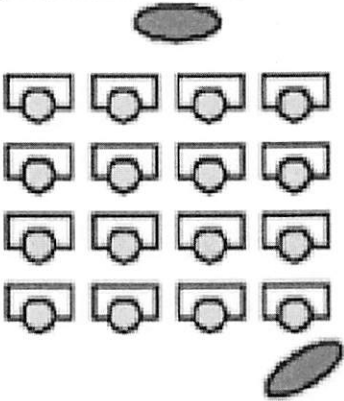
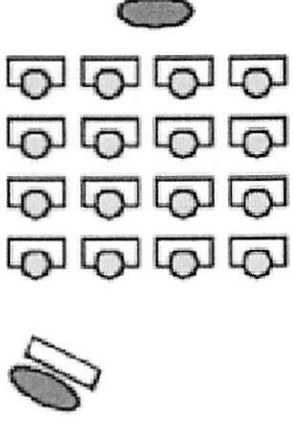
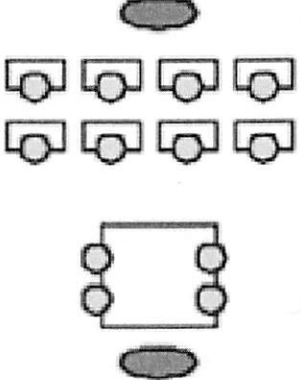
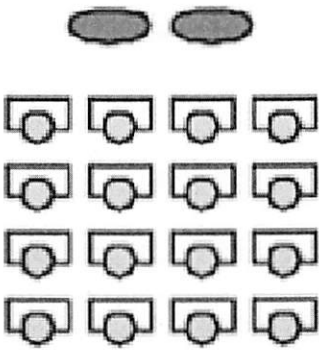
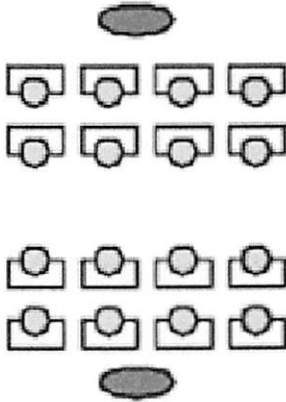
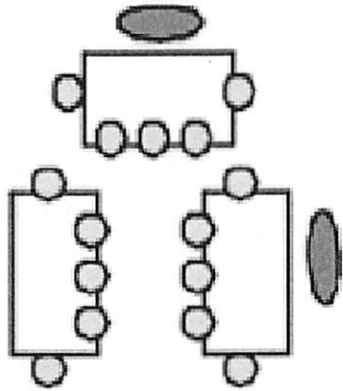


Models for Co-Teaching

Adapted from *Co-Teaching: Strategies to Improve Student Outcomes* by Marilyn Friend

Co-Teaching Model	What does this LOOK like?	How will this help instruction and the students?
<p>One Teach, One Assist</p>		<p>One teacher assumes primary role for instruction while the other teacher circulates the classroom assisting individual students.</p> <p>Seldom use is recommended because students interpret the “other teacher” as an aide and not an equal to the teacher presenting the lesson.</p>
<p>One Teach, One Observe</p>		<p>This model is used for data collection, not direct instruction. One teacher teaches leads the entire class while the other teacher collects necessary data.</p> <p>Examples: identifying how much time a particular student is on task; determining a trend in students who raise their hand and who the teacher calls on to answer; observing student(s) behavior</p>
<p>Alternative Teaching</p>		<p>A small group of students is created for remediation or re-teaching on a skill or concept, pre-teaching on a necessary skill identified by prior formative assessment, or extension/enrichment of a lesson.</p> <p>The key here is that the small group is not necessarily created of students with disabilities nor does it always have to be for remediation/re-teaching. The make-up of the group is based on needs of the students/class. Moreover, either teacher can lead the small group.</p>

<p style="text-align: center;">Teaming</p>		<p>Both teachers contribute to instruction interchangeably; this requires a comfortable, trusting co-teaching relationship as well as collaborative planning.</p> <p>The recommended use is “occasional” because the focus of a co-teaching class should be to also incorporate other teaching models/instructional approaches tailored to the needs of the students in a given class.</p>
<p style="text-align: center;">Parallel Teaching</p>		<p>Each teacher provides instruction to half of the class; this provides for a small group setting and allows for more interaction with students and ability to provide assistance to individual students when necessary.</p> <p>Groups can be determined by formative assessments and can be homogeneous or heterogeneous.</p>
<p style="text-align: center;">Station Teaching</p>		<p>Station teaching typically involves 3-5 stations and students rotate between the stations every 20-25 minutes. Each teacher will work at a particular station with each group of students as they visit that station; this could be to provide new instruction, remediation/re-teaching of a skill or concept, enrichment/extension. The task at stations without a teacher should be something the students can complete without the aid of a teacher. They may work independently, in pairs, or as a group at these independent stations.</p>