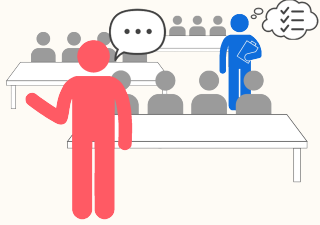
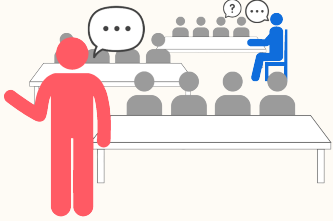


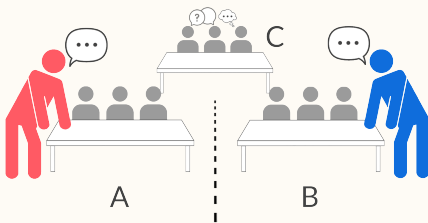
This resource describes co-teaching strategies in their purest forms; most co-teaching combines aspects of several strategies to meet student needs.



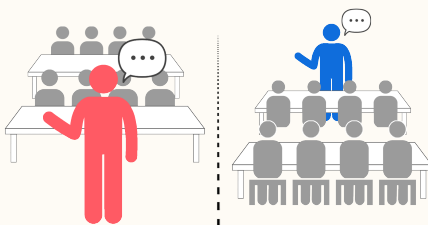
One Teach, One Observe – One teacher has primary instructional responsibility while the other captures observational data on students, classroom dynamics, or teacher behaviors to inform future reflections and planning. Either member of the co-teaching pair can serve either role.



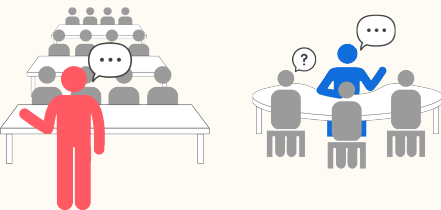
One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students by providing feedback in real time and uplifting the voices of students or groups who might otherwise hesitate to participate in class.



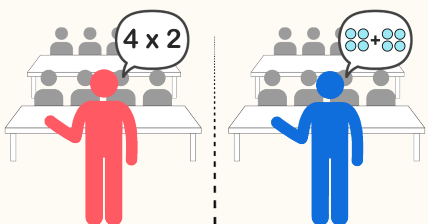
Station Teaching – The co-teaching pair divides instructional content into parts with "stations" to engage the content in several different ways. Students spend a designated amount of time at each station. Some stations are teacher-led, while some may be independent stations or groups of students.



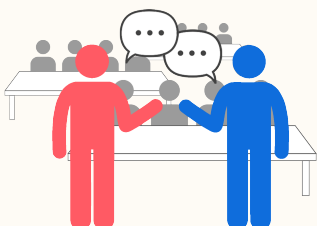
Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategies. Ideally, the two teachers are at opposite ends of the room, facing each other so they can refer to each other for lesson pacing and flow.



Supplemental Teaching – Teaching strategy allows one teacher to continue with a planned lesson, while the other teacher works with students who have been absent or would benefit from extended instruction or additional materials.



Alternative Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The two teachers deliver the same content, but in different ways. This provides an opportunity for students to engage in different modalities, enhancing the learning of each group.



Team Teaching – Both teachers are actively involved in the lesson. Lessons exhibit an invisible flow of instruction with no prescribed division of authority. From a student's perspective, there is no clearly defined leader. Both teachers collaborate to share the instruction, are free to interject information, and are available to assist students and answer questions.



Variations & Combinations – Co-teachers merge two or more strategies to meet student needs. For example, co-teachers use stations and group students based on specific needs.