Section 2

Models of Co-Teaching

**One Teach, One Drift**

*Design*

* + Lead teacher models organization of the content.
	+ Lead teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson.
	+ Support teacher assists.

*Instruction*

* + Lead teacher conducts formal teaching.
	+ Support teacher teaches components of lessons with small groups of students.
	+ Support teacher provides content support to lead teacher’s lesson.

*Monitoring*

* + Lead teacher uses pre-assessment to determine students’ need for support.
	+ Support teacher assesses students’ skills and facilitates self- regulation during the lesson.
	+ Students use self-assessment as they request assistance during or after a formal lesson.

*Benefits*

Having two teachers to help individual students after the lesson is presented (individual guided practice).

**Station Teaching**

*Design*

* + Lead teacher and support teacher segment the lesson content.
	+ Lead teacher and support teacher divide the number of stations they are responsible for.
	+ Both teachers plan and organize their station activities with attention to possible group differences.

*Instruction*

* + Lead and support teacher segment learning to small groups or individual students at the stations they design.

*Monitoring*

* + Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g. skills, interests, random).
	+ Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson.

*Benefits*

Facilitates small group learning and is responsive to individual needs. The notions of “mini-lesson,’ ‘accelerated learning,’ ‘mastery learning,’ and other ideas that teach to many levels can be readily addressed.

**Parallel Teaching**

*Design*

* Lead teacher and support teacher collaboratively organize the lesson content.
* Lead teacher and support teacher identify strategies needed for groups and individual students.
* Lead teacher and support teacher divide the students into two groups.

*Instruction*

* Lead teacher and support teacher independently deliver the lesson plan to each of the groups.
* Lead teacher and support teacher facilitate learning in their respective groups.

*Monitoring*

* Lead teacher and support teacher monitor their own groups of students.
* Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students.

*Benefits*

Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students.

**Alternative Teaching**

*Design*

* Lead teacher and support teacher make decisions about the content and organization of the lesson.
* Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning.

*Instruction*

* Lead teacher conducts formal teaching.
* Support teacher implements supplemental activities for the whole group, small groups or individual students before or after the formal lesson.

*Monitoring*

* Lead teacher and support teacher pre-assess the students to plan for alternative lessons.
* Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons.
* Student self-assessment and/or peer-assessment encourage students to articulate their need for alternative forms of instruction.

*Benefits*

Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery.

**Team Teaching**

*Design*

* Lead teacher and support teacher make decisions about the content and organization of the lesson.
* Lead teacher and support teacher teach simultaneously to the whole class.

*Instruction*

* Both lead teacher and support teacher conduct formal teaching.

*Monitoring*

* Lead teacher and support teacher pre-assess the students.
* Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons.

*Benefits*

Team teaching is very powerful when the entire class is participating in a particular inquiry project.

Material from “Tips and Strategies for Co-Teaching at the Secondary Level” by Wendy Murawski and Lisa Dieker, Teaching Exceptional Children, May/June 2004, p. 57.

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