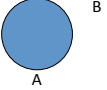
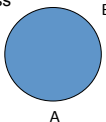


Co-Teaching Strategies

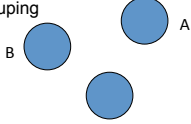
One Teach, One Observe

<i>Class Set-up</i>	<i>Quick Definition</i>
Whole Class 	One teacher is in the front of the class leading instruction. The other is gathering specific information.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> Provides extra set of eyes in classroom Provides data about instruction or student learning Easy to implement 	<ul style="list-style-type: none"> Too easy to develop into a habit Most effective if teachers agree in advance what is to be observed Be aware of unequal power dynamics and students' perception of teachers' roles


One Teach, One Assist

<i>Class Set-up</i>	<i>Quick Definition</i>
Whole Class 	One teacher works with the whole class, while the other assists individual students or groups of students. Assistant may help with classroom management and provide a "voice" to articulate student concerns.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> Provides assistance to individuals throughout the lesson Easy to implement Does not require a lot of planning 	<ul style="list-style-type: none"> Too easy to become a habit One teacher may consistently feel like an assistant or be viewed by students as an assistant Changing roles is essential

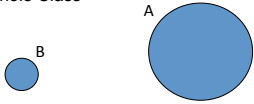
Station Teaching

<i>Class Set-up</i>	<i>Quick Definition</i>
Regrouping 	Students are divided into three or more small groups to go to stations or centers. Students rotate through multiple stations. Teachers can facilitate individual stations or circulate among all stations.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> Smaller groups may be better for instruction, assessment, and class management Allows for differentiation, movement, and hands-on activity 	<ul style="list-style-type: none"> Need to use their space differently Teachers need to plan for their groups Class management and transitions need to be structured Independent station(s) need to be well-planned and self-sufficient

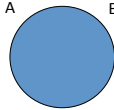
Parallel Teaching

<i>Class Set-up</i>	<i>Quick Definition</i>
Regrouping 	Each teacher takes half the class. Groups may be doing the same or different content in the same or different ways.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> Smaller groups are better for instruction, assessment, and class management Allows teachers to have their own groups Allows intern to teach same lesson/mirror teacher 	<ul style="list-style-type: none"> Need to use space differently Teachers need to plan for their group Sound level and distractions must be carefully managed Don't switch groups during a lesson

Alternative Teaching

<i>Class Set-up</i>	<i>Quick Definition</i>
Whole Class 	One teacher works with a large group of students, while the other works with a smaller group providing re-teaching, pre-teaching, or enrichment as needed.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> • Can help address IEP/504 goals • Provide opportunities for enrichment • Can benefit students who missed material • Teachers can plan separately 	<ul style="list-style-type: none"> • DO NOT always pull the same students or it becomes a “class inside a class” • Need place for small group to meet • Sound level and distractions must be carefully managed

Team Teaching

<i>Class Set-up</i>	<i>Quick Definition</i>
Whole Class 	Teachers lead the class together. This may take the form of debates, modeling information, compare/contrast, or role-playing.
<i>Benefits</i>	<i>Concern/Notes</i>
<ul style="list-style-type: none"> • Demonstrates parity and collaboration between teachers • Good for modeling cooperative problem solving • Fun for role-playing 	<ul style="list-style-type: none"> • Takes planning and willingness to “share the stage” • Both teachers need to feel comfortable in front of the class • Requires high level of trust, communication, and competence

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Additional Resources:

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