



Co-Teaching Excellence: Leverage the Most Effective Co-Teaching Models

Hi everyone, and welcome to another Inclusion Byte. So this is probably going to get a little manic, Julie, because it's one of our favorites. So the title is about co-teaching excellence, leveraging the most effective co-teaching models.

Many times people will say we know the co-teaching models, and we'll say great, and they'll be thinking of Maryland Friends co-teaching models, and there are six of them, and we say great. And what we're going to share with you is there are six different co-teaching models, and three of them are better than the other three. So when we say that, we mean the most effective three are what we're going to spend our time on.

And Julie, when you say different, it just means like slightly different language or titles, or are they structurally different? Like would this be in opposition if I've already had training on co-teaching, or what if I read your 30 days to the co-taught classroom? Help me understand that real quick. Yeah, so we're going to mention six co-teaching strategies, structures, or models. You can call them different things.

They go hand in hand with Maryland Friends co-teaching models, but we have taken a couple and made more access points into them. And then they are the six outlined in the 30 days to the co-taught classroom. So if you've not read 30 days to the co-taught classroom, well it doesn't matter.

If you have, they align perfectly to this session. I just know a lot of people have said we have had training in co-teaching, or we're doing co-teaching in our middle school and we want to start doing it in our elementary, or I'm a co-teacher. So I just wanted to set the stage that we know folks that people use different language, and we're going to clarify in this particular inclusion bite what we mean by co-teaching, and then specifically these six models and three that are most effective.

Okay, we're ready. Okay, so like Kristie said, we're going to define co-teaching. We're going to talk about a formula for success, so how to make sure you're using one of the three most effective, and then we'll talk through all the co-teaching models, and of course you'll have a little application so you can put this work into practice.

Okay, so Kristie, we've already alluded to it. Co-teaching defined, it's likely not what you expect, and here's what we mean. Many states, many places have very narrow definitions of co-teaching, and they might say it's really only when two people are together in an elementary classroom all day long, right, or I co-teach in two classes, and I also support in a third, but I don't call that co-teaching because I don't really spend much time there, okay, or a thousand other variations.

Here's what we want you to know what we mean by co-teaching so that it can be a clear understanding between us as we work on this. Okay, we think anytime two adults or more than two adults are in a classroom, you are using the best practices of co-teaching, okay. Anytime there are two or more adults, you're using the best practices of co-teaching, and that's what we're going to talk about.



Even if you only are popping in for five minutes, even if you're a general ed teacher or I'm a special ed teacher or I'm a paraprofessional and you're a general ed teacher, our roles don't even matter, and it's really anytime two or more adults share and distribute instructional responsibilities for any time at all. Well, that was helpful when you first said it, Julie. I don't think you've said it that way before, but it was like if anytime we apply the co-teaching practices or techniques or engage in the models that we're just about to show, so it's less about what we're titled.

It's less about if we're a gen ed, special ed coming together. It's less about how long of the day we're together or what role we play is what I heard you saying in that instance. It's because we're these adult educators or related service folks and we're applying the techniques that we're talking about across these Inclusion Bytes.

That's right, and so some people get nervous and they go, oh, that's not what we call co-teaching. Right. Or on the IEP, that's not what we... We don't have co-teaching on the IEP.

And all we're saying is let's move all that to the side for now and just say if at any point there are more than one adult in your classroom, use best co-teaching practices. Okay. And I hope you notice in the bold heading, it says a professional relationship.

And what Kristie and I have spent a lot of time learning about and thinking about and talking about is it's both. It is both professional and a relationship. And in the relationship arena, it takes relational energy.

In the professional realm, it is about being a professional with someone else. And those two together create this magic of a co-teaching relationship. And so just know that within the inclusion bite series, there are several bytes around co-teaching.

So if you're really interested or you're curious about relationship part of it, fine. Take a pause and check out another bite where we go deep into how do you foster... How do you make that relationship full of parity, respect, and fun? You can also just stay right here for a minute knowing that we'll wrap around you and give you lots of strategies from co-planning to actually co-serving to co-grading. All of that is going to be across bytes.

But for now, we want to go, huh, there's another adult near me. We could apply some co-teaching models. So let's see what they are or what would be the formula for success.

