

Approach – One Teach, One Assist

Recommended Use (Seldom)

Teacher A takes primary responsibility for teaching the content of a lesson while Teacher B circulates through the room providing unobtrusive assistance to students as needed. During certain types of instruction or certain portions of a class period, this approach can be helpful. This approach provides the attention that some students require and helps with classroom or behavioral management and organizational skills.

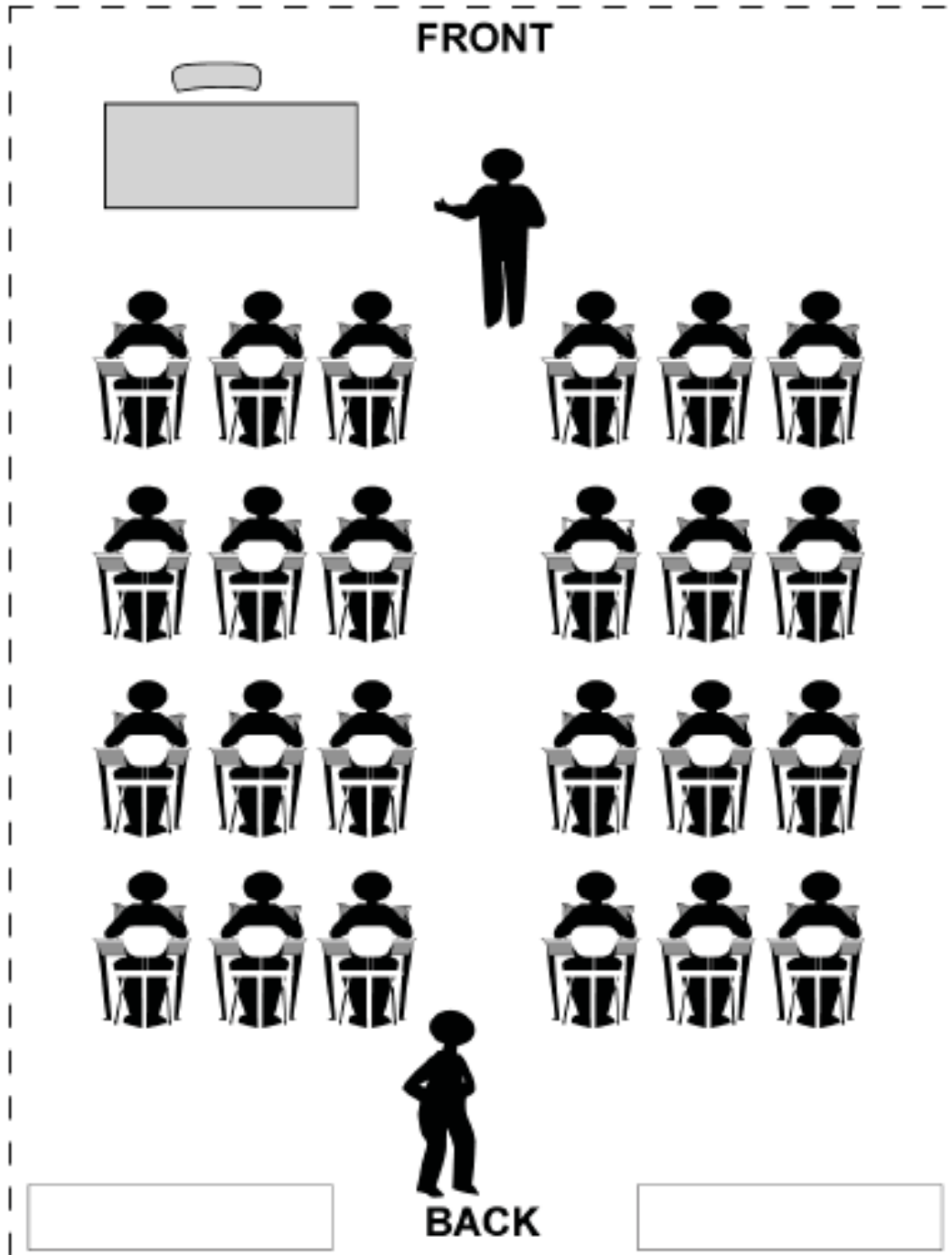
Level of Planning Required: Low *Level of Preparation Time:* Low

