**Co-Teaching Strategies**

### One Teach, One Observe

**Class Set-up**
- Whole Class

**Quick Definition**
- One teacher is in the front of the class leading instruction. The other is gathering specific information.

**Benefits**
- Provides extra set of eyes in classroom
- Provides data about instruction or student learning
- Easy to implement

**Concern/Notes**
- Too easy to develop into a habit
- Most effective if teachers agree in advance what is to be observed
- Be aware of unequal power dynamics and students' perception of teachers' roles

### Station Teaching

**Class Set-up**
- Regrouping

**Quick Definition**
- Students are divided into three or more small groups to go to stations or centers. Students rotate through multiple stations. Teachers can facilitate individual stations or circulate among all stations.

**Benefits**
- Smaller groups may be better for instruction, assessment, and class management
- Allows for differentiation, movement, and hands-on activity

**Concern/Notes**
- Need to use space differently
- Teachers need to plan for their groups
- Class management and transitions need to be structured
- Independent station(s) need to be well-planned and self-sufficient

### One Teach, One Assist

**Class Set-up**
- Whole Class

**Quick Definition**
- One teacher works with the whole class, while the other assists individual students or groups of students. Assistant may help with classroom management and provide a "voice" to articulate student concerns.

**Benefits**
- Provides assistance to individuals throughout the lesson
- Easy to implement
- Does not require a lot of planning

**Concern/Notes**
- Too easy to become a habit
- One teacher may consistently feel like an assistant or be viewed by students as an assistant
- Changing roles is essential

### Parallel Teaching

**Class Set-up**
- Regrouping

**Quick Definition**
- Each teacher takes half the class. Groups may be doing the same or different content in the same or different ways.

**Benefits**
- Smaller groups are better for instruction, assessment, and class management
- Allows teachers to have their own groups
- Allows interns to teach same lesson/mirror teacher

**Concern/Notes**
- Need to use space differently
- Teachers need to plan for their group
- Sound level and distractions must be carefully managed
- Don't switch groups during a lesson
**Alternative Teaching**

**Class Set-up**
Whole Class

**Quick Definition**
One teacher works with a large group of students, while the other works with a smaller group providing re-teaching, pre-teaching, or enrichment as needed.

**Benefits**
- Can help address IEP/504 goals
- Provide opportunities for enrichment
- Can benefit students who missed material
- Teachers can plan separately

**Concern/Notes**
- DO NOT always pull the same students or it becomes a "class inside a class"
- Need place for small group to meet
- Sound level and distractions must be carefully managed

**References:**

**Team Teaching**

**Class Set-up**
Whole Class

**Quick Definition**
Teachers lead the class together. This may take the form of debates, modeling information, compare/contrast, or role-playing.

**Benefits**
- Demonstrates parity and collaboration between teachers
- Good for modeling cooperative problem solving
- Fun for role-playing

**Concern/Notes**
- Takes planning and willingness to "share the stage"
- Both teachers need to feel comfortable in front of the class
- Requires high level of trust, communication, and competence

**References:**
Brosnan, P. (2013, 2014). Presentations at Mathematics Teacher Education Partnership Conference, St. Louis, MO and Milwaukee, WI.

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