Co-Teaching Session

Mid-Year Symposium 2016 For Beginning Teachers

Presented By

Sarah Meltzer, Ed.D.
School of Teaching and Learning
Western Carolina University
Meltzer@email.wcu.edu
## 7 Co-Teaching Strategies

### One Teach, One Observe
One teacher has primary instructional 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. It is important to remember that either teacher could take on both roles.

### One Teach, One Assist
An extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

### Station Teaching
The co-teaching pair divide 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 independent stations will be used along with the teacher led stations.

### Parallel Teaching
Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

### Supplemental
This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

### Alternative (Differentiated)
Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

### Team Teaching
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 a 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.
Station Teaching

Topic/Standard(s): _______________________
Grade Level _______________________
Objective: _____________________________

Teacher 1 Teacher 2

Independent Station?

Considerations:

Parallel Teaching

Topic/Standard(s): _______________________
Grade Level _______________________
Objective: _____________________________

Teacher 1 & 2

Considerations: Pace/Common Questions/Space
Supplemental Teaching

Topic/Standard(s): _____________________

Grade Level ______________________

Objective: ____________________________

Considerations:

How will you determine groups?

__________________________

Teacher 1       Teacher 2

Alternative/Differentiated Teaching

Topic/Standard(s): _____________________

Grade Level ______________________

Objective: ____________________________

Considerations:

How will you determine groups?

__________________________

Teacher 1       Teacher 2
### Team Teaching

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<thead>
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<td>Objective:</td>
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**Teacher 1**

**Teacher 2**

**Considerations:** Pace/Common Questions/Space

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### One Teach, One Observe

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**Teacher 1**

**Teacher 2**

**Considerations:**

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**How will you determine groups?**

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One Teach, One Assist

Topic/Standard(s): ______________________

Grade Level ______________________

Objective: ____________________________

Considerations:

How will you determine which students to target?