When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ When the lesson lends itself to delivery by one teacher ❖ When one teacher has particular expertise for the lesson ❖ In new co-teaching/SF situations ❖ In lessons emphasizing a process in which student work needs close monitoring 	<ul style="list-style-type: none"> ❖ Assisting teacher may collect data and observe to ensure student understanding ❖ Assisting teacher may provide assistance to struggling students ❖ Assisting teacher may monitor student behavior ❖ Instructing teacher orchestrates learning tasks and classroom discussion 	<ul style="list-style-type: none"> ❖ Students may silently signal an adult for assistance ❖ Teachers may monitor more closely students' social and academic behavior 	<ul style="list-style-type: none"> ❖ Assisting teacher may act as a passive partner while instructing teacher maintains a traditional teaching model ❖ Students may view one teacher as the “real” teacher and the other as an assistant or aide ❖ Students may be distracted when one teacher walks around ❖ Students may expect one-on-one assistance ❖ Teachers should use this model sparingly, and only for a portion of the instruction time ❖ Teacher should alternate roles, balancing instruction and assisting

One Teach, One Assist

Classroom Setup Model

Other teacher moves around the classroom.



Approach – Alternative Teaching

Recommended Use (Limited)

While Teacher A is working with a large group of students, Teacher B works, for a short period of time, with a targeted small group of students for remedial, enrichment, or other targeted instruction. Specific students can learn and review the content or skills they need without having unnecessary review or distractions from other students in the class. This also allows for a select group of students to receive individualized instruction based on ability, interest, or learning style and gives students who have been absent a chance to “catch up”. Group membership should always be flexible and varied.

