

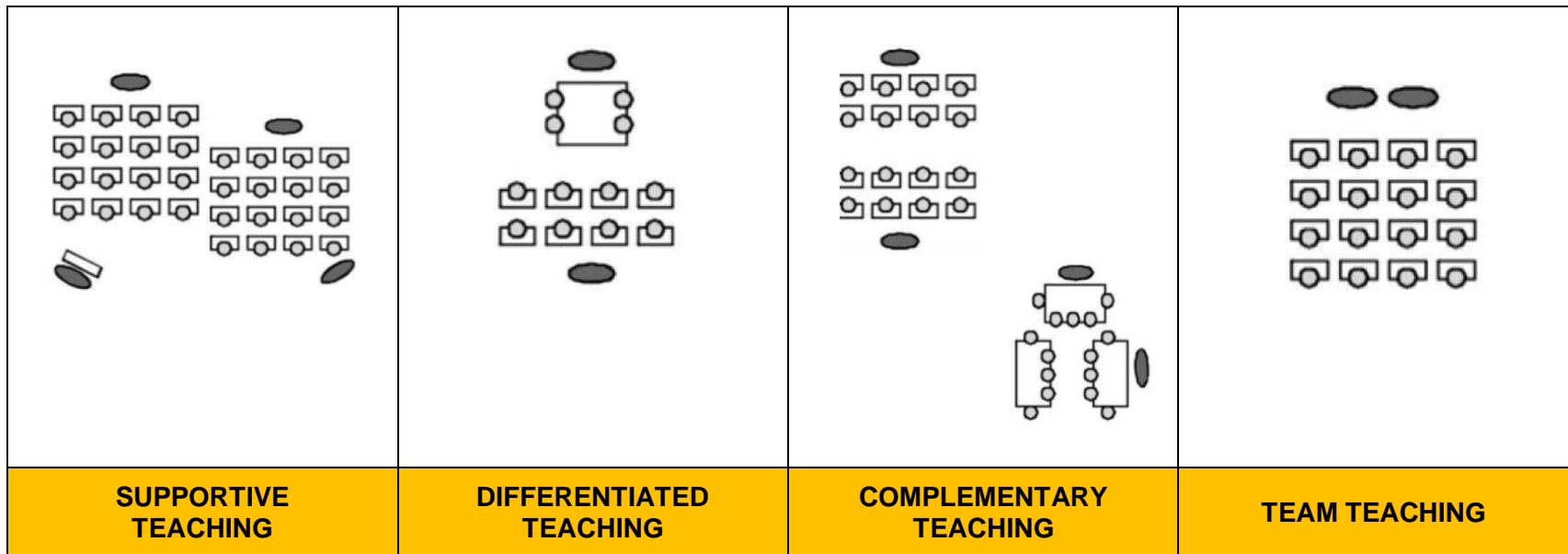
## CO-TEACHING STRATEGIES AND EXAMPLES

Educational researchers report that co-teaching in pre-service placements with teacher candidates: increases instructional options for all students, reduces student/teacher ratio, addresses diversity and size of today’s classrooms, enhances classroom management, increases student participation and engagement, enriches collaboration skills and has a positive measurable effect on student learning.

The strategies are not hierarchical – they can be used in any order and combination to best meet the needs of the students

SUPPORTIVE TEACHING	DIFFERENTIATED TEACHING	COMPLEMENTARY TEACHING	TEAM TEACHING
<p><b>One Teach, One Observe</b> One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key is to focus the observation. It is important to remember that either teacher could take on both roles.</p>	<p><b>Supplemental –</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 extended or remediated.</p>	<p><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 strategies.</p>	<p><b>Team Teaching</b> This strategy, in which both teachers are actively involved in the lesson, exhibits an invisible flow of instruction with no prescribed division of authority. Both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>
<p><b>One Teach, One Assist</b> One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</p>	<p><b>Alternative</b> This strategy provides 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.</p>	<p><b>Station Teaching</b> The co-teaching pair 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 independent stations will be used along with the teacher led stations.</p>	

<p>The greatest benefit to this approach is the detail in observation.</p> <p>The greatest disadvantage to this approach is the possible overuse/underutilization of two instructional specialists.</p>	<p>The greatest benefit to this approach is the differentiation opportunities it provides.</p> <p>The greatest disadvantage to this approach is the possibility of “pigeonholing” students and reducing the efficacy of inclusion.</p>	<p>The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>The greatest disadvantage to this approach is that it requires excellent timing, which can take practice.</p>	<p>The greatest benefit to this approach is “having 1 brain in 2 bodies” while modeling respectful relationships.</p> <p>The greatest disadvantage to this approach is that it requires a genuine rapport and meticulous planning.</p>
<p>Example: While one teacher teaches, the other sits in the back of the room observing and taking notes on a student, strategy and/or behavior. While one teacher delivers the lesson, the other teacher walks around rewarding students with stickers, check marks, or private conversations. The floating teacher also narrates behavior and enforces class rules/consequences as necessary.</p>	<p>Example: The large-group teacher teaches a lesson on writing story introductions while the small- group teacher helps students brainstorm topics for a story. One instructor leads a group in subtraction by modeling the process with equations. The other instructor accomplishes the same outcome but uses manipulatives to demonstrate the subtraction process.</p>	<p>Example: The class is split in two, both teachers teach the same lesson on cell cycles to a smaller group of students. One teacher teaches a reading lesson on making connections to other texts, one teacher teaches a writing lesson on how to introduce dialogue in an interesting way, and one group of students work independently in a focused center. Students remain in their groups and travel to each station.</p>	<p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. During a math lesson, one instructor models the traditional method of multiplication. The students are having difficulty with the concept and the other instructor demonstrates the lattice method as another option.</p>



SOLO TEACHING – check for University requirements

The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.