

Co-teaching Models At-a-Glance

	Lesson Design	Instruction	Monitoring	Benefits
Lead and Support	<ul style="list-style-type: none"> Lead teacher models organization of the content, identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson Support teacher assists with offering resources 	<ul style="list-style-type: none"> Lead teacher conducts formal teaching Support teacher teaches components of lessons with small groups of students and provides content support to lead teacher's lesson to increase depth of lesson 	<ul style="list-style-type: none"> Lead teacher uses pre-assessment to determine students' need for support Support teacher assesses students' skills and facilitates self-regulation during the lesson Students use self-assessment as they request assistance during or after a formal lesson 	Having two teachers to help individual students after the lesson is presented (individual guided practice)
Station Teaching	Both teacher plan and organize their station activities with attention to possible group differences. Both teachers are responsible for the same amount of groups. Both teachers segment the lesson content	Both teachers segment learning to small groups or individual students at the stations they design	<ul style="list-style-type: none"> Both teachers use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random) Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson 	Facilitating small group learning is responsive to individual needs. The notions of mini-lesson, accelerated learning, mastery learning, and other ideas that teach to many levels can be readily addressed
Parallel Teaching	Both teachers collaboratively organize the lesson content, identify strategies needed for groups and individual students, and divide the students into two groups	Both teachers independently deliver the lesson plan to each of the groups and facilitate learning in their respective groups	Both teachers monitor their own groups of students, and use post lesson reflections to share their expectations using the same lesson plan with different groups of students	Parallel teaching is very helpful with increasing the likelihood of participation. It also allows for intensive work with a small group of students
Alternative Teaching	Both teachers make decisions about the content and organization of the lesson and collaboratively determine the appropriate structures for alternative remedial or enrichment opportunities that would promote learning.	<ul style="list-style-type: none"> Both teachers conduct formal teaching Support teacher implements supplemental activities small groups or individual students before or after the formal lesson 	<ul style="list-style-type: none"> Both teachers pre-assess the students to plan for alternative lessons Both teachers assess the students during the formal lesson to identify students who would benefit from the alternative lessons Student self-assess and/or peer-assess, which will encourage students to articulate their need for alternative forms of instruction 	Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery.
Team Teaching	Both teachers make decisions about the content and organization of the lesson and they both teach simultaneously to the whole class	Both teachers conduct formal teaching	Both teachers pre-assess the students and both assess students during the formal lesson to identify students who would benefit from specific interventions	Team teaching is very powerful when both teachers can complement each other's teaching styles and when the entire class is participating in a particular inquiry project