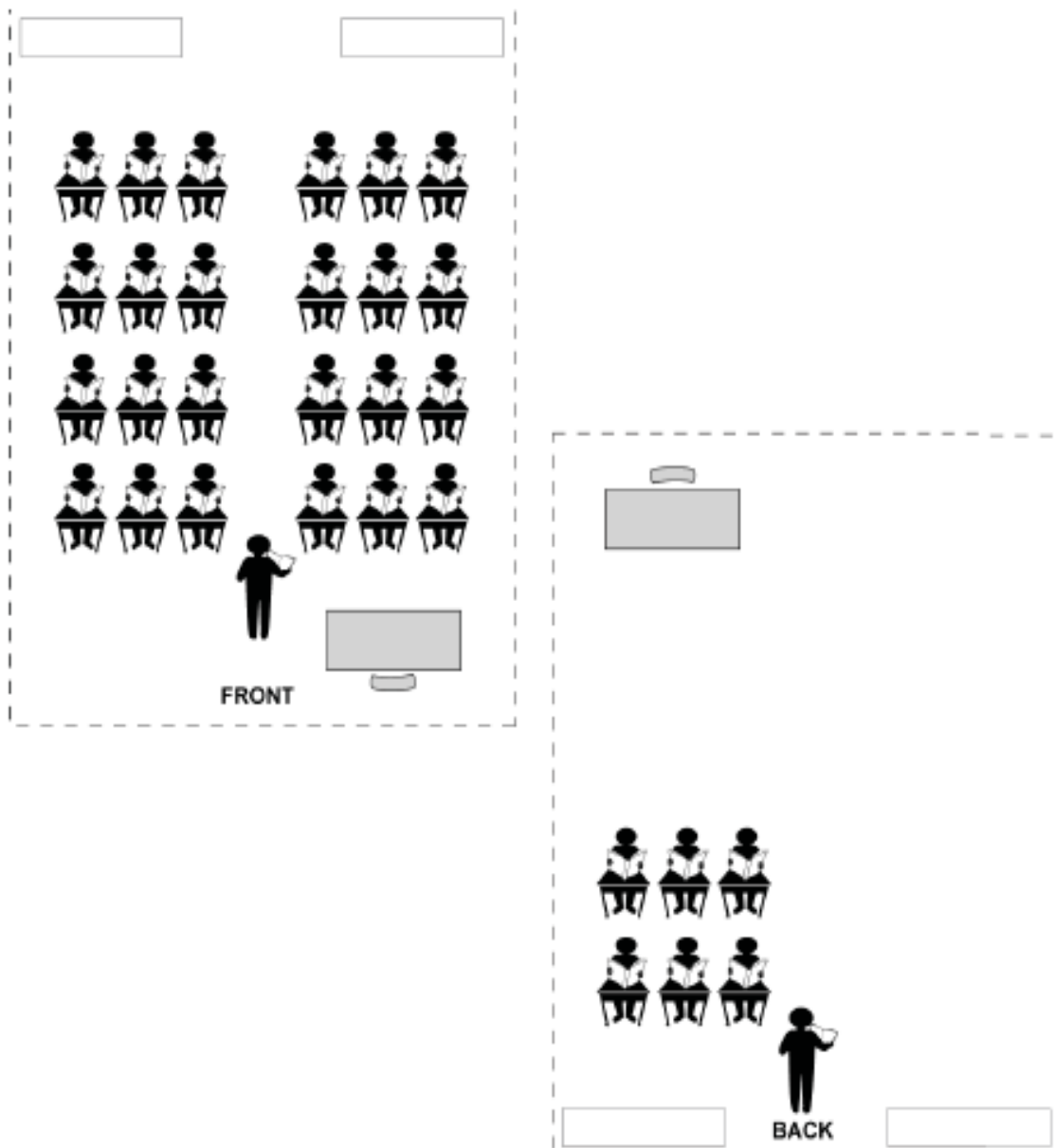
Level of Planning Required: Medium

Level of Preparation Time: Medium

When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ When students’ mastery of concepts taught or about to be taught varies tremendously ❖ When extremely high levels of mastery are expected for all students ❖ When enrichment is desired 	<ul style="list-style-type: none"> ❖ Teachers need to determine instructional/intervention needs of class (grouping for the day, who manages specific groups, instructional needs of groups) ❖ For a short period of time, the teacher works with smaller group following the same learning goal being implemented by the teacher in the larger group ❖ The small group instructor makes accommodations to instruction to meet the needs of students 	<ul style="list-style-type: none"> ❖ Use when students’ content knowledge varies tremendously ❖ Use for managing student behavior to focus student learning ❖ Use for monitoring student performance to provide immediate feedback, positive reinforcement, and correction ❖ Use for informal assessment to inform instruction and meet needs of students ❖ Use for pre/re-teaching, enrichment activities, and intentional observation time 	<ul style="list-style-type: none"> ❖ Students with disabilities may always be in the same group at the same time ❖ Students may perceive a stigma of being placed into a small group ❖ Teachers may have difficulty finding adequate planning time ❖ One teacher may dominate the other in content and/or teaching style

Alternative Teaching

Classroom Setup Model



Approach – Parallel Teaching

Recommended Use (Frequent)

The class is split into two groups with both Teacher A and Teacher B teaching the same content/lesson. The advantage of having smaller numbers of students enhances on-task and social behavior and allows for more individualized instruction and assessment.

