

Co-Teaching Principles, Practices and Pragmatics Handbook

Approach	Amount of Planning Needed	When to Use	Examples of Implementation
<u>Team Teaching</u> In this approach, both teachers are actively involved in the lesson. From an observer's perspective, there is no clear leader since both teachers are sharing instruction.	This approach requires a high amount of planning between team members. It is the most complex of approaches since it is greatly affected by individual teaching styles of participants	During instruction when a "think aloud" or student interaction needs to be modeled. In situations where both teachers have considerable experience in the subject matter.	• One teacher instructs while the other models note-taking on the board. • One teacher discusses an experiment while the other demonstrates the use of materials. • Teachers act out a scene from literature. • One teacher works through a math problem while the other discusses through questioning.
<u>Station Teaching</u> In this approach, the teacher team divides the instruction of content into parts. Students rotate from one teacher to another and also to an independent station so teachers can be effective when students work in pairs.	This approach requires a medium amount of planning, especially if students will be using manipulatives. Students will receive instruction from both teachers on different parts of the content.	When content being taught can be broken into sub topics. When part of the instruction is review. When content is complex but not hierarchical.	• In social studies: students are examining the geography, economy, and culture of a specific country or region. • In math class- a new process is being taught by one teacher while the other teacher is connecting previous learning. Students are practicing skills and/or concepts. • In Language Arts class- one teacher may be reviewing a piece of literature while the other is focusing on the use of a specific element and students are completing work on a skill being taught.
<u>One Teach, One Assist</u> One teacher does most of the instruction while the other assists students in their work, monitors classroom behaviors, or asks questions gained as he/she observes student work. **Often the most over used because it makes few demands on the part of the teachers.	This approach requires little planning by the team since instruction is the primary responsibility of only <u>ONE</u> teacher. This approach is not very useful to help focus student attention. In fact, it may result in more distraction.	Generally used when co-teaching teams are getting to know each other. Used effectively when one teacher has expertise in a specific subject. May be needed when students are learning a process and close monitoring is needed.	• Each teacher should have an opportunity to lead the instruction while the other drifts/assists. • In math, when the steps of long-division are taught and students need monitoring to quickly resolve confusion. • When students are completing notes on a subject where accuracy and task completion are necessary.

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<u>Parallel Teaching</u> Each teacher instructs half of the students on the same instructional materials using similar teaching techniques. It also may allow for greater student discussion. This approach works well when more supervision may be necessary.	This approach does require planning since both teachers need to be familiar with content and student expectations. Both teachers are actively involved in teaching. Any topic with multiple dimensions can be presented using this approach if the groups are brought back together for reflection.	Effective when a lower teacher-student ratio is needed to improve instructional outcomes. Can be used for re-teaching, drill and practice, or test review. Allows for greater student interaction due to small group size.	• In Language Arts students are encouraged to share their alternative ending to a story. • When students are looking at information from a business point of view while the other group is looking at the same information from the view of an environmentalist. Students would then debate with each side. • In math or science when problem solving and closer monitoring is needed
<u>Alternative Teaching</u> Used when a small group of students need to work with one teacher while the larger group works with the other teacher. This approach may be used for remediation or acceleration. This arrangement might take an entire class period, or just a few minutes at the beginning or end of a lesson.	This approach requires a high amount of pre-planning for both teachers. If used, students in the small group complete an alternative lesson or the same lesson taught at a different level or purpose.	For this approach to be effective, the grouping of students must be varied, and teachers need to switch instruction between the two groups. Generally used when a high level of mastery is required for all students or when student abilities within a classroom vary greatly and alternative instructional methods are necessary.	• When the large group is checking homework while the small group is working on upcoming vocabulary. • When the large group is working on dividing two-digit numbers while the small group is ready to move on to more complex concepts. • Used when students are being assessed over a period of time and small group is used for this purpose.
<u>One Teach, One Observe</u> Used when one teacher has the primary responsibility of instruction while the other is gathering specific observational information. The key is the observation is on a specific behavior(s). Afterward, the teachers should analyze information together. This approach is a deliberate part of instruction, and not just a teacher moving around the classroom and monitoring student activity.	This approach requires a low amount of planning, however, the behavior to be observed is specific and a system for gathering data has been developed.	This approach is used most often in new co-teaching situations or when monitoring student progress is necessary. It can also be used when observing students for recommendation of additional services.	An example of this approach is NOT: • One teacher moving around a classroom to ensure all students have pencils and/or books. • To work only with the same small group of students without specific data being gathered.