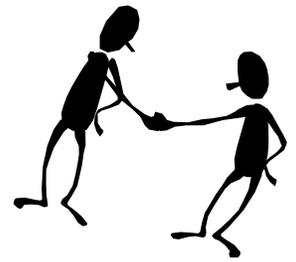


Co-Teaching



Definition:

Co-teaching involves two or more educators sharing the instructional responsibility for a group of students within a single classroom setting. Educators can include a general education teacher, a special education teacher, therapists or other specialists, and paraprofessionals who work together to deliver special education services for students with disabilities within the general education context.

Structures:

Parallel Teaching: A heterogeneous class is split into two groups, providing a smaller teacher to student ratio. Teachers have the same objectives, and divide the class and teach simultaneously. The process of learning could also be different. If one teacher is particularly skilled at visual-spatial content delivery, the lesson utilizes pictures while the other teacher emphasizes learning through hands-on learning experiences. This approach might be used for teaching nonfiction text features using two different science topics (e.g., electricity and life cycles).

Station Teaching: A heterogeneous class is split into three groups. Teachers co-plan the stations. Two stations are educator-facilitated while one station allows students to work independently, in pairs, or as a cooperative group. Students rotate to each of the stations, while each educator is the lead-instructor at one station. Each teacher teaches the content to one group, then repeats the instruction for the other groups.

Team Teaching: Educators share leadership in the instruction and classroom activities. One teacher might read a story aloud while the other teacher creates a corresponding concept map. One teacher might lead a social studies lesson, while the other teacher might demonstrate note-taking skills. Both teachers have an interdependent role with the large group instruction.

One Teach, One Observe: One teacher leads the lesson while the other gathers data on students. For example, while one teacher leads a geography lesson, the other teacher records observations in the form of anecdotal notes and using a checklist on students' learning and misconceptions. Teachers might collect data on student's participation during group discussions, independent work, decoding skills, etc. It is imperative that teachers rotate these roles, so each is able to lead instruction and observe class learning experiences.

Alternative Teaching: One teacher works with most of the class while the other provides instruction for a small group. This small group could be used for preteaching core concepts in order to provide background knowledge for the upcoming lesson or unit. It could also be used to provide enrichment experiences for students who have mastered the grade-level content objectives. This approach should be used cautiously so it does not become a remediation group in the back of the classroom. This option must be used along with the other co-teaching options and only used occasionally.

One Teach, One Assist: One teacher leads the lesson while the other provides unobtrusive assistance to individual students. This assisting teacher may answer questions, keep students on task, and provide prompt support to students who need it. Educators must switch roles and both take the lead of instruction so that one adult is not always merely assisting. Again, this option should be used sparingly and along with other co-teaching options.