Level of Planning Required: Medium *Level of Preparation Time:* Medium

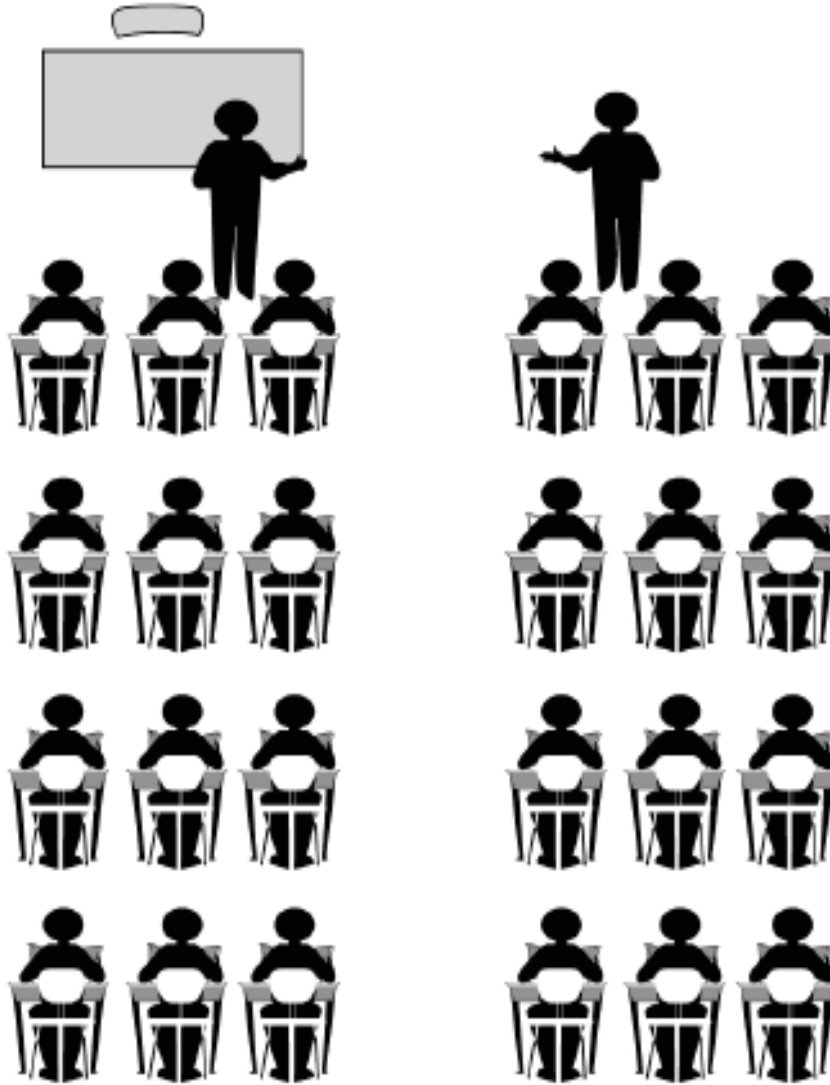
When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ When a lower teacher-student ratio is needed to improve instructional efficiency ❖ To foster student participation in discussions ❖ For activities such as drill and practice, re-teaching, and test review 	<ul style="list-style-type: none"> ❖ Students are divided into two groups ❖ Each teacher teaches the same content in the same amount of time ❖ Instructional methods may differ ❖ Groups do not rotate 	<ul style="list-style-type: none"> ❖ Students may be divided into groups using a variety of strategies based on student or curricular needs ❖ Teacher flexibility can enhance instruction ❖ Student-to-teacher ratio may be lower ❖ Both teachers play an active role in instructing in this model ❖ Students have an increased opportunity for response and participation 	<ul style="list-style-type: none"> ❖ Teachers need to identify appropriate physical space ❖ Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction ❖ Having two teachers instructing at the same time may be distracting ❖ Teachers must consider noise level tolerance and purposefully plan for an effective classroom environment

Sources: The Power of 2 (DVD and Facilitator’s Manual), by Marilyn Friend. Published by *A Forum on Education*, www.forumoneducation.org. 2012 Florida Inclusion Network, 2012 Hanover Research-District Administration Practice, Utah State Office of Education

Parallel Teaching

Classroom Setup Model

FRONT



BACK

Approach - One Teach, One Observe

Recommended Use (Limited)

Teacher A manages instruction of the entire class while Teacher B systematically gathers data that the two teachers have determined to be important. For example, Teacher B collects data and takes notes regarding students' on/off task behavior, academic engagement, patterns of response, and IEP objectives. Teachers should use this model five to ten percent of the time during a class period. After the class session, both teachers analyze the information together.

