

Co-Teaching Models

In a co-teaching class, teachers can modify their approaches to instruction in order to address the needs of students. Strategies that benefit special education students tend to benefit all students. Within the different models of instruction, students have opportunities to work in different group sizes. Instruction can be differentiated based on readiness and ability levels, learning styles, multiple intelligences and special interests.

Model	Delivery of Instruction	Benefits
One Teach – One Assist	Lead teacher conducts formal teaching Support teacher observes and rotates around the room assisting students Support teacher provides additional content support	Immediate 1:1 or small group instruction to meet individual needs Individual guided practice after the lesson Maintaining student attention Teacher can model appropriate responses
Station Teaching	Teachers divide content and each takes responsibility for part of it Teachers segment learning to small groups at individual stations	Greater differentiation of material and methods Opportunities for independent practice Facilitates small group learning and is responsive to individual needs Provides greater social interaction and peer modeling
Parallel Teaching	Each teacher teaches the same lesson to separate groups simultaneously	Flexible grouping Smaller teacher to student ratio Increases likelihood of participation Intensive work with small groups Easier to incorporate multisensory approaches
Alternative Teaching	Specialized instruction for smaller groups	Opportunities to pre-teach, re-teach, supplement or enrich Allows for alternative teaching methods Greater opportunity for movement
Team Teaching	Both teachers teach the lesson together	Teachers role model collaboration Greater student engagement Utilizes expertise of both teachers