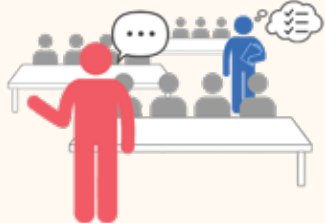


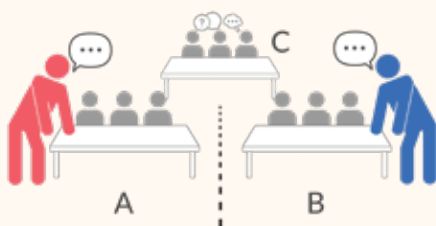
This resource describes co-teaching strategies in their purest forms; most co-teaching combines aspects of several strategies to meet student needs.



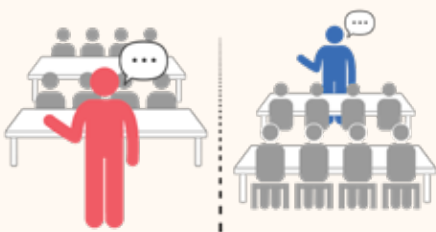
**One Teach, One Observe** – One teacher has primary instructional responsibility while the other captures observational data on students, classroom dynamics, or teacher behaviors in order to support the co-teaching pair's future reflections and planning. Either member of the co-teaching pair can serve either role.



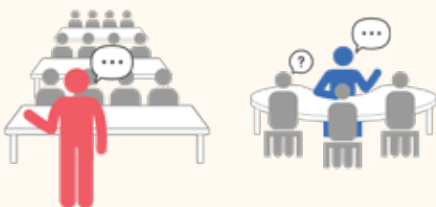
**One Teach, One Assist** – One teacher has primary instructional responsibility while the other augments the lesson in planned ways or assists a pre-identified student or students. The assisting teacher can also focus on lifting the voices of students or groups who might otherwise hesitate to participate in class.



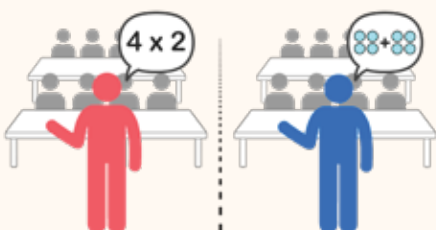
**Station Teaching** – The co-teaching pair divides instructional content into parts with "stations" to engage the content. Groups of students spend a designated amount of time at each station. Often, an independent station will be used along with the teacher-led stations.



**Parallel Teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio. Also, residents can mirror the cooperating teacher, striving to keep the same pace and picking up specific teaching moves.



**Supplemental Teaching** – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or further supported.



**Alternative Teaching** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; the instructional methodology, however, is different.



**Team Teaching** – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader. Both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.