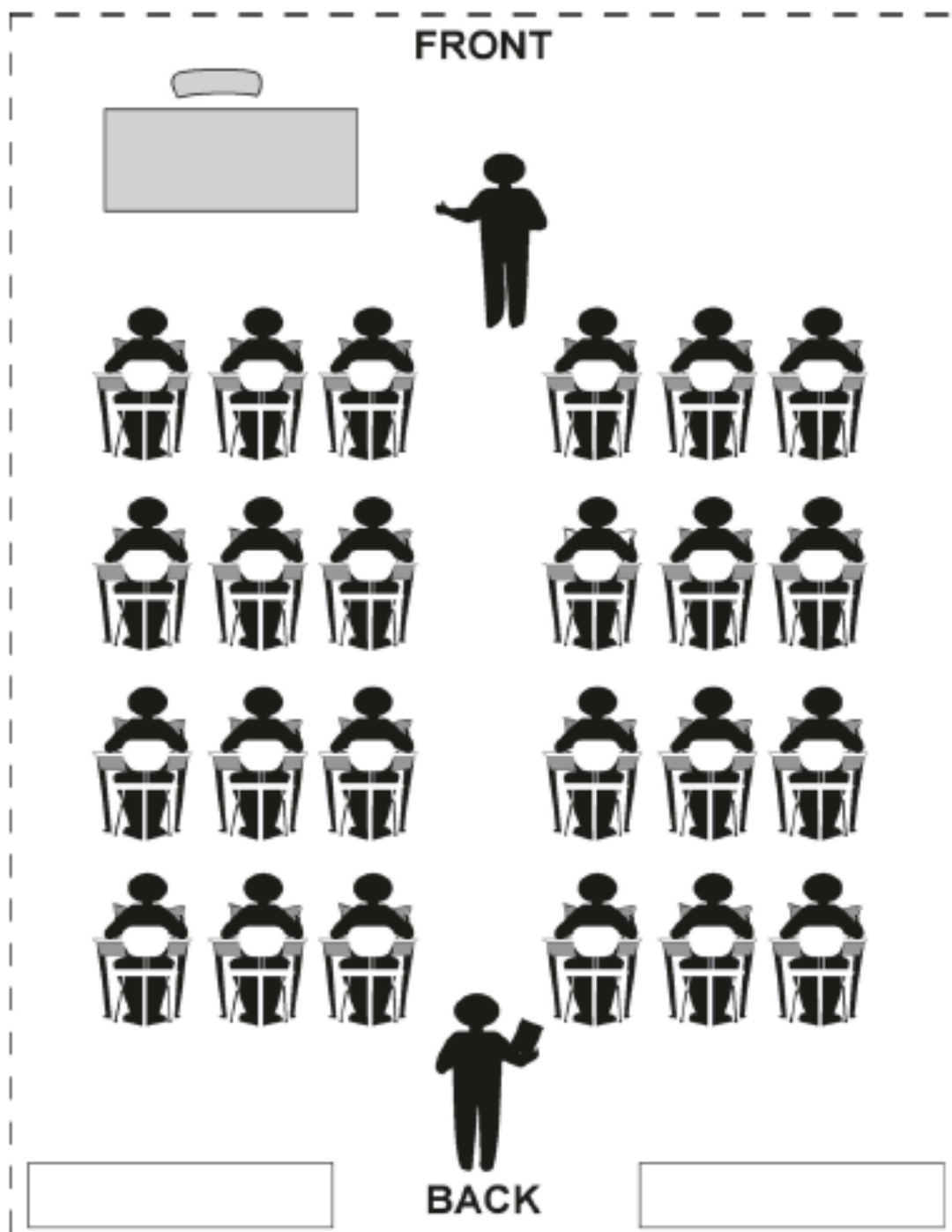
Level of Planning Required: Low Level of Preparation Time: Low

