was not until the 1990s that both research and practice on co-teaching gained momentum as part of the inclusive education movement. For many at this time, it represented a way to bring together general educators (responsible for the instruction of all students) with special educators (most often responsible for the high-needs and high-risk students previously taught in self-contained, separate learning environments).

C. 400 BCE



Educational dialogue

Platonic texts written in ancient times speak to the educational value of dialogue between philosophers such as Socrates and Aristotle to find the extent of value and truth in their opinions.

C. 1000 CE



Co-teaching in liberal arts

The establishment and consolidation of medieval universities from the eleventh century onwards led to the study of liberal arts. Students studied under the tutelage of multiple teachers to attain broad and interconnected knowledge of disciplines such as arithmetic, geometry, music theory, logic, and rhetoric.

C. 1400 CE



Parents as partners

Aztec artefacts from the 15th and 16th centuries document the education of children up to Age 14 as a partnership between parents and local council to ensure the continuation of language and culture.

Figure 1. Co-teaching through the ages

By combining the work of these educators in the same space, school communities were able to develop inclusive classrooms where all learners had access to the expertise of both types of educators. Although much co-teaching research still emphasises collaboration between specialist and generalist educators, elsewhere the focus has widened to include other educational roles in the school such as teacher librarians, language specialists, and technology support personnel.

In surveying the four ages of teacher professionalism in the twentieth century, Hargreaves (2000) argued that the first two ages of “pre-professional” (pre-1960s) and the “autonomous professional” (1960-1980) involved teachers working in unchallenged isolation, while it was not until the compliance-related pressures accompanying the third age of the “collegial professional” (1980s-2000) that teachers started to work together to achieve common educational goals principally as a matter of necessity:

“By the mid to late 1980s, individual teacher autonomy was becoming unsustainable as a way of responding to the increased complexities of schooling. The world in which teachers worked was changing, and so was their own work”

(Hargreaves, 2000, p. 162).

