

Appendix A – Models of Co-Teaching

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Teachers employ various co-teaching models depending on student need, available resources, classroom profiles and curriculum expertise/ familiarity. Movement between models is expected to be fluid; different models may be employed within one class period or throughout instruction on a given topic. For example, a class may start with 10 minutes of alternative teaching and then employ another model better suited to the remainder of the lesson. The topic addressed on the following day may suggest the use of yet another model.

Before beginning any co-teaching endeavour, the teaching pair must reach consensus regarding components of co-teaching such as:

- interpersonal communication
- physical arrangement of the classroom
- teacher familiarity with curriculum
- prescribed curriculum outcomes
- modified prescribed curriculum outcomes
- outcomes from alternate programs, courses and curriculum
- accommodations
- instructional planning
- instructional presentation
- classroom management
- assessment and evaluation

Note: Instructional resource teachers will not be solely responsible for teaching provincially prescribed curriculum.

Teachers may work together in the general classroom using the six models of co-teaching as outlined in Friend and Cook's *Co-Teaching: Principles, Practices, and Pragmatics* as presented at the New Mexico Public Education Department Quarterly Special Education Meeting, Albuquerque, NM, April 29, 2004.

Teachers must bear in mind that when instructional resource teachers are working in the classroom, the selection of a co-teaching model must allow for the delivery of IEP outcomes concurrently with prescribed curriculum outcomes.

One Teach, One Observe

In this model, one person observes while the other teaches. Teachers decide in advance what types of information are to be gathered during the observation and agree on a system for gathering the data. Afterward, the teachers jointly analyze the information. That is, observation should be a deliberate part of the lesson, not just incidental checks of student activity.

One Teach, One Drift

In this model, one person instructs while the other circulates throughout the room providing assistance to students as needed. If both are familiar with the curriculum content, either teacher may lead instruction.

Parallel Teaching

In this model, the class is divided into two heterogeneous groups of approximately the same size. Both teachers plan the lesson(s) jointly and teach the same topic simultaneously. This approach gives each teacher an active – but separate – instructional role in the classroom. Students can be strategically placed in the two groups.

Station Teaching (Centres)

In this model, teachers divide students and content. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. A third station may be set up for independent work. Rotation through stations can occur during one or several class periods.

Alternative Teaching

In this model, one teacher works with the larger group while the other works with a smaller group of students. In alternative teaching, the larger group completes the lesson while the smaller group either completes an alternative lesson or the same lesson at a different level. This arrangement might take an entire class period or it might be used for just a few minutes at the beginning or end of a lesson. For this approach to be successful, the purpose for the small group and its membership should vary. If both are knowledgeable of the curriculum content, either teacher may lead either group.

Team Teaching

In this model, both teachers are delivering the same instruction at the same time. This is often called “tag team” teaching. This implies that each speaks freely during large-group instruction and moves among all the students in the class. Instruction becomes a conversation, not turn-taking. This co-teaching approach is affected more than any other by individuals’ teaching styles. This is the most interpersonally complex co-teaching approach. When a wide range of abilities exists within a class, this model may be less effective than others. Therefore it would rarely be used in addressing IEP outcomes.