

Co-Teaching Strategies & Examples

<i>Strategy</i>	<i>Definition/Example</i>
<i>One Teach, One Observe</i>	One teacher has primary responsibility while the other gathers specific observational information on students or on the lead teacher. Example: One teacher observes students for their understanding of directions while the other leads.
<i>One Teach, One Assist</i>	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. Example: One teacher has the instructional lead, and the other teacher assists students who are having difficulties.
<i>Station Teaching</i>	The co-teaching pair divides the instructional content into parts and each teacher instructs one group. Groups rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations. Example: One teacher leads a station where the students play a money math game. The other teacher leads a station with a mock store in which students purchase items and make change.
<i>Parallel Teaching</i>	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 ratio. Example: Both teachers lead a group. One teacher leads a question and answer discussion; the other leads a discussion on current events.
<i>Supplemental Teaching</i>	This strategy allows one teacher to work with the 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. Example: One teacher works with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
<i>Alternative (Differentiated)</i>	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. Example: One teacher leads a group in story prediction prior to reading by looking at the cover of the book and the illustrations, etc. The other teacher leads another group in story prediction prior to reading by connecting the items pulled out of the bag with the story.
<i>Team Teaching</i>	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 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. Example: Both teachers share delivery of the instruction to a whole-group classroom setting.