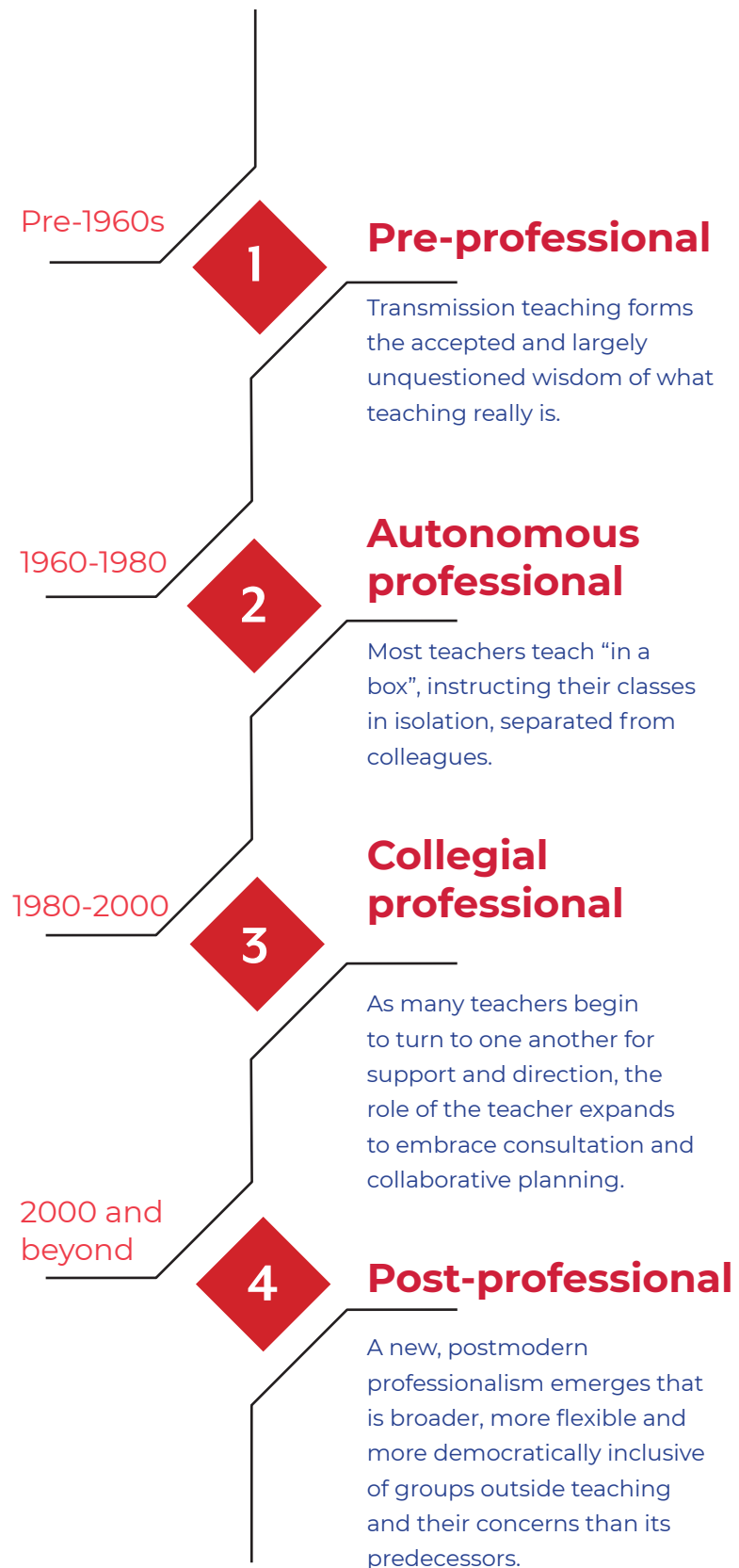
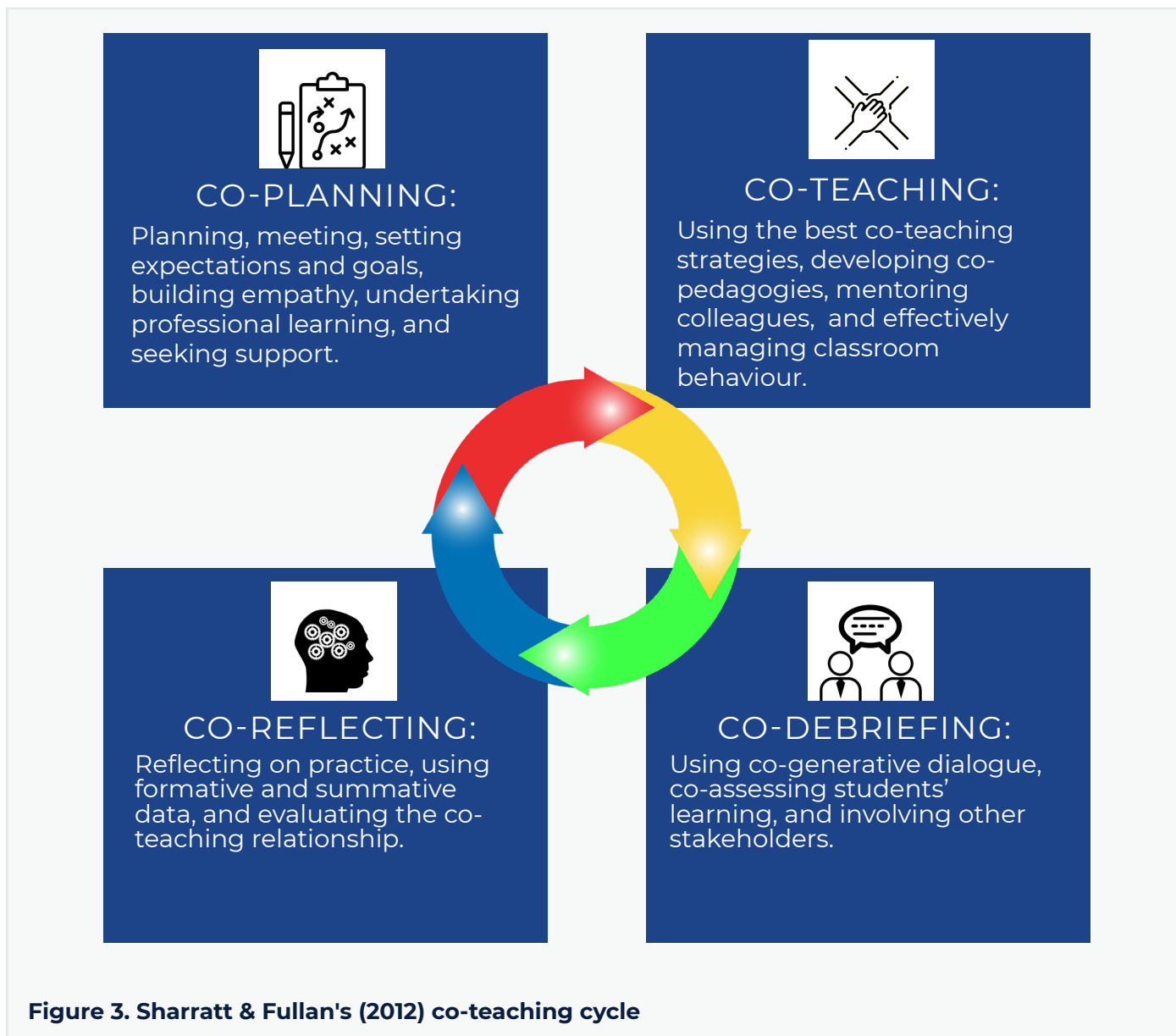


