

## Strategies for Co-Teaching

**Team Teaching** – St. Cloud University defines **team-teaching** as well-planned, team-taught lessons that 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 student's perspective, there is no clearly defined leader, as both teachers share the instruction and are free to interject information and are available to assist students and answer questions. SERC adds, "In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles" (<http://www.ctserc.org>).



### Whole group discussion notes:

1. What are some of the ways you've used this strategy?
2. What are specific units or skills you teach for which this strategy would be useful?
3. What are the benefits and challenges of this strategy for YOUR students? Why would you choose this strategy over a different one if your purpose were to enhance students' learning?
4. What are the benefits and challenges of this strategy for your co-teaching relationship (planning, implementation, classroom management, resolving differences)?



**Station Teaching** – The co-teaching pair divide the instructional content into parts. The teachers create **stations or learning centers** and each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Often an independent station will also be used for students who can work independently.

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**One Teach, One Observe** – According to St. Cloud University, one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. SERC offers, “One of the advantages in co-teaching is that **more detailed observation of students engaged in the learning process** can occur. With this strategy, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the data together” (<http://www.ctserc.org>). MiT adds that the observational data could focus on identifying question and answer patterns; roles students play in small group work; triggers for problematic behavior, etc.

**One Teach, One Drift/Assist** – According to St. Cloud University, **one teacher has primary instructional responsibility** while the **other teacher assists students with their work, monitors behaviors or corrects assignments**. SERC adds, “One person would keep primary responsibility for teaching while the other circulates through the room providing unobtrusive assistance to students as needed” (<http://www.ctserc.org>).



**Notes for whole group discussion:**

1. What are some of the ways you've used these strategies?
2. What are specific units or skills you teach for which these strategies would be useful?
3. What are the benefits and challenges of these strategies for YOUR students? Why would you choose either of these strategies over a different one if your purpose were to enhance students' learning?
4. What are the benefits and challenges of these strategies for you co-teaching relationship (planning, implementation, classroom management, resolving differences)?



**Parallel Teaching** – St. Cloud University defines **parallel teaching** as each teacher instructing half of the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio. According to SERC, “On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously” (<http://www.ctserc.org>).

**Notes for whole group discussion:**

1. What are some of the ways you’ve used this strategy?
2. What are specific units or skills you teach for which this strategy would be useful?
3. What are the benefits and challenges of this strategy for YOUR students? Why would you choose this strategy over a different one if your purpose were to enhance students’ learning?
4. What are the benefits and challenges of this strategy for your co-teaching relationship (planning, implementation, classroom management, resolving differences)?

**Supplemental Teaching** – This strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated. In this strategy, the focus is on the **different content needs of the students**.

**Alternative/Differentiated Teaching** – 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.



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4. What are the benefits and challenges of these strategies for your co-teaching relationship (planning, implementation, classroom management, resolving differences)?