Like what are we trying to get towards? Because I know, Julie, we're going to tell people these are more effective than these. Try to do more of these and less of those and maybe none of this. Why? What is it we're trying to get towards or what are we judging that on? Okay.

So this is our formula and here's what we're headed towards. How do you know if it's more effective? If the instruction itself is better because two adults are in the room. And that is what we're calling one plus two plus three.



One is, are you reducing the student to teacher ratio? And what we mean is meaningfully reducing the student to teacher ratio. So in other words, if Kristie and I had 50 kids in a room and we were both standing in the front of the room teaching, we're not really reducing the student to teacher ratio in a meaningful way. However, if each of us took half of the group, 25 and 25, now we're reducing the student to teacher ratio.

Okay. That's what we mean by number one. Number two is it's more effective if we can provide access points to students.

And if you haven't seen the bite about access points, access points are a student's best way of learning. And so Julia, take that same scenario because it was helpful with your hands. You said if there are two adults standing up in front of the class teaching, we didn't change the ratio.

However, we could provide more access points. So we would get a point on this one part of our formula, but not another. Whereas if we divided the class in half, we could reduce the ratio and provide access points perhaps, right? That's right.

So let's imagine. Yeah. It doesn't matter what we're teaching.

I'm picturing a choir class. I don't know why, but picturing a choir class over here, I'm working on this over here. Kristie's working on this.

And what we're doing is also adding different access points for our learners. So we're doing one, reducing the student to teacher ratio and two, providing more access points. Meaning maybe Kristie is talking and drawing what she's teaching.

And maybe over here, I am talking and acting out what I'm teaching. So I'm giving two ways for people to understand it verbally and watch it. Kristie's doing verbally and draw it.

Now we're doing one plus two. Okay. And the third one is when you're co-teaching, you want to be increasing novelty and fun.

So what I didn't say is take a handout packet that everybody's expected to do. And Kristie goes and does it here and I go do it here. We've reduced the ratio.

Okay. That's the only thing we've done. Everybody is doing the same way.

So we haven't changed access points and we haven't changed novelty or fun. So the, one of the goals in co-teaching is making learning more fun. Why does that matter, Kristie? Like who cares if learning's fun? Yeah, right.

It's a really good question actually. And I would invite you all to pause it and answer it yourselves. If Julie said to you, why is that part? It's one third of a formula.



So if we say there are three ingredients to get to effective teaching and one of them is to have fun. So maybe come up with a good answer to that. But the idea of novelty and fun from a neuroscientist perspective, or maybe a fancier way of saying fun is that neurons that wire together.

Nope. Neurons that fire together, wire together. I always get it backwards the first time I say it.

So first they have to fire, they have to be lit up, they have to be activated. And then when they're activated, they start to wire. And when those paths get repeatedly wired and fired, it gets stronger.

And so now it doesn't take much and I'm on that path. So the more fun and just the right amount of novelty will spark or encourage or light up or fire neurons. Those neurons that are then wiring together will become stronger and stronger.

And the outcome is learning. The outcome is development. The outcome is socially appropriate or individually appropriate and supportive responses to what's going on in the environment.

So there's only goodness can come from fun and you can't have too much fun. I mean, it's hard to say that, but you can't. Yeah.

And so it's logical to most people, right? So if you just think back to a time when you learned a lot, chances are a couple of things were in place. You had a relationship with that human that you were learning from that teacher and chances are they created motivation, engagement, fun in whatever they were asking you to do. Those are the things that make neurons fire together, wire together and learning to occur.

Okay. And Julie, I just wanted to say before we moved on that because you gave a great example of the two teachers and they split apart, but the activity was the same and it wasn't fun. Now take it conversely, two teachers, two adults, let's say teaching a lesson together, haven't changed the ratio, but let's say while you're talking, I'm drawing, we are doing access points and we could be increasing fun.

So, and you'll see the formal names to what Julie and I just talked about when dividing, when teaching beside each other, we're going to tell you the exact names of those models, but you start to see that right away with one adult, you get one of the three almost automatically by having another adult, you almost. Now, if that adult takes the role of a student, Julie, or is in a student's chair or sitting in circle time watching, well, it doesn't give you even one in our formula. Maybe you can say that better, but oftentimes just by another adult, we increase the chances of one of these three things happening, but they cannot be passive.

We have to be intentional and plan it. And then with a little more planning, we get two. And then with the use of the models we're about to talk about, you get all three.