Figure 2. Hargreaves' (2000) four ages of teacher professionalism

The co-teaching cycle

This handbook synthesises research and practice on the most effective strategies for each stage of the co-teaching cycle. The advice and resources are based on research from the last ten years and first-hand accounts of teachers in NSW Department of Education schools.



“The co-teaching cycle is the most powerful way to improve teaching practice. . . . It pushes professionals to make their practices transparent and public in order to become increasingly more skilled, reflective, and thoughtful”

(Sharratt & Fullan, 2012, p. 118).

Benefits of co-teaching

The benefits of co-teaching are well-documented in the research, extending from those within the co-teaching partnership—such as the ability to learn professionally from colleagues—to those that are identified in the broader school community, such as improved learning outcomes and more engaged learners.



Figure 4. Areas that benefit from co-teaching

“Co-teachers can collaborate in a phenomenally fine-tuned fashion, co-participating in both the initiation and feedback components of the sequence and accomplishing together what one individual does in a single-teacher context”

(King, 2018, p. 12).

Benefit #1: Co-teaching can support inclusion and differentiation through:

- reduced student-to-teacher ratios with more one-on-one time
- being a less restrictive environment for students with learning needs, where their needs are more likely to be met and where their learning outcomes are more likely to be improved
- providing opportunities for one teacher to work with small groups and/or individuals while another teacher is instructing the class
- the ability to provide multiple explanations of difficult concepts and joint feedback from different teachers
- opportunities to intervene earlier in the instructional process.

Benefit #2: Assessment and curriculum can be more holistic and integrated where co-teachers:

- are able to use co-debriefing and co-reflecting to share findings of evidence of learning and to forward plan
- take advantage of the presence of two or more teachers to gather and document on-the-ground insights.

Benefit #3: Co-teachers can broaden professional horizons by working with each other because:

- co-teaching represents a form of professional learning that is continuous and embedded
- co-teachers often work with colleagues with differing perspectives, practices, and values
- co-teachers can use their experience to mentor each other.

Benefit #4: Collective teacher efficacy is often stronger in schools with co-taught classrooms where:

- practice is less private when teachers plan, teach, debrief and reflect together
- the co-teaching cycle encourages teachers to collaboratively evaluate their impact on learning
- co-teachers can support and validate one another to build confidence and a sense of shared efficacy.

Benefit #5: Co-teaching can foster learner and teacher wellbeing because:

- positive teacher relationships are often a springboard for an inclusive culture where students receive increased emotional support, develop trust in one another, and report a sense of belonging
- teachers can model positive peer relations
- co-teaching is often associated with reduced stigmas for students with learning disabilities
- co-teaching has been associated with reduced teacher burnout and improved morale
- co-taught classrooms have been shown to foster learner engagement and development of pro-social skills.

