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| Similarities of the Co-Teaching Models |
| *Co-teaching is two or more people sharing responsibility for teaching all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, differentiating instruction, and monitoring progress for a classroom of students.* |
| Supportive Differences | Parallel Differences | Alternative Differences |
| One leads, One supports One teacher takes primary responsibility for designing and delivering a lesson, while the other member of the co-teaching team provides support to some or all of the students in the classroom. This model can also be used for student/teacher observation with a purpose or specific reason. | Two at OnceThe class is divided in half. The co-teachers instruct, monitor, or facilitate the same lesson to the two separate heterogeneous groups at the same time. | One Large, One SmallOne co-teacher instructs the whole group, while the other takes a small group for intervention in the same room. This helps to monitor and facilitate varied groups. |
| Supportive Advantages | Parallel Advantages | Alternative Advantages |
| * Supportive teacher can take notes to help plan future modifications or take formative data
* Available to redirect students
* Can answer individual students’ questions
 | * Can reduce teacher to student ratio allowing for individualization and differentiation
* Allows for establishment of positive student/teacher relationships in a small group setting
 | * Allows for specific skill instruction for students needing extra support.
* Leading teacher can enrich students meeting standard.
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| Supportive Cautions | Parallel Cautions | Alternative Cautions |
| * Unequal distribution of planning responsibilities
* Individual students may become dependent to one on one support
* Endless drifting around the classroom
 | * Noise Levels
* Individual teacher accountability
* Inflexible grouping arrangements may result in lowered achievement or for students to become stigmatized
 | * May ‘pigeonhole’ one teacher to always working with a specific set of students
* Imbalance of responsibilities
* Students may become stigmatized
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| Team Differences | Complementary Differences | Stationary Differences |
| Two is Better than One Two teachers share the responsibility of one at the same time. Both are present for the entire lesson, anticipate each other, and share ownership of instruction. Both teach simultaneously in area of expertise. | One Leads, One ModelsOne teacher enhances/augments the instruction provided by the other co-teacher. This may take the form of modeling, asking questions for deeper understanding, scribing, etc., to allow students to access content more easily.  | Divide and Conquer The class is divided in two or more groups. The co-teachers instruct, monitor, or facilitate different lessons/concepts to two separate groups at the same time. There may be a third or fourth group with no monitoring. |
| Team Advantages | Complementary Advantages | Stationary Advantages |
| * Equal involvement in planning
* Teachers trade support and lead roles various times within the lesson
* Can model healthy peer/ professional relationships
* Allows for varied pedagogical styles
 | * Pooled expertise
* Brainstorming and Problem Solving can happen during instructional delivery
* Shared responsibilities
 | * Allows for specific skill instruction in a smaller group setting.
* Teachers may rotate groups within same time frame so each group gets the same instruction.
* Allows for establishment of positive student/teacher relationships in a small group setting
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| Team Cautions | Complementary Cautions | Stationary Cautions |
| * Teacher talk may become excessive
* Unless teachers have a trusting relationship, conflict may occur
* Reduced student participation/input
 | * Reduced student input
* Teacher talk may become excessive
* Too much adaptation when following curriculum to fidelity
* Inflexibility in sharing roles
* Personalities/Beliefs may conflict
 | * If not grouped heterogeneously, students may become stigmatized
* May leave a group of students with no supervision
* Excessive noise
* Temptation to plan separately
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