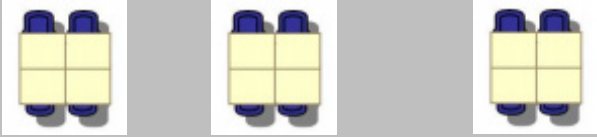


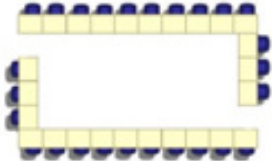
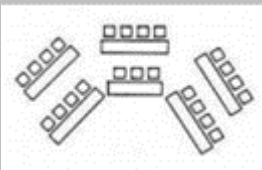


Six Approaches to Co-teaching

Approach	Description	Possible Classroom Configuration
Station Teaching	Students are divided into three (or more) groups. Each teacher is responsible for teaching part of the lesson at a station; independent work occurs in the third station. Students rotate through all stations, so both teachers work with every student in the class.	 <p>Teacher A Teacher B Independent Work</p>
Parallel Teaching	Students are divided into two groups, and each teacher works with a group. Sometimes the teachers do identical work (such as test review), and sometimes they present instruction in two different ways (e.g., offering different ways to learn multiplication).	 <p>Teacher B Teacher A</p>
Alternative Teaching	Most students remain with one teacher while the other teacher works with and responds to the different needs of a small group of students for one or more purposes.	 <p>Teacher A Teacher B</p>
Teaming	Students remain in a single group and the teachers co-instruct, integrating their contributions throughout the lesson.	 <p>Teacher A & B co-instruct the whole class</p>
One Teach, One Assist	Students remain in a single group; one teacher leads instruction as the other briefly interacts with students individually, answering their questions, differentiating the teaching/learning of concepts, focusing attention, and so on.	 <p>Teacher B supports Teacher A instructs whole class</p>
One Teach, One Observe	One teacher leads instruction while the other gathers observational data on one student, a group of students, or the entire class.	<p>Same design as One Teach, One Assist (above)</p>

Adapted from:

G.L Wilson & J Blednick, Teaching in Tandem, 2011

M. Friend, Welcome to Co-Teaching 2.0, Educational Leadership, Dec. 2015