Benefit #6: Co-teaching can catalyse positive changes to pedagogical practice because:

- good co-teachers are often flexible and willing to adopt different approaches, strategies, and models as a result of working with one another
- it has been associated with improved pedagogical effectiveness of question-answer exchange during instruction
- it often leads to richer and more effective class discussions
- it enables high-impact joint feedback, which makes learning visible and enables co-teachers to manage competing voices and evaluate multiple students at once
- co-teachers who co-plan have been shown to use more varied high-impact teaching strategies and implement them more frequently
- co-teaching provides an opportunity for teachers to refine and reflect on pedagogy.



Co-teaching for changed practice in flexible learning spaces

The last decade has seen co-teaching gain even further momentum in the context of open-plan, flexible learning spaces where educators with varying backgrounds and areas of expertise work alongside one another as a matter of school policy. Research shows that co-teaching is an excellent strategy for building collective teacher efficacy, where teachers work together on shared learning goals and continually seek to understand their impact on students' learning. Collective teacher efficacy has been shown to have a very high impact on improving learning and teaching.

(Donohoo, Hattie, & Eells, 2018; Hattie, 2019).

“The power and promise of collective efficacy is that it can be influenced within schools, so focusing on it as a change point is a viable path to greater student achievement, greater commitment to learning, and a more inviting place to come and learn”

(Donohoo, Hattie, & Eells, 2018, pp. 44).

Challenges when co-teaching

To realise many of the benefits of co-teaching, school communities arguably must understand and work with a range of challenges that vary in scope and complexity. Co-planning helps to identify potential challenges and developing strategies to facilitate their mitigation, while co-debriefing and co-reflecting helps teachers to turn these challenges into positive actions moving forward.

Challenge #1: Problems with the co-teaching relationship can undermine success when:

- some teachers have philosophies and/or values that are too different and are too inflexible
- there is a lack of mutual respect
- some teachers struggle with conflict resolution.

Challenge #2: Time, workload, and/or resourcing issues can become insurmountable, such as when:

- there is insufficient time to co-plan and/or co-planning time is frequently interrupted or rescheduled
- teachers feel they are overwhelmed.

Challenge #3: There is a lack of teacher parity manifesting as:

- one teacher feeling their skills are not being utilised
- students perceiving one teacher as the real teacher and the other as the assistant
- one teacher not meeting responsibilities
- roles and responsibilities being unclear.

Challenge #4: Professional learning does not support effective co-teaching practices when:

- it is unavailable
- it is not aligned with teachers' needs
- co-teaching dispositions are not considered
- it does not build teachers' capacity, confidence, and willingness.

Challenge #5: Learning environments are not conducive, such as when:

- students are not used to co-teaching
- there is an overload of high-needs and/or high-risk students to the point where their needs dominate

- classrooms have unmanageable noise levels
- students frequently present behaviour management issues
- learning needs of high-risk and/or high-needs students are not met.

Challenge #6: Problems with co-teaching agreements, including:

- agreements are overly informal and/or not observed
- important issues such as workload, assessment, roles, and responsibilities have not been adequately discussed
- co-planning time has not prioritised the importance of reaching agreements.

Challenge #7: Poor perceptions of co-teaching within the wider school community undermine success, such as:

- co-teaching being seen as a special education initiative or short-term initiative
- the assumption that it is merely the physical presence of two or more teachers in the learning environment
- significant or ongoing parental concern, misunderstanding, and/or skepticism
- perceptions of disparity
- teachers' views of 'my kids' vs 'your kids' rather than 'our kids'
- the 'I don't know' reflex
- flagging and stigmatising groups within the learning environment — for example, the 'remedial group'
- valuable people in the school (such as teacher librarians) not being seen as having an instructional role.

Co-planning

Co-planning is the best way to ensure that any co-teaching initiative succeeds. Many co-teaching benefits rely on thoughtful and sustained co-planning while many of the challenges documented stem from poor co-planning. Here are key findings from research and practice to support effective co-planning in your learning environment.

