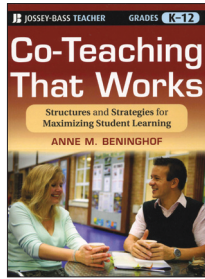


Co-Teaching That Works. Anne M. Beninghof. Jossey-Bass, 2012, 260 pages.

I always enjoy reading practical, informative books that generate conversation, provide tools for immediate application, and serve as ongoing resources. This is one such book. Before I had even read it, a teacher saw it on my desk and began riffling through the pages, exclaiming, “Oh, this looks interesting!” Her immediate assessment: It seemed like a practical resource that would be a great book study selection. Then she asked me if she could have an extra copy!

Author Anne M. Beninghof defines co-teaching as “a coordinated instructional practice in which two or more educators simultaneously work with a heterogeneous group of students in a general education classroom.” Many of us naturally think of co-teaching between special educators and mainstream teachers. Beninghof



challenges readers to think beyond this scenario and consider the ways in which partnerships between educators and other colleagues, including ELL specialists, technology instructors, and literacy teachers, can support powerful learning experiences for students.

The first part of the book defines co-teaching, discussing the importance of relationship building to benefit communication and planning time, and exploring a variety of common challenges. Checklists and worksheets are helpful resources to guide teachers’ thinking and planning for successful co-teaching.

The second part of the book presents nine different models of co-teaching. In addition to providing examples of each model in action, the

book discusses the roles and responsibilities of each teacher within the model, the pros and cons of each approach, and guiding questions for teachers considering its use.

The third section focuses on co-teaching arrangements between classroom teachers and various specialists and includes examples of lesson plans and detailed roles for each.

The book concludes with a section detailing instructional strategies that would be useful in co-taught and solo-taught classes.

Though my family’s move to another state resulted in me leaving my principal position, several teachers in my former school will be reading the book together this fall. I am confident this book will be a useful, practical, and thought-provoking resource for them.

Reviewed by Ayesha Farag-Davis, who is a doctoral candidate at Lesley University and is a former principal.

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