SIX COMMON APPROACHES TO CO-TEACHING

*CO-TEACHING OCCURS WHEN TWO OR MORE TEACHERS SHARE THE INSTRUCTION FOR A SINGLE GROUP OF STUDENTS TYPICALLY IN A SINGLE CLASSROOM SETTING. THE FOLLOWING ARE COMMON APPROACHES TO CO-TEACHING*:

**One Teach, One Observe.** One teacher teaches the lesson and the other gathers observation information during instruction. Co-teachers decide in advance what types of specific observational information they will gather and agree on a system for gathering the data.  Afterward, the teachers analyze the information together.   They take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

**Station Teaching.** In this co-teaching approach, teachers divide content and students.  Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group.  If appropriate, a third "station" could give students an opportunity to work independently.  As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

**Parallel Teaching.** A heterogeneous class is divided in half. Each teacher instructs half of the class separately teaching the same information/content. Parallel teaching is used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

**Alternative Teaching.**  One teacher takes responsibility for the main lesson to a large group while the other works with a smaller group of students for remedial or enrichment instruction.  These smaller groups could be used for pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

**Teaming/Team Teaching.**  Teachers share delivery of the same instruction to a whole student group.  Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers’ styles.

**One Teach, One Assist.** One person keeps primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.  This should be the least often employed co-teaching approach.