

## Co-Teaching...Defined

**Co-Teaching:** Two or more educators sharing instructional responsibility and accountability for a single group of students for whom they both have ownership. Co-Teaching usually involves multiple activities occurring in one place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that *both* educators do have meaningful roles.

Co-Teaching Model	Definition
<b>Station Teaching</b>	Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently. When more than two educators are co-teaching, there can be one station for each teacher.
<b>Parallel Teaching</b>	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers teach the exact same lesson in the exact same way and use the same materials. The purpose is to increase active student engagement with a lower student-teacher ratio.
<b>Alternative Teaching / Differentiated Teaching</b>	The co-teachers are both teaching the same information, but they do so to a divided class group. The teachers use <i>different</i> approaches for presenting the content. The purpose is to increase active student engagement with a lower student-teacher ratio and to address the needs of all learners using varied instructional approaches.
<b>Team Teaching (Teaming)</b>	Both teachers know and can deliver the material of the lesson; “one script, two voices”. Therefore, both teachers share delivery of the same instruction to a whole student group. Some refer to this as having “one brain in two bodies”. This is used when it is necessary to have two teachers deliver the instruction at the same time (e.g., one teacher presents visual supports while the other provides verbal instruction, both teachers provide immediate feedback during guided and independent practice, etc.).
<b>Supplemental Teaching</b>	One teacher takes responsibility for the large group while the other works with a smaller group or an individual student. Supplemental teaching can be used for remediation, acceleration, pre-teaching, helping students who have been absent catch up on key instruction, assessment, etc.
<b>One Teach-One Observe</b>	Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, the teachers analyze the information together. The teachers should take turns teaching and gathering data. This is referred to as “observing with a focus”. The observer observes the students and/or the instructing teacher can to gather pertinent data.
<b>One Teach-One Assist</b>	One teacher has the primary responsibility for teaching while the other teacher circulates through the room providing unobtrusive assistance to students, as needed.

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Cook, L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.