When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ In new co-teaching/SF situations ❖ When questions arise about students ❖ To monitor student progress ❖ To compare target student to others in class ❖ When teachers want feedback on their own practice 	<ul style="list-style-type: none"> ❖ Teachers review instruction and mastery of concepts ❖ Teachers review and record student behavior(s) for decision making ❖ Teachers use this model to evaluate the effectiveness and delivery of instructional strategies 	<ul style="list-style-type: none"> ❖ Teachers focus on students' needs more explicitly ❖ Teachers may monitor their own skills ❖ Teachers collect data for Individual Educational Plan (IEP) planning and interventions 	<ul style="list-style-type: none"> ❖ Teachers need to know how to collect and analyze appropriate data ❖ Teachers' trust level needs to be strong ❖ Teachers may overuse

Sources: The Power of 2 (DVD and Facilitator's Manual), by Marilyn Friend. Published by *A Forum on Education*, www.forumoneducation.org. 2012 Florida Inclusion Network, 2012 Hanover Research-District Administration Practice, Utah State Office of Education

One Teach, One Observe

Classroom Setup Model



Approach - Teaming

Recommended Use (Occasional)

Teaming occurs when both Teacher A and Teacher B present a lesson together, each presenting, interjecting, and taking equal responsibility for instruction. This structure capitalizes on each teacher’s strengths and knowledge. It typically creates a stimulating classroom environment, but requires compatibility and regular joint planning.

