Excerpt from: Co-Teaching in a Virtual World: Ideas for Teachers
Margaret P. Weiss & Wendy Rogers, 2020

Table 1

Ideas for Element 2

Co-teaching Approach	Role for Special Educator in a Synchronous Session	Role for Special Educator in an Asynchronous Session
One teach, one assist (Provides extra support to SWD when instruction is already strong)	• Monitor chat box • Ask questions using Pause Procedure • Prompt/cue students individually using the chat box • Provide pre-planned clarifying/summarizing statements during instruction • Move between break out groups to encourage/monitor • Debrief with general educator after instruction to preplan next session	• Add supplemental resource links • Annotate/provide notes to go with Powerpoint or other documents • Adjust layout of materials to make more explicit for SWD • Provide explicit instructions for use/completion of the asynchronous work • Provide suggested timelines with tasks broken into subtasks and explained (with specific strategies to use for completion) • Insert summaries/questions into videos or Powerpoints to gauge student understanding

Parallel teaching
 	
(Provides an opportunity to reduce the student:teacher ratio in order to teach or practice a more difficult concept or skill. Allows for modifications to instruction based on student need.)
	• Use videoconferencing break-out groups feature
	• Adapt materials to include:
	  ○ Greater opportunities to respond (more questions and practice items; smaller student:teacher ratio should allow verbal questioning, can also use raised hands or polling options)
	  ○ More explicit instruction and repetition of key vocabulary (teach vocabulary; make sure to pause and ask for student summaries of material)
	  ○ Provide additional support/scaffold materials for the concepts taught (e.g., graphic organizer, checklist, guided notes)
		In addition to the items above for one teach, one assist:
		• Include a narrated Powerpoint or video of the material you want to teach (e.g., CAPs*;) that you created
		• Break material into brief, manageable chunks and provide a means for feedback at each point (e.g., peer review, fixed response questions that can be right/wrong, teacher review; Nearpod, Flipgrid, EdPuzzle)
		• Use interactive apps (e.g., Google Slides, Google docs) to get students engaged and evaluating their learning

Co-teaching Approach	Role for Special Educator in a Synchronous Session	Role for Special Educator in an Asynchronous Session
Parallel teaching (cont.)	○ Teach/use an explicit learning strategy in your instruction; model, provide guided practice and independent practice (e.g., gradual release of responsibility) ○ Use interactive apps (e.g., Nearpod, Flipgrid, Google Slides) to get students actively engaged	
Station teaching (Provides the opportunity to break content into small, manageable chunks and deliver the chunks in reduced student:teacher ratio groups while still providing all students with entirety of instruction)	• Use videoconferencing break out groups feature—can either assign series of time-limited tasks or move groups around after each "station" • Use flexible grouping for different instructional purposes • Lead one activity ("station;" probably by moving from group to group); differentiate for needs of each group either for content or materials: ○ Include many opportunities to respond ○ Provide additional support/scaffold materials for the concepts taught (e.g., graphic organizer, checklist, guided notes) ○ Teach/use an explicit learning strategy in your instruction ○ Use interactive apps (e.g., Nearpod, Flipgrid, Google Slides) to get students actively engaged	In addition to the items above: • Modify assignments/materials for groups according to student needs • Incorporate visual supports/scaffolds as applicable • Provide samples of completed work as a guideline for students when possible • Offer virtual "office hours" where you can meet with groups to offer support
Team teaching (Provides the opportunity to integrate modifications to instruction/changes	• Teach the learning strategy while the general educator teaches the content • Be the interactive app implementor—put in activities that will increase opportunities to respond or teach learning strategies. Examples are in Nearpod, Flipgrid, EdPuzzle, Peardeck; Use the raise hand or polling feature in videoconferencing	• Do same thing as in asynchronous session but record/videotape it and set up the interactive apps to work within the narrated powerpoint or video

Co-teaching Approach	Role for Special Educator in a Synchronous Session	Role for Special Educator in an Asynchronous Session
to make more accessible within whole group instruction)	app; use Google slides or Google docs to have students collaborate on answering questions or providing responses • Demonstrate an action via video while co-teacher explains verbally • Perform a reading together or model a two-sided debate	

* CAPs is Content Acquisition Podcast (Kennedy, Kellems, & Newman-Thomas, 2014)

Table 2

Ideas for Element 3 Instruction

Co-teaching Model	Synchronous Session: Teaching	Asynchronous Session: Practice
Alternative Teaching (Provides opportunity to teach skills and concepts that are individualized and part of IEP)	• Set instructional goal(s) for the session. Can be related to academic or behavioral IEP goals or prerequisites for the general curriculum. • Use videoconferencing break out groups feature • Set norms and behavior expectations • Use an Explicit Instruction model that provides: ○ Greater opportunities to respond (verbal questioning, raised hands, polling options) ○ Instruction on and repetition/practice of key vocabulary (e.g., direct questioning, Quizlet, Nearpod, Pause Procedure) ○ Provide additional support/scaffold materials for the concepts taught (e.g., graphic organizer, checklist, guided notes; Google Slides, Google docs) ○ Record the session so that it can be included in materials for asynchronous practice ○ If solving problems or doing writing instruction, use Pencasts (livescribe pens capture audio while showing what is being written at the same time—similar to recording presentation on whiteboard)	• Include a narrated powerpoint or video of the instruction and material previously presented so that students can access again if necessary • Break material into brief, manageable chunks and provide a means for feedback at many points (e.g., peer review, fixed response questions that can be right/wrong using assessments/assignment features in learning platform, teacher review using a journal feature in learning platform; Nearpod, Google docs, Flipgrid, EdPuzzle)
Station Teaching	• Set instructional goal(s) for the session. Can be related to academic or behavioral IEP goals or prerequisites for the general curriculum. • Use homogeneous grouping with the videoconferencing break-out group feature	• Use homogeneous grouping • Replace one assignment with practice activity related to previously-taught material • Incorporate supports as described for Alternative Teaching

	• In place of one group activity, provide instruction related to instructional goals, using explicit instruction as described for Alternative Teaching	

Note: Asynchronous sessions should be practice opportunities for material learned during instruction. Students should not be learning new material in asynchronous work for SDI.