

Co-Teaching Approaches

Model	When to Use	Planning requirements
<p>One Teach, One Observe One teacher delivers all content while the other teacher stands at the back or side of the room. Interactions with students are at the direction of the content teacher.</p>	<ul style="list-style-type: none"> - In new co-teaching situations. - When questions arise about students. - To check student progress. - To compare target students to others in class. 	<p>Amount of planning time is low. Can be used as a form of coaching. The observer has an assigned role, often as data collector and monitor of student behavior.</p>
<p>One Teach, One Assist One teacher has primary responsibility for instruction while the other circulates providing unobtrusive assistance as needed.</p>	<ul style="list-style-type: none"> - Lesson lends itself to delivery by one person. - One teacher has particular expertise. - In new co-teaching situations. - Lessons stresses a process in which student work needs close monitoring. 	<p>Amount of planning time is low.</p>
<p>Station Teaching Students rotate to various teacher-led and independent stations. Students may work at all stations during the rotation.</p>	<ul style="list-style-type: none"> - When content is complex but not hierarchical. - When several topics comprise instruction (review). - For practice. - Reduce adult-student ratio. 	<p>Medium amount of planning time is required.</p>
<p>Parallel Teaching Students are divided into mixed ability groups while each partner teaches a group the same material * students should be strategically placed in these groups</p>	<ul style="list-style-type: none"> - A lower adult-student ration is needed to improve instructional efficiency. - To increase student participation in discussions. - For activities such as drill & practice, re-teaching, and test review. 	<p>Medium amount of planning time is required.</p>
<p>Alternative Teaching One partner teaches the large group while the other works with a small group to complete an alternate lesson or the same lesson at a different level or for a different purpose. * Purpose & membership of the small group should vary.</p>	<ul style="list-style-type: none"> - In situations where student mastery of concepts varies tremendously. - When extremely high levels of mastery are expected of all - When enrichment is desired - When some students are working on a parallel curriculum. 	<p>A high level of planning is required</p>
<p>Interactive Teaching or Teaming Both teachers deliver the same instruction at the same time. This is the most interpersonally complex approach.</p>	<ul style="list-style-type: none"> - When teacher experience is comparable or complementary. - The teachers have a high level of comfort and compatibility. - During a lesson in which instructional conversation is appropriate. - When the goal of instruction is to demonstrate some type of interaction. 	<p>A high level of planning is required.</p>