

Co-Teaching Model

Bethel University is part of the Twin Cities Teacher Collaborative (TC2). A description of TC2 can be found at: <http://www.tcteacher.org/index.php> TC2 has adopted a co-teaching model for student teaching. Below is a brief description of the co-teaching model that has been adopted by TC2.

Co-teaching is:

- Both teachers being present in the room. The teacher candidate will have some solo time.
- Both teachers teaching all the students.
- Both teachers planning lessons together.
- Both teachers accepting responsibility for all the students.
- Both teachers evaluating student work.

Co-teaching is not:

- One teacher teaching one subject followed by the other teacher teaching a different subject.
- One teacher teaching while the other teacher prepares materials for another lesson.
- One teacher teaches while the other sits and watches.
- One teacher planning what both teachers will teach.
- One teacher teaching while the other is assigned to be a tutor.

For the co-teaching model to be effective the following must occur:

- Trust developed between cooperating teacher and teacher candidate.
- Clear communication established between the cooperating teacher and the teacher candidate.
- A sharing of the tasks and achievements in the classroom.
Anticipation of potential conflicts, challenges, and problems.

Co-Teaching Strategies & Examples 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 re-taught, extended or remediated. Example: One teacher may work with students who need re-teaching 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.