Tip #1: Use co-planning to build empathy and understanding

- Allow time to identify and discuss your teaching styles, interests, goals, strengths, fears, and weaknesses. Surveys and templates can be used to learn more about yourselves and your colleagues (refer to suggestions on Page 20 at the end of this handbook).
- Discuss divergent beliefs and what they might mean for your co-teaching ahead.
- Interview new staff to learn more about their beliefs and experiences with co-teaching and what you might be able to do to help.

Tip #2: Protect co-planning time

- Try to schedule substantial co-planning time that is free from interruptions. Research suggests that at least 40 minutes is ideal to properly co-plan.
- Clearly designate meeting times for intended purposes (for example, co-creating resources, evaluating students' learning, or building empathy).
- Set objectives and make sure they are met.

Tip #3: Access professional learning

- Undertake professional learning and regularly access professional readings relating to co-teaching.
- If you speak with university partners

about pre-service teachers that you are supervising—for example, during an tertiary supervisor visit—alert them to the importance of co-teaching in your school and encourage them to support pre-service teachers' training in co-teaching.

- Look for professional learning that covers both co-teaching strategies and managing the co-teaching relationship.

Tip #4: Seek support from leaders and administration

- Consult with school leaders when co-teaching groups are determined.
- Make sure that timetabling reflects the co-teaching arrangement as a year-long feature of how the class is taught.
- Maintain consistent co-teaching partners throughout the year, or longer if possible.
- Ensure consistency in terms of allocating high needs and/or high risk students across classes.

Tip #5: Get the right agreements in place

- Develop shared goals.
- Ensure fair division of workload.
- Clarify roles.
- Determine key curriculum information such as essential questions, unit objectives, and vocabulary.

"When planning for co-teaching, it is helpful to make it visible. Select a wall or use a white board to map out the program's or unit of work's big idea, concept or theme. We found breaking up the syllabus into distinct chunks, connected to outcomes and displaying this visually on a wall highly effective"

(Shae Dunbar, NSW DoE).

Tip #6: Focus on effective communication and collaboration

- Communicate regularly with school leaders and administrative staff to make sure they understand what you need to co-teach effectively.
- Clearly explain your co-teaching aims and strategies to parents and students from the beginning.
- Emphasise your school's focus on co-teaching to university and industry partners.
- Involve key school personnel such as school learning and support officers (SLSOs), teacher librarians, and support staff in co-planning activities.

Tip #7: Use students' learning to inform planning

- Discuss individual students and the challenges and opportunities they present.
- Where possible and appropriate, involve students during the planning process to identify what their needs are and suggest ways of meeting these needs.
- Frequently analyse students' learning to date.

Tip #8: Structure the co-planning process

- Have a collaborative online space to support and streamline planning.
- Use differentiation planning approaches such as individual education plans (IEPs) and pyramid planning (all/most/some).
- Use both individual planning and co-planning.
- Use co-teaching lesson templates.
- Use strategic questioning to work out what is most important.



Hepner and Newman's (2010) strategic co-planning questions — a starting point to learn more about colleagues:

1. What are your expectations for students regarding: participation, daily preparation, assignments, and/or homework completion?
2. What are your basic rules? What are the consequences?
3. Typically, how are students grouped for instruction in your learning environment?
4. What instructional methods do you use?
5. How do you monitor and evaluate student progress?
6. Describe your typical tests and quizzes. Describe other typical projects and assignments.
7. Do you differentiate instruction for students with special needs? If so, how?
8. How and when do you communicate with families?
9. What are your strengths as a teacher? What are your weaknesses?
10. What do you see as our potential roles and responsibilities as co-teachers?
11. What are your biggest hopes for our work as a team? What are your biggest concerns?

“Co-teachers must be good communicators, respect each other, have similar teaching philosophies, be willing to spend time planning together, and at times be willing to drop their own ideas and go with the other person's plans”

(Murdock, 2016, p. 46).

Co-teaching

As the second stage of the cycle, co-teaching is where the success of the initiative is realised and where it has the most impact. While successful co-teaching is best established through careful, evidence-based co-planning, there are a wealth of tips and resources that can support and inform practice on the ground.