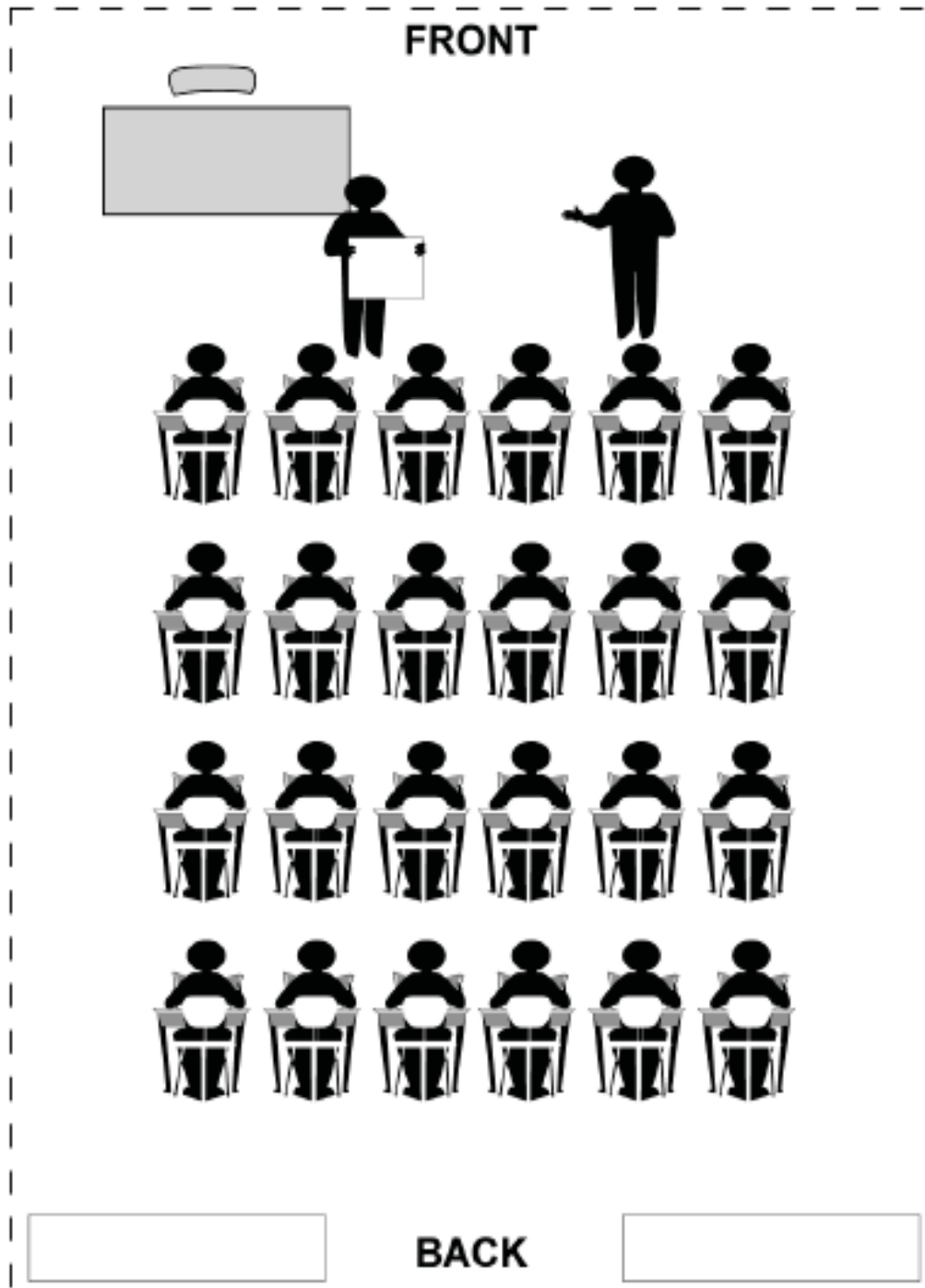
Level of Planning Required: High

Level of Preparation Time: High

When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ During a lesson in which instructional conversation is appropriate ❖ In situations in which the teachers have considerable experience and a high sense of comfort ❖ When a goal of instruction is to demonstrate some type of interaction to students ❖ When you want to share more than one viewpoint 	<ul style="list-style-type: none"> ❖ Both teachers are fully engaged in delivery of the core instruction ❖ Both teachers are responsible for classroom management and student behavior ❖ Both teachers are responsible for grading of classroom lessons 	<ul style="list-style-type: none"> ❖ This model can be very energizing ❖ Allows for a broadening of the curriculum through a variety of teaching strategies ❖ Allows teachers to work together collaboratively ❖ Allows teachers to demonstrate individual expertise ❖ Teachers can orchestrate instructional conversation ❖ Teachers can introduce new topics/concepts 	<ul style="list-style-type: none"> ❖ Teachers must gauge their contributions so that pacing is maintained ❖ Teachers must have significant planning time available ❖ Teachers are required to collaborate effectively ❖ Teachers may not be as aware of individual student needs ❖ Demands the greatest amount of trust and commitment from teachers

Teaming

Classroom Setup Model



Approach - Station Teaching

Recommended Use (Frequent)

Students and content are divided amongst Teacher A and Teacher B. Each teacher then teaches a portion of the content to one group and subsequently repeats the instruction for the other group. A third or fourth “station” can give students opportunities to work independently, accessing peer tutoring and technology. All students rotate through both teacher stations and independent stations. On task behavior and task completion can be better managed with small groups.

Level of Planning Required: Medium

Level of Preparation Time: High

When to Use	Implementation	Opportunities	Challenges
<ul style="list-style-type: none"> ❖ When content is complex but not hierarchical ❖ In lessons in which part of planned instruction is review ❖ When several topics comprise instruction ❖ For activities such as drill and practice, re-teaching, and test review 	<ul style="list-style-type: none"> ❖ Students are divided into groups ❖ Each teacher teaches a portion of the content in the same amount of time ❖ Teachers prepare two or more stations in advance ❖ Groups rotate from station to station ❖ Secondary teachers may consider station teaching, especially if they are on block schedules 	<ul style="list-style-type: none"> ❖ Teachers have an opportunity to work with every student in the class ❖ Allows for a lower student-teacher ratio ❖ Results in fewer behavior issues during instructional time due to higher student activity/engagement ❖ Allows teachers to more closely monitor student learning and behavior ❖ This model may be used to increase student participation ❖ This model may be used when content is complex, but not hierarchical 	<ul style="list-style-type: none"> ❖ Identifying appropriate physical space can be difficult ❖ Teachers’ instructional methods may differ ❖ Teachers must have adequate knowledge of content and pedagogical skills to provide equally effective instruction ❖ Classroom environment may be distracting for students with two teachers instructing ❖ Stations must be designed to function independently ❖ Teacher planning time may be significant ❖ Teachers must consider noise level tolerance and purposefully plan for an effective classroom environment

Station Teaching

Classroom Setup Model

