

Co-Teaching Approaches

Co-Teaching Model	Description:	When to use:	Amount of planning:	Sample Applications:	Comments:
One Teach, One Observe	<p>One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. When one teaches and one observes during co-teaching, the teachers should decide in advance what types of information are to be gathered during the observation and should agree on a system for gathering the data. Afterward, the teachers should analyze the information together. That is, observation should be a deliberate part of the lesson, not just teachers' incidental checks of student activity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In new co-teaching situations <input type="checkbox"/> When questions arise about students <input type="checkbox"/> To check student progress <input type="checkbox"/> To compare target students to others in class 	<input type="checkbox"/> Low	<p>Which students initiate conversations in cooperative groups?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which students begin/do not being work promptly? <input type="checkbox"/> Is Anne's inattentive behavior less, about the same, or greater than that of other students in the class? <input type="checkbox"/> What does James do when he is confused during an assignment? 	<ul style="list-style-type: none"> <input type="checkbox"/> Once you're experienced co-teachers with a mutual sense of comfort, observation of each other can serve as a form of coaching.
One Teach, One Drift	<p>In some cases, the most effective use of two adults in one classroom is to have one person keep primary responsibility for teaching while the other circulates through the room providing unobtrusive assistance to students as needed. Although this approach to co-teaching has value, it is also often over-used, possibly because it makes few demands for change on the part of the teachers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When the lesson lends itself to delivery by one teacher <input type="checkbox"/> When one teacher has particular expertise for the lesson <input type="checkbox"/> In new co-teaching situations--to get to know each other <input type="checkbox"/> In lessons stressing a process in which student work needs close monitoring 	<input type="checkbox"/> Low	<ul style="list-style-type: none"> <input type="checkbox"/> "This is my absolute favorite lesson to teach. Am I wrong to want to teach it myself?" <input type="checkbox"/> How well do the students understand the steps to follow in long division? <input type="checkbox"/> Are all students following as they learn how to take notes? <input type="checkbox"/> "I've never taught geometry or worked with this teacher. I need to get a sense of the flow of the class." 	<ul style="list-style-type: none"> <input type="checkbox"/> This approach is not particularly useful to help focus student attention. Instead, it has the risk of distracting students during large-group instruction. <input type="checkbox"/> Each teacher should have the opportunity to lead instruction and drift if this approach is used.

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<p>Parallel Teaching</p>	<p>On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, co-teachers are both teaching the same information, but they divide the class group and conduct the lesson simultaneously.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When a lower adult-student ratio is needed to improve instructional efficiency <input type="checkbox"/> To foster student participation in discussions <input type="checkbox"/> For activities such as drill and practice, re-teaching, and test review 	<p><input type="checkbox"/> Medium</p>	<ul style="list-style-type: none"> <input type="checkbox"/> More students would have a chance to share their alternative ending to the story if they are split into two groups. <input type="checkbox"/> If each teacher took a group of students and presented environmental issues--one from the point of view of business and industry and one from the point of view of environmentalists--the class could later have a spirited discussion on the topic. <input type="checkbox"/> Student use of the science materials could be more closely monitored if the group is divided in half. 	<ul style="list-style-type: none"> <input type="checkbox"/> This approach gives each teacher an active--but separate--instructional role in the classroom. <input type="checkbox"/> Any topic with multiple dimensions can be presented using this approach if the groups are then brought back together for discussion. <input type="checkbox"/> Students can be strategically placed in the two groups.
<p>Station Teaching</p>	<p>In station teaching, teachers divide content and students. Students rotate from one teacher to another and also to an independent station so that each teacher repeats instruction three times and each student accesses both teachers and the independent station. If appropriate, the third station could be set up to require that students work in pairs instead of independently.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> When content is complex but not hierarchical <input type="checkbox"/> In lessons in which part of planned instruction is review <input type="checkbox"/> When several topics comprise instruction 	<p><input type="checkbox"/> Medium</p>	<ul style="list-style-type: none"> <input type="checkbox"/> During language arts instruction when one station will address comprehension of a recently-read piece of literature, one station will focus on editing of a writing assignment, and one station will consist of an activity related to a skill being taught. <input type="checkbox"/> In social studies to examine the geography, economy, and culture of a region or country. <input type="checkbox"/> In math, to teach a new process while reviewing applications of other concepts already presented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Variations of station teacher, carried out across two days, are sometimes more appropriate in secondary settings with traditional class periods. <input type="checkbox"/> If students cannot work independently, two groups can be formed. If a student teacher is available, four groups might be arranged.

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<p style="text-align: center;">Alternative Teaching</p>	<p>In most class groups, situations arise in which a small group needs to work with one teacher while the larger group works with the other teacher. In alternative teaching, the large group completes the planned lesson while the small group either completes an alternative lesson or the same lesson taught at a different level or for a different purpose. This arrangement might take an entire class period, or it might be used for just a few minutes at the beginning or end of a lesson.</p>	<p><input type="checkbox"/> In situations where students' mastery of concepts taught or about to be taught varies tremendously</p> <p><input type="checkbox"/> When extremely high levels of mastery are expected for all students</p> <p><input type="checkbox"/> When enrichment is desired</p> <p><input type="checkbox"/> When some students are working in a parallel curriculum</p>	<p><input type="checkbox"/> High</p>	<p><input checked="" type="checkbox"/> The large group completes a practice exercise related to the concepts just taught; the small group receives additional direct instruction</p> <p><input type="checkbox"/> The large group checks homework; the small group is pre-taught vocabulary related to the day's lesson</p> <p><input type="checkbox"/> The large group is working on projects in small groups; the small group is being assessed. All students will be assessed across two days.</p>	<p><input type="checkbox"/> For this approach to be successful, the purpose for the small group and its membership should vary.</p>
<p style="text-align: center;">Team Teaching</p>	<p>In team teaching, both teachers are delivering the same instruction at the same time. This implies that each speaks freely during large-group instruction and moves among all the students in the class. Instruction becomes a conversation, not turn-taking.</p>	<p><input type="checkbox"/> When two heads are better than one or experience is comparable</p> <p><input type="checkbox"/> During a lesson in which instructional conversation is appropriate</p> <p><input type="checkbox"/> In co-teaching situations in which the teachers have considerable experience and a high sense of comfort</p> <p><input type="checkbox"/> When a goal of instruction is to demonstrate some type of interaction to students</p>	<p><input type="checkbox"/> High</p>	<p><input type="checkbox"/> In science, one teacher explains the experiment while the other demonstrates using the necessary materials.</p> <p><input type="checkbox"/> In social studies, the teachers debate U.S. foreign policy issues.</p> <p><input type="checkbox"/> In language arts or English, the teachers act out a scene from a piece of literature.</p> <p><input type="checkbox"/> As the steps in a math process are taught, one explains while the other does a "Think Aloud" activity.</p> <p><input type="checkbox"/> One teacher talks while the other demonstrates note-taking on the board or an overhead projector.</p>	<p><input type="checkbox"/> This co-teaching approach is affected more than any other by individuals' teaching styles.</p> <p><input type="checkbox"/> This is the most interpersonally complex co-teaching approach.</p>