

Co-Teaching Approaches

All approaches should have a plan and a final destination.



One Teach, One Support

Parallel Teaching

Station Teaching

Alternative Teaching

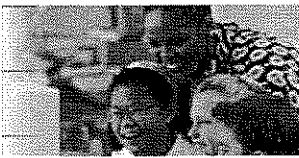
Team Teaching

Each of the models of co-teaching can be effective in different classroom situations. The approaches are meant to be flexible and used interchangeably while maximizing student engagement and supporting all teachers and students. Co-teachers have to determine which arrangement best suits the needs of their students and teachers. The emphasis should be on parity and participation while optimizing each teacher's expertise.

One Teach, One Support

One teacher may have the primary instructional responsibility while the other provides “on the spot” supports and adaptations based on student needs.

This approach is practical to use when you are implementing the co-teaching model because it maximizes time and requires minimal joint planning or coordination between the two teachers. The teacher who assumes the assisting role may not be utilizing their full teaching potential so it is imperative to share in the roles of teaching and assisting.



Managerial: One teacher provides observations of students engaged in the learning process for progress monitoring

Instructional: Review test directions, cues, checking for understanding



Write down an example on how you could use this approach with your Co-teacher.

Parallel Teaching

Co-teachers teach the same information simultaneously, but they divide the class into two groups and teach the lesson at the same time. The teachers address the same content, but may address different learning styles and levels of understanding. Both teachers need to be proficient in the content.

This approach requires that teachers coordinate their efforts so that all students receive exposure to the same general content and information. Flexible groups may be formulated from mixed to same ability, depending on students' needs and the goal of the lesson.



Instructional: Differentiate by learning style-One teaches using tactile kinesthetic, one teaches with visual aids



Write down an example on how you could use this approach with your co-teacher.

Station Teaching

The teachers can divide the instructional content into two or more segments and present at separate stations (centers) in the room. Each teacher is responsible for instructing at one station to every student and other centers might be created for students to work independently. The delivery may vary depending on student needs.

This approach requires a clear division of labor, as each teacher is responsible for planning and teaching their part of the content. This division of instruction can increase the comfort level of co-teachers at initial stages of the partnership. Students can benefit from the reduced teacher-pupil ratio and be exposed to diverse instructional experiences.



Instructional: Organizational Station -One teacher can address organizational and study strategies

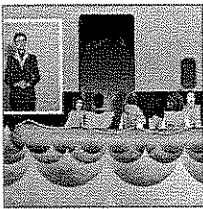


Write down an example on how you could use this approach with your co-teacher.

Alternative Teaching

One teacher takes responsibility for the large group while the other works with a smaller group of students that require instruction. The large group engages in the planned lesson while the small group completes an alternative lesson or the same lesson taught at a different level.

This approach addresses tiers of intervention and may be for acceleration and remediation. It can be used for a variety of activities, including pre-teaching, reteaching, strategies matched to student's needs, conducting progress monitoring, and student conferencing.



Instructional: Large group working on projects in small groups while the alternative group can be assessed

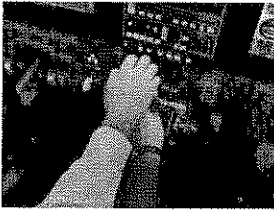


Write down an example on how you could use this approach with your co-teacher.

Team Teaching

Two teachers share in the process of instructing all students at the same time, whether that occurs in large group, facilitating small groups, or monitoring students working independently. This is sometimes called "tag team teaching" Each teacher speaks and moves freely during large group instruction.

This is the most complex approach and requires the highest degree of collaboration and trust between the co-teachers. It also requires that the two teachers are able to blend their teaching styles. This approach can be the most rewarding for both students and teachers.



Instructional: Use when both teachers have a high sense of comfort-Oral presentation coupled with visual cues such as note taking using a graphic organizer



co-teacher.

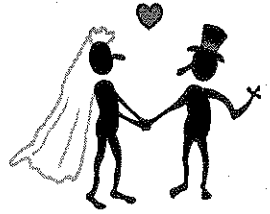
Write down an example on how you could use this approach with your

Co-Teaching Approaches

Co-Teaching is when two or more professionals share instructional responsibility in a single physical space (Cook & Friend, 1995). Co-teach partners can alternate the roles and approaches regularly. This becomes more fluid as professionals become comfortable with each other in the shared space.

APPROACH	DESCRIPTION	STRENGTHS	CONCERNS
One Teach, One Support	One teacher may have the primary instructional responsibility while the other provides supports based on student needs.		
Parallel Teaching	Both educators plan jointly and teach the same information simultaneously, but they divide the class into two groups. The teachers address the same content, but may address different learning goals and levels of understanding.		
Alternative Teaching	One teacher works with a small group to pre-teach or re-teach a concept or skill while the other provides large group instruction. This approach addresses tiers of intervention and may be for acceleration and remediation.		
Station Teaching	The teachers divide the instructional content into two or more segments and present the content at separate stations (centers) in the room. Each teacher takes responsibility for one station and a third might be created for students to work independently..		
Team Teaching	Two teachers share in the process of instructing all students, whether that occurs in large group, facilitating small groups, or monitoring students working independently.		

Co-Teaching Conditions for Success



- Administrative support
- Metaphor of arranged marriage
- Choose teachers that volunteer or that you feel you could work with
- Approach with flexibility
- Create a snapshot of your areas of expertise and areas of weakness
- Believe in the benefits of co-teaching
- Communicate on roles and philosophies
- Teachers share role of instructional leader
- Both teachers' names should be posted on door and in classroom
- Students who would best be serviced in a co-taught classroom should be grouped together
- Build a workable schedule that includes grouping students equitably
- Teachers need to have ownership of all students
- Teachers plan and discuss how to help students with disabilities
- Co-planning time should be built into the schedule
- Address curriculum accessibility tools
 - Differentiated strategies
 - Collaborative Problem Solving
 - Accommodations and Modifications
 - Assessments
 - Technology
- All communication with parents should reflect participation of both co-teachers