

# Co-Teaching Model Overview

Master Teachers and Interns should co-teach throughout the school year. This gives interns the opportunity to actively learn. Co-teaching will look different in different classrooms and will look different throughout the year. Participants should utilize the model that best suits the needs of the students in their classroom. Interns are to be actively engaged with the instruction and student learning in their classroom at all times.

| WHOLE GROUP MODELS    | DESCRIPTION  |
|-----------------------|--|
| One Teach, One Assist | <p>Lead teacher designs/plans and delivers instruction; support teacher adds/expands with questions, records information visually, demonstrates, monitors behaviors, assists individual students providing support.</p> <p>One teacher leads the instruction while the other assists students with additional hints when students don't understand or experience difficulties.</p> <p>One teacher has primary responsibility for planning the unit of instruction and the other shares in day-to-day delivery, monitoring, and evaluation.</p> |
| Team Teaching         | The instructional process is integrated by both teachers with no prescribed division of authority. Both teachers are actively involved in the lesson.  |
| Study Skills          | One teacher delivers core content and the other provides related instruction in study skills.  |
| Learning Style        | Lesson responsibilities are divided by learning modality; each teacher provides different approaches to the same lesson to the whole group. The learning outcome is the same, but the methodology is different.  |
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| SMALL GROUP MODELS    | DESCRIPTION  |
| Skills Groups         | Students are grouped by levels. Each teacher is assigned his/her homogeneous group/groups for planning and instruction.  |
| RtI                   | One teacher leads the class and teaches the lesson while the other takes a small group that needs intensive re-teaching, remediation, or extended learning.  |
| Station Teaching      | Content is divided into parts (stations or learning centers). Student groups spend time at each station. One teacher leads one or two stations and the other leads the other one or two stations.  |

Adapted from:  
 Benninghof, Anne. (2012). Co-Teaching That Works. Bureau of Education and Research.  
 Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. Focus on Exceptional Children, 28(3), 1-12.