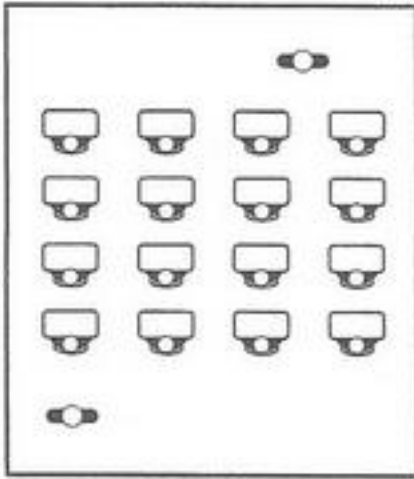


6 Models of Co-Teaching

One teaching, one observing



Recommended Use: occasional

Level of Planning Required: low

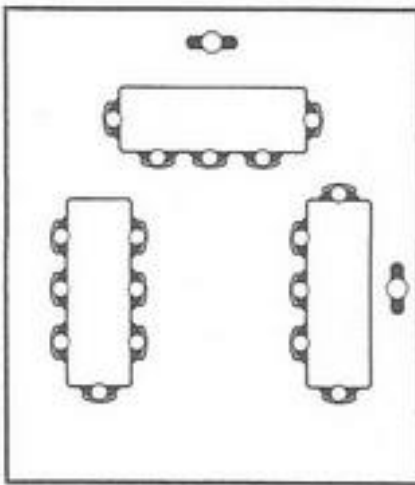
Opportunities:

- option to gather data academically, behaviorally, or socially
- Gather data on IEP goals
- Chance to gather data on teacher skills (for previously paired partnerships)

Challenges:

- Not knowing how to collect data
- Creating an opportunity for both teachers to formally observe
- Using the data to make instructional decisions
- If used too much, creating a sense of teacher and teacher aide

Station teaching



Recommended Use: Frequent

Level of Planning Required: Medium

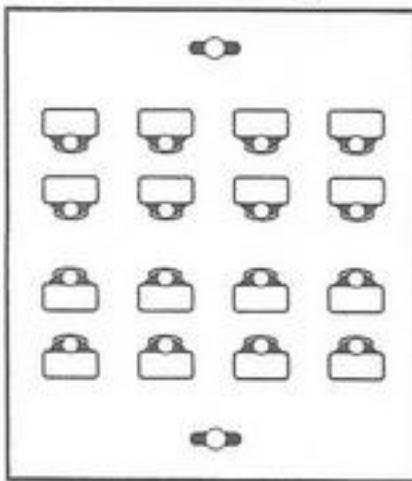
Opportunities:

- Students benefit from working in small groups
- Teachers can cover more material in a shorter period of time
- Fewer discipline problems because students are engaged
- Can group kids heterogeneously, skill-based, learning style-based, etc.

Challenges:

- To work effectively, requires a lot of planning
- High noise level
- Timing/pace for each station
- One or more groups must work independently of the teachers
- Stations must work independently from each other

Parallel teaching



Recommended Use: Frequent

Level of Planning Required: Medium

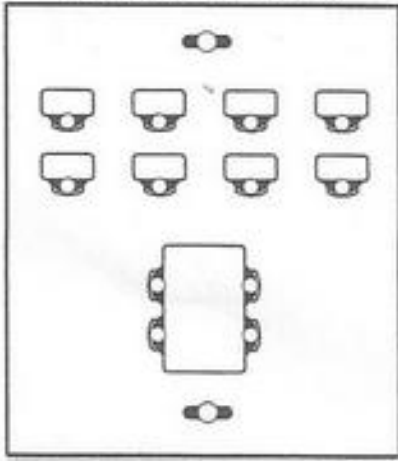
Opportunities:

- Preplanning provides better teaching
- Students benefit from working in small groups
- Can group kids heterogeneously, skill-based, learning style-based, etc.

Challenges:

- Both teachers need to be competent in the content
- Timing/pace for lessons need to be the same
- Room needs to have enough space
- Noise level must be controlled

Alternative teaching



Recommended Use: Occasional

Level of Planning Required: High

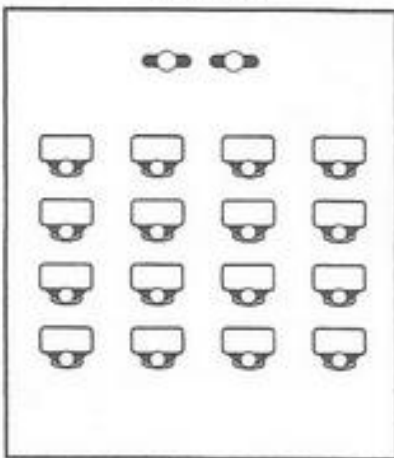
Opportunities:

- Provides instructional flexibility (can be used for enrichment, remediation, assessment, or pre-teaching)
- Can provide intense small group sessions

Challenges:

- Prevent small group from being seen as pullout special ed.
- Use different instructional purposes to avoid the same kids getting pulled
- Noise level must be controlled
- Adequate space

Teaming



Recommended Use: Occasional

Level of Planning Required: High

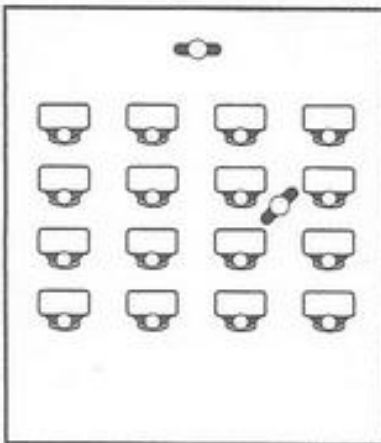
Opportunities:

- Each teacher has an active role
- Students view both teachers as equals
- Teachers are more willing to try new teaching practices and approaches
- Increase the entertainment factor of teaching = more engaged kids

Challenges:

- When used too much, class loses the instructional value of grouping
- May be difficult for new CT partnerships
- Maintaining pace if both teachers like to talk/build off each other
- May not be aware of individual and subtle needs of students

One teaching, one assisting



Recommended Use: Seldom

Level of Planning Required: low

Opportunities:

- Provides individual and classroom support in the form of a type of informal obs.
- Students can unobtrusively get questions answered to avoid embarrassment
- Classroom support can make instruction more effective and efficient

Challenges:

- Classroom only has one teacher; eliminating a wealth of instructional possibilities
- Overused and abused for a variety of reasons (refocus students, lack of content knowledge, lack of plan time)
- Both teachers having the teaching role