Models for Co-Teaching

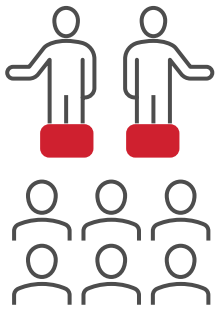## Keys to co-teaching

- **ALL** of these methods should be used
- Students are grouped both homogenously and heterogeneously
- Groups need to be changed often
- Both teachers work with ALL students

Team Teaching (true co-teaching)

What is it?
Both teachers instruct class together (both teachers deliver the same instruction at the same time).

How often should it be used?
More frequently.
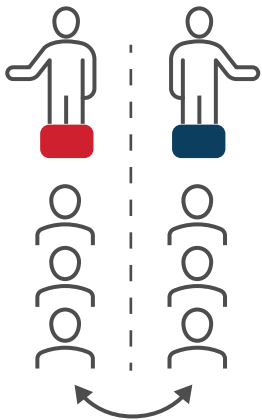
Station Teaching

What is it?
Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. Additional stations can be added for independent work and run by a teaching assistant (TA), if available.
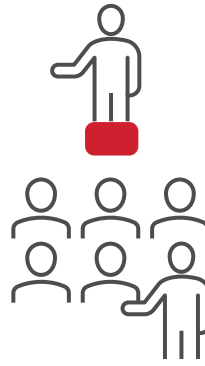
How often should it be used?
More frequently.
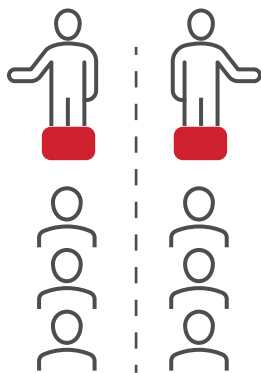
Parallel Teaching

What is it?
Both teachers cover the same information, dividing the class into two groups and teaching simultaneously.

Why would you use it?
Experiential learning, if it is decided that smaller groups are needed to facilitate learning.

How often should it be used?
Frequently.

One Teach, One Assist

What is it?
One teacher takes the primary responsibility for teaching while the other circulates the room providing unobtrusive assistance to students as needed. REMEMBER, both teachers should have the opportunity to act in each role.

How often should it be used?
Frequently.
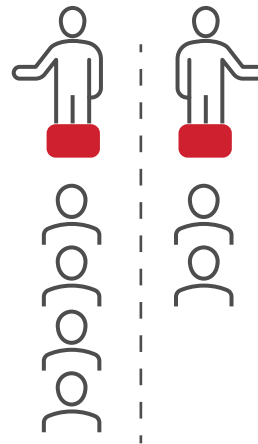
Alternative Teaching

What is it?
One teacher takes responsibility for the large group while the other works with a smaller group with certain students requiring specialized attention.

Why would you use it?
IEP goal monitoring, if a student or group of students was absent for lesson(s). This should NOT be used only for students with IEPs.

How often should it be used?
Less frequently.
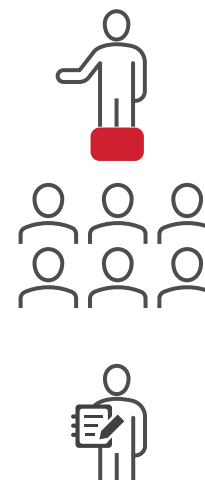
One Teach, One Observe

What is it?
Both teachers must first decide in advance what type of specific observational information needs to be collected. One teacher then observes and takes data while the other lead teaches. Afterward both teachers analyze the data together.

Why would you use it?
To collect data on a student. For example, during a functional behavioral analysis (FBA) or the implementation of a behavior intervention plan (BIP).

How often should it be used?
Rarely. It should only be used if there is specific data that needs to be collected on a student.

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