And when Kristie said an adult acting like a student or sitting in a student's chair, we often see that. And often that role is the special ed teacher or the paraprofessional who is sitting during a lecture, sitting, taking notes. And what we're asking people to do is to shake up those structures and utilize adults in more effective ways.



Okay. So co-teaching models, the most effective ones. Here we go.

And we're going to go over the three, Julie, and then we can maybe show the handout for the last three, just so they know there's still information on them. So the first three are station teaching, one teach, one make multi-sensory and parallel teaching. So those are considered the most effective.

Remind us Julie, why did we say they're most effective? Just make that connection because I already forgot. Because in that teaching model, you are likely to be able to reduce student to teacher ratio, provide access points and increase novelty or fun. And hopefully to do at least two to three of those in that particular co-teaching model.

And I would also say the reason that these are really effective is because they're very doable, no matter what your structure looks like. So you might say, well, Julie and Kristie, we still do a lot of pull out, pull over, pull aside. We still have a lot of resource rooms, or we have a lot of time where adults are divided up in different spaces.

So it might feel hard to do co-teaching because we haven't changed the structures. That's okay. You can start to build in, play with times of the day, five minutes, 20 minutes, part of one class period where you can do these three.

So I feel like they're even doable, Julie, before you've changed your structures and actually officially paired us as co-teachers. Yeah, I love that Kristie. It's like a bridge.

You can do these as a bridge to those other structures as you start to become more and more inclusive. And I think if you do the less effective ones, you won't ever make the structural changes because you can kind of get by. It's wonky.

You won't love co-teaching. You won't see the benefits of inclusion as fast, but it doesn't make them bad. It just makes them kind of simpler or easy, not as effective.

And it doesn't really push you to say, huh, we need to change it if we're going to really do this well. Okay. Okay.

So we've unveiled the more effective we've unveiled the less effective, and I'm just going to share with you. Duet teaching is one we're considering less effective. One teach and one assist is one we're calling less effective.

And one teach, one float is one we're calling less effective. Okay. Now we're going to walk you through each one.

And Kristie, did you say you wanted to do the handout? I can't remember. We'll do the handout for the last three. We'll do these slides.

Yeah. And then because we don't have the slides, we'll show the handout just to finish it out. Okay, good.

So I'm just going to explain these pictures and then Kristie, you can explain what station teaching is. So over here, you're going to see these models that we have drawn out just to be clear. The orange would be the students.

The orange circles are the students. The stars in this case are the adults, and they're two different adults here. And then these purple hexagons are going to be spaces in your room or in your school.



Okay. And so it doesn't, they look like tables. They could be, but they don't have to be.

I know. Glad you always say that because it looks like a table instead of a space, or it's just to say you're clustered in an area. Right.

And so Julie, quickly, what if I, how would I think of this diagram? Let's say I don't have another adult often. Will we come back to that? Sure. After we talk about the models, if you're here going, well, I don't have any additional humans.

Every time you're supposed to, they get called out to go help with something. So we got to remember that we're going to talk about how to co-teach when you don't have a co-teacher. Oh, I love that.

How to co-teach when you don't have a co-teacher. Okay. So station teaching, Julie's already given you the visual.

It doesn't mean that it has to look like this. We're just trying to orient you to something possible if you've never seen it before. And you can divide up the content into two, three, four, five.

If you've watched the inclusion bite about think-tac-toe and high prep differentiation strategies, at one point we said you can use your think-tac-toe to come up with eight different stations. I hope you're making that connection. Or when you hear that bite, make the connection with, oh, eight stations, Julie.

That means we can have eight ways we're doing station teaching. So even if I only have two adults, doesn't mean you have to have two stations. We're going to keep layering.

They can be in separate locations. So I always think of it, location, location, location, like you're a realtor and you can go, what do I have in a classroom by way of location? Two sides of the room, front and back of the room, however you want to divide up, quarters. Then you can go, well, there's some room outside of our room.

Yeah, we use the hallway often. We use other rooms in the building. Great.

Now we're going to come back to what we don't mean by moving a group of kids out into the classroom. We're going to say what we don't mean. Then location could be outside the building.

So you might have other buildings, you might have outdoor space, you might have a tent, you might have a piece of sidewalk that you get to. So you might even go bigger when you think of like traditional field trips or times away from school, depending on the age and grade and budget of your school. But that's all it means, separate locations.

