

Co-teaching Models Between General and Special Education Teachers

	DESIGN	INSTRUCTION	MONITORING	BENEFITS
Complementary Teaching	<ul style="list-style-type: none"> • Lead teacher models organization of the content • Lead teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson • Support teacher assists 	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching • Support teacher teaches components of lessons with small groups of students • Support teacher provides content support to lead teacher's lesson 	<ul style="list-style-type: none"> • Lead teacher uses pre-assessment to determine students' need for support • Support teacher assesses students' skills and facilitates self-regulation during the lesson • Students use self-assessment as they request assistance during or after a formal lesson 	Having two teachers to help individual students after the lesson is presented (individual guided practice)
Station Teaching	<ul style="list-style-type: none"> • Lead teacher and support teacher segment the lesson content. • Lead teacher and support teacher divide the number of stations they are responsible for • Both teachers plan and station activities with attention to possible group differences 	<ul style="list-style-type: none"> • Lead and support teacher segment learning to small groups or individual students at the stations they design 	<ul style="list-style-type: none"> • Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random) • Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson 	Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson," 'accelerated learning,' 'mastery learning,' and other ideas that teach to many levels can be readily addressed
Parallel Teaching	<ul style="list-style-type: none"> • Lead teacher and support teacher collaboratively organize the lesson content • Lead teacher and support teacher identify strategies needed for groups and individual students • Lead teacher and support teacher divide the students into two groups 	<ul style="list-style-type: none"> • Lead teacher and support teacher independently deliver the lesson plan to each of the groups • Lead teacher and support teacher facilitate learning in their respective groups 	<ul style="list-style-type: none"> • Lead teacher and support teacher monitor their own groups of students • Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students 	Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students

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Alternative Teaching	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning 	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching • Support teacher implements supplemental activities for the whole group, small groups or individual students before or after the formal lesson 	<ul style="list-style-type: none"> • Lead teacher and support teacher pre-assess the students to plan for alternative lessons • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons • Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction 	<p>Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery</p>
Shared Teaching	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson • Lead teacher and support teacher teach simultaneously to the whole class 	<ul style="list-style-type: none"> • Both lead teacher and support teacher conduct formal teaching 	<ul style="list-style-type: none"> • Lead teacher and support teacher pre-assess the students • Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons 	<p>Team teaching is very powerful when the entire class is participating in a particular inquiry project</p>