

## Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ration. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <b>Example:</b> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices
<b>Solo Teaching</b>	The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher. <b>Example:</b> The teacher candidate is being observed by the university supervisor for classroom management skills or how he/she specifically engages students in questioning techniques to facilitate a conversation.

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*

Date: \_\_\_\_\_

## Co-Teaching Plan

Research shows that planning time is critical to the success of co-teaching				
	Learning Target	Assessment	Activities	Co-Teaching Strategy
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Co-Teaching Strategy Definitions
<p><b>One teach, one observe:</b> One teacher has primary instructional responsibility while the other gathers specific observational information on student or the (instructing) teacher. The key to this strategy is to focus the observation, so that the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</p>
<p><b>One teach, one assist:</b> An extension of <i>One teach, one observe</i>. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.</p>
<p><b>Station teaching:</b> The co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.</p>
<p><b>Parallel teaching:</b> Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.</p>
<p><b>Supplemental teaching:</b> This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p>
<p><b>Alternative (Differentiated):</b> Alternative strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.</p>
<p><b>Team Teaching:</b> Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not “taking turns teaching.” Using a <i>Team Teaching</i> strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>
<p><b>Solo Teaching:</b> The teacher candidate is the lead planner and teacher for the lesson. The lesson is specifically designed for only one teacher.</p>

<p style="text-align: center;"><b>As a Collaborator:</b></p> <p>I freely share ideas, information, and resources.  I can be relied on to participate, even when a project moves away from my own immediate interests.  My work reflects my best efforts. I continuously make small changes to improve the quality of my work.  I use time well to ensure things are done on time.  I represent the team and the work of fellow group members in a positive manner in other settings.  I bring needed materials and come ready to work.  I actively look for solutions to problems and/or refine the solutions suggested by others.  I know how to gauge my own impact on the group and am routinely aware of team dynamics.  I listen to, respect, acknowledge, and support the efforts of others.  I can easily move between leader and follower, assuming either role as needed to accomplish the task.  I use self-reflection after collaborative activities.</p>	<p style="text-align: center;"><b>Are We Co-Teachers?</b></p> <ol style="list-style-type: none"> <li>1. <b>As we prepare for co-teaching, do we:</b> <ul style="list-style-type: none"> <li>• have both teachers’ names on the board/door?</li> <li>• have space for both teachers?</li> <li>• have comparable desks and materials for both teachers?</li> </ul> </li> <li>2. <b>Do we share the responsibility for determining:</b> <ul style="list-style-type: none"> <li>• what to teach?</li> <li>• what teaching strategy(ies) to use?</li> <li>• who teaches what part of the lesson?</li> <li>• how to assess student learning?</li> </ul> </li> <li>3. <b>In planning, do we:</b> <ul style="list-style-type: none"> <li>• have regularly scheduled times to meet and discuss our work?</li> <li>• use our meeting time productively?</li> <li>• share teaching materials and resources?</li> <li>• freely communicate our concerns?</li> <li>• each contribute to the planning process?</li> <li>• decide which co-teaching model to use in a lesson based on the needs of the students and the co-teachers?</li> </ul> </li> <li>4. <b>While co-teaching, do:</b> <ul style="list-style-type: none"> <li>• both teachers have a lead role in the classroom?</li> <li>• both teachers work with all students?</li> <li>• we use a variety of co-teaching approaches?</li> <li>• students see both teachers as equal partners in the classroom?</li> <li>• we both participate in the assessment of students?</li> <li>• students as both teachers for clarification and/or assistance?</li> <li>• we teach different groups of students at the same time?</li> <li>• we read the nonverbal cues of our co-teaching partner?</li> <li>• we make changes as needed during a lesson?</li> <li>• actively reinforce classroom rules and manage the classroom together?</li> </ul> </li> <li>5. <b>After the co-taught lesson, do we:</b> <ul style="list-style-type: none"> <li>• provide feedback to one another on what goes on in the classroom?</li> <li>• celebrate the process of co-teaching and the outcomes and successes?</li> <li>• make improvements in our lessons based on what happens in the classroom?</li> </ul> </li> <li>6. <b>Overall, do we:</b> <ul style="list-style-type: none"> <li>• explain the benefits of co-teaching to the students and their families?</li> <li>• depend on one another to follow through on tasks and responsibilities?</li> <li>• have both co-teachers participate in parent/teacher conferences?</li> <li>• model collaboration and teamwork for our students?</li> <li>• have a process for dealing with any disagreements we have?</li> <li>• continue to pursue additional training to make our co-teaching better?</li> <li>• provide mentoring to others who want to co-teach?</li> <li>• communicate with our administrator about our needs as a co-teaching pair?</li> </ul> </li> </ol>
<p style="text-align: center;"><b>Communication:</b></p> <p><i>It is important to know yourself – so you can share with and know your co-teaching partner.</i></p> <p><b>To begin, determine:</b></p> <ul style="list-style-type: none"> <li>• What types and frequency of communication would we like to have with each other?</li> <li>• How will we ensure regular communication with each other?</li> <li>• What is the best way to give each other feedback?</li> </ul> <p><i>Discuss with your co-teacher your response to each of the following statements:</i></p> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• I find it helpful to bounce ideas off other people.</li> <li>• I am comfortable being told by others what they need from me.</li> <li>• I am able to speak openly about my feelings.</li> <li>• I express my opinions, even if others disagree with me.</li> <li>• I feel comfortable saying “no” to people in a professional setting.</li> <li>• I can detect the mood of others by looking at them as we converse.</li> <li>• I can become defensive when I am being criticized.</li> <li>• I am able to resolve problems without losing control of my emotions.</li> </ul> <p><b>Co-Teaching</b></p> <ul style="list-style-type: none"> <li>• I am comfortable giving my co-teacher feedback because it is a natural part of team work.</li> <li>• I am comfortable telling my co-teacher what I need from him/her.</li> <li>• I feel free to politely voice my disagreement with my co-teacher.</li> <li>• I find it difficult to express my opinions when my co-teacher doesn’t share them.</li> <li>• I find it easy to see things from my co-teacher’s point of view.</li> <li>• I tend to postpone discussing touchy topics with my co-teacher.</li> <li>• When co-teaching, I find it important for tasks to be clearly defined and distributed.</li> </ul>	