And sometimes we call these centers. So Julie, before we go any further, tell us what we don't mean by these groupings, especially if we're going to go somewhere else with some kids. Okay.

Well, we never mean, so you can go ahead and get your pen ready. Get your pencil ready. We never mean ability grouping.

Never mean ability grouping. So we do not mean by that, Julie, I do not mean Kristie is a special ed teacher. You're going to take all the kids who struggle with this concept over here.



Why we don't mean that is because I know what to do with them. Yeah. Well, here's the deal.

We're talking about Inclusion Bytes. One of the bigger challenges to inclusion is anytime we segregate, separate or, or move aside a group of students that struggle with content, there are lots of reasons for that. But the bigger reason is we're talking about the fact that when kids are in heterogeneous groups, they do better academically, socially, behaviorally, they are no longer excluded, separated, segregated.

So therefore, when we're talking about station teaching, we're talking about Kristie in your group, you might have students that are at every level in your group, I will have students that are in every level. And that independent station that's here, we're going to have students at every level. So we're going to build in the supports, right in the station, as opposed to assume that a special ed teacher is the support.

Okay, so we're not going to go deeper than that. But make while you're making a note that we never sort by or separate by or group by ability, make a note to check out any of the Inclusion Bytes about differentiation, and make a note to check out the inclusion bite about grouping. Because we'll dive deep into and give you more strategies about how to do it.

Okay, so now we understand there are these stations or these centers. And now these are the keys to success. Julie, what do I need to keep in mind to do station teaching? Well, so I think this one's really fun to think about, you can organize your stations, based on content, based on process based on product, based on materials based on themes, or based on activities.

And I'm certain this is not an exhaustive list. So I'll just pick product. And I'm just going to pick math.

Let's imagine that you're doing multiplication. And Kristie is doing how to draw multiplication problems over here. Julie is doing how to do mental mathematical computation without support.

And over here, we're doing using manipulatives, okay. And we say to students, your choice, any one of them is good. Let's start with where do you want to go first.

So students go first where they want to go. And they work in that specific area. And then they might rotate, or they might just choose one center.

So there's all kinds of ways to kind of take centers to the next level. They can be student led, teacher led or self guided. So I'm going to go back to the picture.

You can have a student lead this station. It can be self guided. You can have something on the wall or in the environment that gives directions.

So any student who goes there knows exactly what to do. When Kristie said, how do you co-teach without a co-teacher? Well, that is exactly it. You start to get creative with those self guided or self supported centers.



They can be designed based on learning preferences. So for example, we're going to be talking about mitosis and meiosis, you can either act it out over here, you can be involved in the play about how it looks and works the musical, or over here, you can write the paragraph about what it is to divide cells, okay. And then this one, we're just repeating heterogeneous groups all the time always.

Good. So those are the keys to success. You do have a handout that has all of these slides on it, that you could be following along.

And we're going to show you that in just a minute. So here's the second of the three effective models. It's called One Teach, One Make Multisensory.

We've alluded to it. This is just the fancy name for it. This time, I'll tell you the diagram and Julie will walk you through what it means.

Again, the stars are the adults, the circles are children, you may have more stars, fewer stars, more circles, fewer circles. And what we're trying to say is that things are happening simultaneously. So while one teacher does one thing, or while one adult does one thing, the other adult is doing something else.

But the something else is absolutely related to what the other person is doing. So Julie can't be, you know, dancing the flamingo, and I'm dancing the cha-cha. This is not a time for a fusion dance.

This is for both of us to be doing the flamingo in slightly different representations. So if you're a UDL person, this is multiple means of representation. And we'll show you the handout with 20 ideas here in just a minute.

But Julie, let's finish telling them what this is about. Okay, so what it's about is one teacher leading a lesson or activity, and the other teacher adding access points by adding or showing more tools, giving examples, using visuals, showing the strategies at the same time. For example, maybe one is teaching and the other is acting out the concept.

Or I'm adding, Kristie's teaching how to do flamenco dancing, and I am adding meaningful music to it. And so what Kristie's just pulling up is the 20 ideas for one teach one make multisensory. And it's a handout, and it's full of fun ideas.

But what we want you to notice is it says, well, one teacher, it could say, well, one adult does this. The other does this. If you have more than two adults, you can also say, and the other is doing this.

