

Strategies for Co-Teaching

Co-teaching allows us to maximize the power of "more hands" in the classroom while effectively growing the interns' skills. Actively plan together to use the following strategies:

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. Example: 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 having difficulties.
Station Teaching	The co-teaching pair divides the 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.
Parallel Teaching	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 economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
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 bag with the story.
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.

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Student Teaching Semester Overview

Getting Started:

Please introduce the candidate to your students as a co-teacher or teacher candidate and utilize some co teaching strategies from the very beginning. Depending upon the candidate's comfort level, they may begin by taking roll, facilitating transitions between classes, leading a short activity or bellwork, etc. Commonly, the mentor and candidate begin with *One Teach One Observe*, *One Teach One Assist*, and *Supplemental Teaching* to help acclimate the candidate to the classroom. Co-planning is vital at every stage of the semester, but especially in the early days of the internship when the candidate is learning routines and getting to know students.

Co-Planning at the Center:

As the semester proceeds, the mentor should gradually release responsibility for making lesson plans and lead-teaching to the teacher candidate while continuing to collaborate often. The candidate should provide the mentor teacher with detailed, completed lesson plans for discussion during co-planning meetings A) so that the mentor can provide feedback to improve plans/avoid pitfalls and B) the mentor and the candidate can confer to determine the best strategies for teaching a particular lesson whether co-taught or solo-taught by the candidate.

Making the Invisible Visible

Co-planning also allows the mentor to make the "invisible visible" by sharing how they implement lesson sequences, modifications, and best practices. Candidates benefit when mentors articulate how they make these often subtle decisions, "thinking aloud," and demystifying the complexities of teaching. A collaborative debriefing after a lesson can help focus on some very specific aspects of the lesson.

Two Weeks

The candidate should have ample time and opportunity to lead teach for a period of some weeks towards the middle of the internship. This phase should include candidate responsibility for all planning, implementation, and assessment; however, co-teaching will still be utilized during this time that the candidate is in the lead when it could provide a richer and more effective learning experience for students.

Semester's End:

The mentor may wish to resume planning responsibilities for their convenience, but otherwise, both parties can continue to co-teach until the final week. At the mentor's discretion, the candidate may also be encouraged to observe other teachers in the building. The observed teachers may be in different certification areas. Finally, the pair should determine how best for the candidate to part ways with the children and school community.