



Co-Teaching Strategies

The strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	
<p>One Teach, One Observe</p>	<p>Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p> <p>Benefit: Candidates have the ability to synthesize the actions of the cooperating teacher and discuss the actions as they happen. The initial structure of the observation builds background in addition to setting the foundation for relationship building and reflection.</p>
<p>One Teach, One Assist</p>	<p>Definition: One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p> <p>Benefit: An additional educator circulates throughout the room to provide assistance as needed.</p>
<p>Station Teaching</p>	<p>Definition: The collaborative pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher-led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game, and then students rotate to the other teacher to purchase items and make change at a mock store.</p> <p>Benefit: Students can strategically be placed into groups. With smaller groups sizes and two teachers, more content can be covered in the same amount of time. This allows more time for guided practice and direct instruction.</p>
<p>Parallel Teaching</p>	<p>Definition: Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.</p> <p>Example: Both teachers are leading a discussion on specific current events and the impact they have on our economy.</p> <p>Benefit: The greatest benefit to this approach is the reduction of student to teacher ratio. It gives both teachers active but separate instructional roles in the classroom and allows for intensive work with a smaller groups of students.</p>
<p>Supplemental Teaching</p>	<p>Definition: This strategy allows one teacher to work with a large group of students, while the other teacher works with the rest of the students who need the information and/or materials retaught, extended or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p> <p>Benefit: This strategy allows one teacher to work with students at grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p>
<p>Alternative / Differentiated Teaching</p>	<p>Definition: This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however, the instructional methodology is different.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p> <p>Benefit: With smaller groups sizes and two teachers, teaching strategies can be specifically designed for learning styles and needs.</p>
<p>Team Teaching</p>	<p>Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From the students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> <p>Benefit: With this strategy, students benefit from the combined knowledge and strengths of both teachers. Due to the relationship developed and the collaboration, students no longer recognize the difference between the cooperating teacher and teacher candidate. Students receive the most effective instruction, allowing both to accept responsibility for the growth of student learning, development, and achievement.</p>

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