So as students are learning, let's imagine Kristie's reading a passage from a book, and I'm acting out the scene. And those are both related to the book. Yeah, for sure.



And so what we want you to see is then students have an option of just listening. They could close their eyes if they want, or they can watch me act out this scene. Right.

This is my favorite. Okay. This is as opposed to raise and respond, which we see so often.

One teacher is conducting a whole class discussion, and the other has a plaid game show host style jacket on, and they have a microphone, and they're running around and getting students responses. Okay. So we're upping the energy, we're upping the novelty, we're upping the fun, we're wearing costumes.

It's a whole different thing than raise your hand if you're willing to answer, and we're just waiting for the same kids to raise their hand over and over again. And please keep in mind, friends, that all of these are meant to be adaptable to your styles of teaching, but more importantly, to your students' need for support and challenges. And so even here with the puppet show, we don't mean just in early childhood.

This could be something that is in high school as well, and the puppets could be, you know, relevant music artists or somebody that's an influencer on whatever social media they're following at that time. So it doesn't have to be silly like a Sesame Street puppet. It could be somebody that's famous or an influencer or somebody that they think is cool could be doing part of the puppet show.

Okay. So that's One Teach, One Make Multisensory. Julie will revisit the keys to success.

This is the second of three of the most effective co-teaching models called One Teach, One Make Multisensory. We've given you a handout with 20 ideas, but you can adjust them, adapt them, and then follow the keys to success. I just have to say one of the best Romeo and Juliet lessons that I've ever seen was in a senior class, and everybody made puppets to represent the different characters, and it was a phenomenal learning experience watching kids.

It was in an honors class that was also inclusive, which is a different story altogether, and it was just phenomenal. So the keys to One Teach, One Make Multisensory. Use learner's strength to determine access points.

Here's what this means. When you're thinking about your outside pins and you're going, hmm, this student doesn't use verbal speech, but they use eye gaze technology, and they can point, and they can sign. Perfect.

We're going to make sure that the access points use eye gaze technology, pointing, and or signing. You use their strengths to make the access points. The second key is that you increase student engagement, attention, and understanding by stimulating multiple senses.

So it's really fun to think about, ooh, what's a sight I can include to make this learning more sticky, make this more novel? What's a smell I can include? What's a sound, taste, touch, temperature? What can I do if we're studying the savannas? We're going to make it hot in the room at the time. We're going to think about what helps people understand that concept, okay? Select this model if you're looking to increase novelty and fun. I think creative teams of educators have the most fun with this particular format.



And don't forget to build upon teachers' strengths. So for example, let's imagine Kristie is an incredible singer, and she can come up with songs on the spot. That's a great imagination you have over there.

I know, but let's imagine it. Then she's going to be the one that's coming up with the song or the rap on the spot that involves how to think about idioms in a classroom, right? And so use your strengths as opposed to assigning people what they're expected to do. All right, so we're going to now talk about the third.

So you have this as a handout. The third effective strategy is called parallel. Now, after we walk through the diagram, the definition, and the keys, we'll show you the rest of the handout that will show you the other three models, and then we'll give you your application activity, okay? So this time, I'll just start with a description.

We kind of did this a lot with our hands. If you saw, if you were watching the video earlier in this bike, we're like, teacher, teacher, they did this, and then they went to do it. So I always think of like alongside.

We see this very often, especially if you have a paraprofessional or teaching assistant that you may not have thought of because without a teaching license, you may have just called them your right hand or your left hand or your better half, but we're now calling them your co-teachers. And so how do you divide up? And we often do this in classrooms. We often say, you take this group, I'll take this group.

So once again, we're going to split the class into two sections. You can have more sections, but we're going to think of parallel two of them. And so maybe you want to think about using a different teaching approach, but you're teaching the same content.

So Julie is very creative and very active and has a lot of ideas. I much prefer reflection and making spreadsheets. So we might take the same math outcome and Julie might teach it using manipulatives or interpretive dance.

And I will teach it by way of a formula and a YouTube video or something like that. But we're both teaching the exact same content side by side, but kids can pick or we can switch. So we can switch it.

And in that instance, let's say the content has two parts to it. I'll teach one part, Julie teaches the other part, each in our own ways, and then we swap. So there's lots of different ways to think of it in terms of what we are mixing and matching, I guess, if you will.