Tip #1: Use the structures of Friend, Reising, and Cook (1993) as a starting point

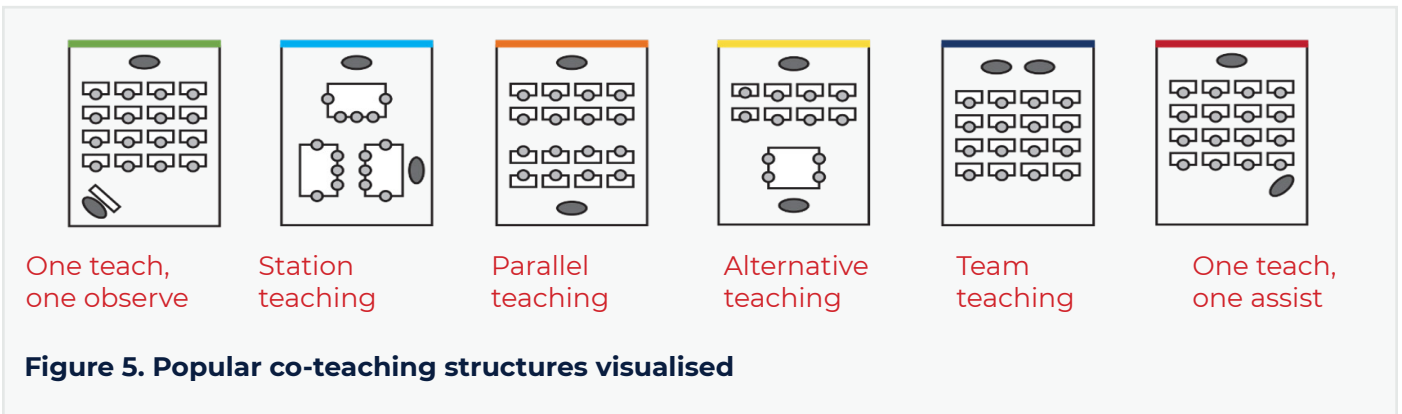
- Use the six structures (illustrated in Figure 3 and explained in Table 1) to learn about different approaches to co-teaching and build diversity into your lessons.
- Avoid overuse of any one strategy — especially *one teach, one observe* and *one teach, one assist*, which can undermine teacher parity.
- Share the structures with guests and pre-service teachers.

“Working so closely with a colleague is such a rewarding experience — not just professionally, but personally as well. Stay relaxed, stay flexible, and enjoy the experience!”

(Kieran Sly, NSW DoE).

Table 1. Popular co-teaching structures explained

| | |
|------------------------|--|
| One teach, one observe | Both teachers are present, but one takes the lead while the other monitors students' learning. |
| Station teaching | Teachers divide the content to be delivered, and each takes responsibility for part of it. Eventually all students participate in all stations. |
| Parallel teaching | Teachers jointly plan instruction, but each delivers it to half of the class group. |
| Alternative teaching | One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich while the other teacher instructs the large group. |
| Team teaching | Both teachers share the instruction of students, taking turns leading a discussion, demonstrate concepts or learning strategies, and model appropriate question asking or conflict behavior. |
| One teach, one assist | Both teachers are present, but one takes the lead; the other teacher assists students individually. |





Should co-teaching be a choice?

Research suggests that co-teaching initiatives are most successful and sustainable when they are founded on choice, agency, and ownership. Co-teaching may work best when teachers are given some leeway to choose:

- whether and when they would like to participate
- the co-teachers with whom they are likely to work most effectively
- content areas of interest, preference, and/or strength
- specific areas of professional learning in which they need help
- the resources they need to co-teach effectively.

Tip #2: Extend pedagogy to co-pedagogy

- Use interdisciplinary team-teaching to co-teach integrated assessments and units of work.
- Use Project-Based Learning (PBL) to provide authentic experiences for learners to collaborate in co-taught classrooms.
- Carefully incorporate thought-provoking topics, deep questions, and Socratic circles to promote authentic co-taught class discussions.
- Use anchored instruction that situates learning within a meaningful, problem-solving contexts.
- Encourage learners to present extension or passion projects.

