

Coteaching Models

Model	How It Looks	Advantages
TEAM TEACHING	<ul style="list-style-type: none"> • Two or more teachers* simultaneously share instruction. • Each teacher takes a turn leading instruction. • The shared commitment of the teachers is evident. • May include: <ul style="list-style-type: none"> -role playing -modeling -clarifying or paraphrasing concepts 	<ul style="list-style-type: none"> • Structured to meet the needs of all students • Active participation of both teachers increases the opportunity to address multiple learning styles • Assists students in making connections, recording, and retrieving information • Provides an opportunity for reinforcing key points of a discussion through repetition or restatement • Motivates students and teachers • Conversation between teachers engages student interest and attention • Students have an opportunity to develop rapport with both teachers • As the students' comfort levels increases so will their willingness to take risks
SHADOW TEACHING	<ul style="list-style-type: none"> • One teacher takes the lead during the class period; the other teacher reinforces or reteaches the lesson at another time of day using different strategies and materials. 	<ul style="list-style-type: none"> • Provides the students an opportunity to learn material in two different ways • Provides an additional opportunity to address students' learning styles
SUPPORT TEACHING	<ul style="list-style-type: none"> • One teacher leads the lesson while the other adapts assignments, gives feedback, gathers data on progress, monitors participation, or provides small group/individual assistance. • The teaching roles and student groupings are alternated regularly. 	<ul style="list-style-type: none"> • Creates an opportunity to provide additional assistance within a heterogeneous class • Provides an opportunity for objective observation(s) and data collection
PARALLEL GROUPS	<ul style="list-style-type: none"> • Both teachers plan and deliver the EXACT instruction simultaneously. • The class is divided into two, separate smaller groups. 	<ul style="list-style-type: none"> • Provides for a lower student-to-teacher ratio • Provides an opportunity for both teachers to focus more closely on the individual learning • Provides an increased opportunity to facilitate and monitor students' problem solving and cooperative learning skills • May be a venue for review prior to assessment • Creates an opportunity for both teachers to observe students and collect data on student achievement

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NEEDS GROUPS	<ul style="list-style-type: none"> • One teacher conducts a review or reteaches the material to a small group of students. • The other teacher provides extension or enrichment. • The teaching roles and student groupings change regularly. 	<ul style="list-style-type: none"> • Provides an opportunity for students to be supported in individual areas of need • Small group instruction allows for a different means for understanding of concepts • Pacing of small group dictated by student needs and/or opportunity for extension of learning • Groups are flexible; skill instruction can be rotated • Assessment is a natural piece
INTEREST GROUPS	<ul style="list-style-type: none"> • The two teachers share the role of selecting and preparing instructional materials for multiple topics. • The students choose a topic of interest. • The teachers share the role of supporting the student groups. 	<ul style="list-style-type: none"> • Provides students an opportunity to choose topics of interest regardless of ability level • Motivates students for learning • Extends opportunities for achievement • Students develop an increased ownership in learning
STATION GROUPS	<ul style="list-style-type: none"> • The content of the lesson is divided into two or more independent segments. • The class is divided into equal student groups. • Each student group is provided equal time and opportunity to address all content. • The teachers coplan, but each is responsible for presenting a specific segment. • Instruction may be structured so that students independently address one segment. 	<ul style="list-style-type: none"> • Provides lower student-to-teacher ratio • Students with disabilities are fully integrated into the groups • Small group structure provides an opportunity to teach multiple concepts in a short amount of time

**Although the term teacher is used, paraeducators and speech-language pathologists may deliver/implement instruction. Roles and responsibilities must be discussed prior to class to ensure effective implementation.*

The responsibility for planning the lessons falls to the general educator and special educator.