I was trying to think of an example that would be super good for this specific thing, which I'm thinking of the FOIL method, but I cannot remember. Oh, it's for multiplying two binomials. Okay.

So it's for multiplying two binomials. And for example, let's say Kristie is going to use the FOIL method, which is first, outside, inside, last. And it teaches students a very specific way to do to multiply two binomials.

Okay. So Kristie does first, outside, inside, last, and I do the four-part structure that is a more creative way to think about it. And we say to students, which way makes more sense to you? And they say that way or that way, and then we divide based on their interests.



And so everybody's learning how to multiply two binomials, but they're doing it in two different ways based on their strengths, not based on their weaknesses or something else. And then like, it's really exciting. I like what you said, Julie, is like, you don't have to divide it in half in terms of the equal amounts.

It just means we're reducing the student to teacher ratio. Julie might have more or fewer than I have at any given time. A student may not know, and they start with me and go, oh, I picked wrong.

And they can just stand up and go over to the other lesson. Now that might freak some of you out, but the idea is like, I'm not getting it. I'm going to go try it over here.

Or you say, today, try it here. Tomorrow, try it there. And then the rest of the week, you'll know which way you want to go.

That's right. Or we'll know that everybody in the class preferred foil or four boxes, and we will do that more often. Okay? All right.

Keys to success. Okay. Keys to success are really quick and easy.

Create heterogeneous groups, not based on ability. So you don't say, if you're struggling with this concept, you go with Kristie. If you already know this concept, go with Julie.

We're always using heterogeneous groups for obvious reasons we think related to inclusive education. The other thing you can do, like I said, is have students choose which group they want to go to. You can either just listen to the story or watch the puppet show.

Be sure that both teachers have equitable space and materials. So one thing we've seen in our past is we've often seen that general ed teacher, they teach at the teaching station, and the special ed goes wherever they can. And one of the things that we will talk about later in co-teaching is thinking about parity, making sure that we both have equitable power in the classroom.

And so we've got to think about switching up those roles so that we're not always in the place or position of power. And then think about noise and positioning and parity. So if one of you takes a group out of the classroom, be sure the students switch leaving.

So let's just say I say I'm going to take them to the gym, and in the gym I'm going to do my section over here, and Kristie stays in the classroom. Make sure you're always thinking about who's switching, who's leaving, so that it's not, it doesn't become a parity issue where people think, oh you're the real teacher Kristie, you always stay in the classroom. Julie, I don't know what you do, but you pull kids out.

That's not what we're asking. We're thinking about parity and positioning so that everybody is involved in the lessons in lots of ways. Excellent.



Okay, so we have talked about that there are six models, three on the left, three on the right. So in your handout, the co-teaching models, you can learn about what is duet teaching, one teach one assist, one teach one float. You can read about it and go, huh, why did they say that these are easier or are more likely or are already at play and may not challenge us to change our structures to become more inclusive? And then you will see the keys to success, the same ones that we just walked through, and then more importantly the keys to success, because duet teaching has a place.

One teach one assist has a place. One teach one float has a place, but we want you to do it less often or not just by default. Anything you want to say about any one of these, Julie? Okay, so that can, yeah, go ahead.

Oh, I just want to say that was a great, that was a great just reminder that it's not wrong or bad, but our goal is how do we increase the more effective ones over time. Excellent. So that brings us to our application activity, which is all about fun.

So if you remember, our formula was teacher-student ratio, access points, and neurons to fire and wire together or have fun. So there is a commercial. There's actually a couple of different ones.

We chose the one about, from the VW Volkswagen folks, about fun theory and building a staircase into a piano. So you're going to watch it. The link is on your dashboard.

It's free on YouTube. If you can't find it, just VW Fun Theory and you'll find it. After you've watched it, what should they do, Julie? This is where you think about the concept of fun theory and you think, hmm, how do I make tomorrow even more fun? Like what music could I play to engage them? What games could I incorporate? What smells could I include? What lighting could I add? What could they write on that would be very different or unique? Where could they go? How could they move? You can see step two is all about incorporating fun.

And the third is take your best ideas and add them into an upcoming lesson, unit, or activity. And so you're going to do that in your co-planning and then you're going to actually carry out a co-taught lesson by increasing engagement and fun and novelty.