Tip #3: Use co-teaching as a mentoring process for colleagues

- Expose colleagues new to the school early to co-teaching with more experienced co-teachers.
- Use leader and assistant approaches such as *one teach, one assist* only in the early stages with new teachers; as soon as possible, structure the learning so that these teachers take a more active role.
- Encourage all teachers in the school to observe more experienced co-teaching teams.
- Think flexibly about pairings and groupings — don't be afraid to suggest unusual combinations of teachers!
- Use a suitable peer coaching model for more experienced co-teachers to mentor their colleagues.
- Develop structured social and learning activities and routines so that teachers and students become accustomed to co-teaching.

“Choice implies willingness and ownership . . . [and] a sense of ownership by the teachers results in them investing in the co-teaching relationship and increases the likelihood of success and sustainability”

(Nierengarten, 2013, p. 75).

Tip #4: Communicate effectively in the co-taught learning environment

- Use questionnaires at the start of a co-taught unit of work to gather data about students' learning preferences.
- Use frequent thinking aloud strategies to foster metacognition and support students with cognitive task analysis.
- Establish teacher parity and ensure that students and the wider school community views all co-teachers as equally important.
- Use both active interplay (e.g. tightly pre-planned exchanges between co-teachers) and passive interplay (e.g. non-presenting teacher informally adding ideas to the lesson) when co-presenting.
- Experiment with instructional role play such as 'informed teacher, uninformed teacher' (e.g. one teacher pretending not to know something and asking their colleague in front of the students) and 'good cop, bad cop' (e.g. varying black and yellow hat thinking)
- Use shared online spaces to support further collaboration.



What is “teacher parity” and why is it important?

Teacher parity is the practice of seeing all co-teachers as equals at all times. Research shows that effective co-teaching partnerships report parity at every level with a shared classes in every way. Parity needs to be communicated clearly and transparently — for example, by making frequent use of parity signals such as “we”, “us”, “our class”, as well as having both teachers' names on doors to convey their equal importance.

(Hepner and Newman, 2010)

“Co-teaching nurtures your similarities and differences as teachers. Your colleagues will establish different connections with your students. I often find these to be so helpful in supporting student wellbeing and recognising all the facets that make each student unique. Sometimes your co-teaching colleagues will see strengths or weaknesses that need to be supported. Use these different connections to differentiate learning sequences and nurture student wellbeing”

(Emily Young, NSW DoE).

Co-debriefing

Co-debriefing helps teachers build trust, grow professionally, and become more aware of themselves and one another through constructive, critical analysis of teaching.

Tip #1: As soon as possible following a lesson, use co-generative dialogue to understand problems and co-generate solutions

- Focus on contradictions that arise (i.e., exceptions to what usually happens in the lesson), which might include both positive and negative things that need to be addressed, eliminated, or increased.
- Ensure that all participants in the dialogue have equal power to call and convene a meeting, initiate topics, respectfully speak, and say whatever is on their mind.
- Share turns at speaking, ensure the discussion is balanced, practise active listening, and encourage those who have been silent to talk.
- Avoid moving onto a new topic until all participants have the sense that a solution has been co-generated.
- Use very short video-recorded segments of the lesson (or vignettes) as focal points for discussions about what was happening and why it happened.



What is co-generative dialogue and how can it be used?

An essential component of co-debriefing is co-generative dialogue (or cogen), which is “when co-teachers discuss the issues that impact teaching and learning and collectively generate solutions to any problems”. Co-generative dialogue also includes not only post-lesson debriefings, but also 'huddles' in the middle of a lesson when co-teachers debrief in the moment of teaching.

(Scantlebury et al., 2008, p. 971)

“Cogens are reflective conversations among selected participants. One of the key purposes of cogen is to identify contradictions that might be changed with the goal of improving the quality of teaching and learning — that is, cogen is part of a process of critical pedagogy”

(Tobin, 2014, p. 182).

Tip #2: Use co-assessment to make sense of students' learning

- Focus on any aspect of learning that was observed.
- Follow a structured, focused approach to evaluating co-teaching practices and their impact on learning.
- Use checklists to structure items for discussion.
- Establish meetings for the sole purpose of evaluating co-teaching strategies and analysing student data.
- Draw on both descriptive data about the lesson to support objective assessment of students' learning.
- Address the core question of whether the evidence indicates that successful learning is occurring for all learners in the class.

