

## Models of Co-Teaching

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<b>Small Group</b>	<b>Whole Group</b>
<p><b>Alternative Teaching.</b> One teacher takes the lead with a large group of students while the other teacher works with a small group of students in the classroom. The small group of students may be receiving enrichment on the concept that the lead teacher is instructing with the large group of students, or the teacher may be providing additional instruction on concepts that were difficult for students. An important point to make is that the composition of the small group should change throughout the year and not remain stagnant.</p>	<p><b>One Teach, One Observe or Mentor Modeling.</b> This model works in two ways. First, when an intern watches a mentor work, she can begin to understand how to interact with children while delivering the curriculum. Second, when the mentor watches the intern, she can get a sense for what teaching behaviors are effective and what strategies need further development.</p>
<p><b>Parallel Teaching.</b> Two teachers teach the same content simultaneously in two smaller groups in the classroom. The mentor and intern may present the lesson the same way to students, or they may adjust their teaching style in each group to accommodate students' learning styles. One of the greatest benefits of parallel teaching is that it increases student participation.</p>	<p><b>One Teach, One Assist/Guide.</b> One teacher takes the lead for teaching while the other teacher circulates through the room providing unobtrusive assistance to students as needed. The "guide" teacher may also be collecting evidence of student learning as she moves around the classroom. Mentors and interns should take turns being the lead teacher and guide.</p>
<p><b>Station Teaching/Cooperative Learning.</b> In this co-teaching approach, 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 require that students work independently.</p>	<p><b>Team/ Synchronous Teaching.</b> In synchronous 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</p>
<div style="display: flex; align-items: center;">  <div> <p><b>Co-teaching.</b> Both teachers getting the chance to ride!</p> </div> </div>	<p><b>Affirm and Enhance.</b> Affirm and enhance is when one teacher is taking the lead with a lesson and the other teacher may jump into the lesson with a reinforcing or clarifying comment about the content of the lesson. This model of co-teaching often occurs "in-the-moment" of classroom instruction. It can be used with both large group and small groups of students</p>

From Badiali, B. and Titus, N. (2011). Co-teaching: Enhancing student learning through mentor-intern partnerships. *School University Partnerships*, 4(2), 74-79.

Allison Brewer. You Tube: Co-Teaching Examples. <https://www.youtube.com/watch?v=6llQCG8QhBE> Video examples of above models.