**Co-Teaching Strategies** & **Examples**

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| **Strategy** |  |  | **Definition/Example** |
| **One Teach, One Observe** | 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.  Examnle: One teacher can observe students for their understanding of directions while the other leads. | |
| **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.  *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 havinq difficulties.  The co-teaching pair divides i'he 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. *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.  Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. *Example:* Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economv. | |
| Statiov1  **Teaching** |
| Parallel  **Teaching** |
| **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.  ***Example:*** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and\_ the illustrations,  etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the baa with the storv. | | |
| **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.  ***Example:*** Both instructors can share the reading of a story or text so that the students are hearing two voices. | | |

*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.*

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Teacher Actions During Co-Teaching

*TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)*

## Co-Teaching is an Attitude... an attitude of sharing the classroom and students Co-Teachers must always be thinking - We're Both Teaching!

|  |  |  |
| --- | --- | --- |
| If **one teacher is leadina instruction** | | **The other can be doing this.** |
|  |  | **Observing for:**  student understanding and/or questions (through body language facial expressions, etc.);  specific types of questions asked by instructing teacher; specific student interactions and behaviors;  teacher movement; specific teacher behaviors;  specific student or group behaviors; |
|  | **Charting:**  where questions are directed within the classroom; gender of responders;  on-task/off task behavior; teacher wait time;  specific teacher behaviors or movements; specific student or group behaviors |
|  | | **Circulating:**  checking for comprehension;  using proximity control for behavior management; checking for comprehension;  providing one-on-one support as needed · |
|  | | Collecting and reviewina last night's homework |
|  | | Introducina a social or study skill |
|  | | Takinq roll |
|  | | Reviewing directions; modeling first problem on the assignment |
|  | | Writing down instructions on board |
|  | | Repeating or clarifying any difficult concepts |
|  | | Passing out oaoers |
|  | | Giving instructions orally |
|  | | Facilitating a silent activity |
|  | | Introducing a new conceot to whole group |
|  | | Asking clarifying questions |

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**Planning Tips**

# Before your planning session:

v" Decide what lesson(s) you will use your hour of planning time for.

v" Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.

v" Decide the materials that you will need and don't take on too much.

v" Bring ideas for modifications and accommodations.

v" Bring ideas for enrichment activities.

v" When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

# During co-planning (remember this time is to plan for co-teaching):

v" Spend a few minutes communicating about questions or issues (may use planning sheet).

v" Share what will be co-taught and ideas from curriculum.

v" When will you co-teach? When will each of you teach solo?

v" What co-teaching strategies will best meet the needs of the students?

v" Eventually, try to incorporate all of the co-teaching strategies.

v" Outline questions to be used for parallel, station, etc.

v" Discuss a variety of assessment strategies.

v" What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?

v" What, if any, changes do you need to make to the layout or organization of the classroom.

# After co-planning:

>- Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

# Important points to Remember

v" Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught.

Prioritize the time and don't allow outside distractions to take over.

v" The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the

classroom on their own.

v" full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.

v" University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.

## v" Encourage an attitude that we're both TEACHING!

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