Tip #3: Involve other stakeholders in the evaluation of your co-teaching

- Don't assume that everyone—including school leaders—will have a clear understanding of effective co-teaching and recognise when some may need help building their understanding.
- Work proactively with school leaders to identify gaps in co-teaching knowledge and skills and provide targeted professional learning to address these gaps.
- Identify and flag timetabling issues that may be impeding successful co-teaching.
- Leverage successful co-teaching to increase and institutionalise co-teaching practices throughout the school.



“Co-teaching environments are supportive of student wellbeing as well as teacher wellbeing. It is a great feeling knowing that you have the direct and constant support of another colleague when making decisions to benefit your students. Listen to each other and try something new, support each other’s decisions and celebrate successes no matter how small you think they are”

(Kieran Sly, NSW DoE).

Co-reflecting

Co-reflecting enables colleagues to identify what is working, necessary changes to practice, and the next steps that are needed to move forward. Research shows that co-reflecting combines evaluation of students' learning, deep collegial discussion, professional learning, forward planning, and decision-making.

Tip #1: Engage in critical, reflective practice

- Offer and value varying perspectives of the same lesson.
- Share observations about the learning that your colleagues may have missed and ask them for observations you may have missed.
- Identify and explain how, through observation, you gained a better understanding of the struggles and successes of particular groups of students.
- Candidly and through constructive criticism, discuss your teaching effectiveness and its impact on learning.
- Identify and use available formative and summative data.

Tip #2: Honestly evaluate the co-teaching relationship

- Accept that not all teachers are going to work well with other teachers.
- Acknowledge different beliefs about what is best for students.
- Consider letting school leaders know when you feel the co-teaching partnership is not working in the best interests of your students.
- Explore and discuss possible regroupings in consultation with school leaders.



Hepner and Newman's (2010) strategic co-reflection questions:

1. Has parity been achieved? Do students see both teachers as equals?
2. Are we satisfied with our roles and responsibilities?
3. Do we communicate effectively? Can we easily read each other's non-verbal cues?
4. Are resources freely shared?
5. Do we feel our time is used productively? Do we feel our knowledge and skills are valued?
6. Is behaviour management shared?
7. Are we confident in our knowledge of curriculum content?
8. Do we feel frequently acknowledged and reinforced by each other?

“Co-teaching has been instrumental in the development of my practice. Having two teachers creates time and space to try new things with the support to reflect and refine how they can be implemented”

(Emily Young, NSW DoE).

Conclusion

Although co-teaching arguably has a vast history that spans time, place, and culture, this report focuses on more recent research to inform and guide teachers' practices. When viewed holistically, this research presents an in-depth picture of what works well and the pitfalls that need to be avoided.

By looking at the evidence for effective practice at every stage of the co-teaching cycle, teachers can be supported throughout their co-teaching journey. Having carefully considered and curated the research underpinning this report, encouraging two or more teachers with differing backgrounds, interests, and areas of expertise to work alongside each other continues the legacy of inclusion at the same time as enriching professional capital. Co-teaching celebrates the vision that has been held by great educators both past and present of communities of practice that work together to make all the difference.

Best wishes for your co-teaching practice!

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Select resources

These short open access articles include a range of planning scaffolds and templates, recommended questions, first-hand accounts from teachers, and further advice for each stage of the co-teaching cycle.

To access the free open access version of these articles, we recommend searching for the bibliographic reference in Google Scholar (www.scholar.google.com)

Co-planning:

- Conderman, G. (2011). Middle School Co-Teaching: Effective Practices and Student Reflections. *Middle School Journal*, 42(4), 24–31.
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- Brown, N. B., Howerter, C. S., & Morgan, J. J. (2013). Tools and Strategies for Making Co-teaching Work. *Intervention in School & Clinic*, 49(2), 84–91.

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- Nierengarten, G. (2013). Supporting Co-Teaching Teams in High Schools: Twenty Research-Based Practices. *American Secondary Education*, 42(1), 73–83.
- Tobin, K. (2014). Twenty Questions about Cogenerative Dialogues (pp. 181–190).

Co-reflecting:

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