Supplemental Information on Co-Teaching Models					
Co-Teaching Models	**Characteristics of the Model**	**Activities/Tasks**	**Advantages**	**Considerations/Implications for Practice**	**Examples**
One Teach, One Observe & Record	• One teacher leads instruction, while the other teacher records observational data. • Both teachers know the distinct role they are responsible for during the lesson. • *If used too often with the same teacher taking the instructional lead, the One Teach/One observe and Record format can lead to students seeing one teacher as the authority over the other teacher/real teacher.*	• When questions arise about a particular student that cannot be answered from student work • To monitor student progress on a task that cannot be collected • To compare a particular student's behavior to others in class • To observe students and collect observational data	• Recording of observational data • Can be used for a brief amount of time during a class period	• Can be over-used • Does not maximize two teachers providing instruction • Need to determine where and how data will be recorded prior to deciding on this model • Requires debriefing	• Monitor implementation of a BIP • Observe student participation and interactions
One Teach, One Assist	• One teacher presents material to the class while the other teacher circulates through the room and provides unobtrusive assistance to students. • One Teach, One Complement: one teacher provides direct instruction, while the other teacher supplements the instruction with models of visuals. This requires that the two teachers have met and planned and both teachers know how and when support is provided to the direct instruction. • One Teach, One Support: one teacher provides direct instruction, while the other teacher circulates supporting students to engage in the task or activity. This may require less planning.	• When the lesson lends itself to delivery by one teacher • When one teacher has particular expertise for the lesson • In new co-teaching situations • In lessons emphasizing a process in which student's completion or implementation of steps from the presenting teacher requires close monitoring	• Students can ask for help • Provides reinforcement of behavior or instruction using proximity	• Can be over-used • Can create a teacher/ paraprofessional dynamic vs. maximizing instruction from two teachers • Can create a dynamic where students expect immediate one-on-one assistance • Each teacher needs the opportunity to lead instruction • Can be distracting to students	• "I've never taught geometry or worked with this teacher. I need to get a sense of the flow of this class." • How well do the students understand the steps to follow this procedure?
Parallel Teaching	• Class is split into two heterogeneous groups with each co-teacher responsible for implementing the same lesson to their group.	• When a lower teacher-student ratio is needed to improve instructional efficiency	• Encourages student responses • Reduces student-teacher ratio	• Requires thoughtful planning to accommodate for increased noise	• If each teacher took a group of students and presented environmental issues –

	• The content covered in each group is the same, but the method of delivery is different. • Communication and planning must be done together for the co-teachers to develop the parallel structure and to assure that both groups receive the same quality of instruction. • *It is preferable to vary the groups and the teacher based on the content, objective and formative assessment.*	• To foster student participation in discussions • For activities where there are multiple ways to present content and students are grouped accordingly	• Clearly highlights equal status of both teachers • Accommodates differences in teaching style	• Teachers need the same comfort and familiarity with content • Requires coordination for pacing of instruction • Room structure needs to facilitate two large groups • Communication between teachers, develop teaching signals • Plan for convening groups and summary/closure of lesson/class	one from the point of view of business and industry and one from the point of view of environmentalists – the class could later have a debate on the topic
Station Teaching	• Students rotate between stations. Each station has a specific task and objective. Minimally, there are three stations (one where students work independently, and two where there is a teacher). • Each teacher works with students at a station to complete that station's tasks. The students rotate from one teacher to another and also to independent stations so that each teacher repeats instruction for each group and each student access both teachers and the independent stations. Each teacher instructs every student. • Station Teaching is an efficient use of time that allows all students to experience multiple related instructional activities. • Teachers must communicate to coordinate the tasks and timing at the different stations to support the day's learning objectives. • *Station Teaching is not used for differentiation purposes as all students participate in all stations.*	• When content is complex but not hierarchical; content can be accessed through multiple activities • In lessons in which part of planned instruction is review • When several topics comprise the planned instruction	• Facilitates active learning • Allows for small group instruction • Encourages cooperation and independence • Allows for strategic grouping • Increases individual student responsibility and engagement • Each teacher has a clear responsibility	• Requires careful planning of activities for stations and groupings of students • Station teaching and learning centers are not the same. Consideration of tasks and activities for stations needs to reflect instruction provided by the teachers in addition to a task or activity students can complete without direct/explicit instruction. • Requires students to work in a group without direct teacher guidance • Teaching students how to rotate between stations before introducing content • Practice class routines and transitioning between stations • Communication between teachers and teaching signals • Pre-assessments to determine how students are selected for stations • Plan for convening groups and summary/closure of lesson/class	• During ELA when one station will address comprehension of a recently read piece of literature, one station will focus on editing of a writing assignment and one station will consist of an activity related to a skill being taught. • In Social Studies, students examine the geography, economy and culture of a region or country. • In math, to teach a new process while reviewing applications of other concepts already presented.

Alternative Teaching	• One teacher instructs a large group of students while the other teacher works with a smaller group of students on different content/tasks. • Teachers work together to determine the groups; the objectives and expected outcomes, activities, and assessment for the content they are teaching to their individual groups. • This model is appropriate for enriching or remediating instruction for a small group of students and is commonly used to differentiate instruction in inclusive or collaborative classrooms. • Allows for highly individualized instruction to be offered and might take an entire class period or just a few minutes at the beginning or end of a lesson. • *If the same group of students is always separated for alternative instruction, it works against the benefits of inclusion/collaboration.*	• When students' mastery of concepts taught or about to be taught varies tremendously • When extremely high levels of mastery are expected for all students • When enrichment is desired	• Allows for re-teaching and pre-teaching concepts • Allows for differentiation of instruction, especially multiple means of delivery of content • Allows for lesson extensions	• Creates segregated learning environments • Tendency to pull the same group of students for small group • Use data/ongoing assessment to ensure that small group varies based on need for enrichment, re-teaching, etc.	• Pre-teaching vocabulary for a new unit of study • Re-teach the steps for solving systems of equations to students who struggled based on the homework and exit slips from the day before
Team Teaching	• Both teachers "play off" each other while sharing the instructional role; the responsibility of leading instruction is shared. • When properly implemented, Team Teaching shows clear evidence that the teachers planned together in order to integrate their roles within the lesson. • *Team Teaching is generally considered the hardest format to implement, as both teachers must be equally prepared and knowledgeable about the lesson content. Teachers who achieve this level of partnership often state their preference for co-teaching in the future. However, relying solely on this model limits the types of tasks and activities that can be implemented.*	• When teacher experience is comparable • During a lesson in which instructional conversation is appropriate • When a goal of instruction is to demonstrate some type of interaction or modelling of partnership • When explaining a new concept, the other teacher should ask clarifying questions to elicit prior knowledge and ground learning, this supports pre-teaching that students with disabilities may receive	• Creates a dynamic classroom • Sends message that teachers are equals • Allows for multiple voices and opportunities for ways information can be presented • Encourages risk taking • High level of collaboration	• Requires a significant commitment to planning and preparing together • Requires co-teachers to know each other's "styles" very well • Pre-planning for roles and responsibilities	• Model how you want two students to complete a task together • Model thinking and discussion • In science, one teacher explains the experiment while the other demonstrates using necessary materials