

CO-TEACHING MODELS

Introduction

Co-teaching is an instructional strategy that emphasizes collaboration and communication, between two educational professionals, working together to service a classroom with a diverse student population.

Our district uses co-teaching to provide English as a Second Language (ESL) instructional service to support educational and linguistic needs of English Learners (ELs) within classrooms in grades K to 5 in English Language Arts.

The following are co-teaching models, which can be used based on students' population for delivery of instruction. The collaborative teachers have discretion to determine which model will support best English Learners' (EL) academic growth. Regardless of the model used, both teachers are equally responsible in meeting grade level curriculum, standards and achievement goals.

Models of Co-Teaching

One teach - One support	One teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom. Students receive individual help in a timely manner.
Parallel Teaching	The two teachers plan jointly, and split the classroom in half to teach the same information at the same time, at a different pace, and uses different strategies to target students' learning styles.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. Each teacher has a clear teaching responsibility. Teachers can cover more material in a shorter period of time.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Each teacher has an active role.

References

[*Interactions: Collaboration Skills for School Professionals*](#), Marilyn Friend and Lynne Cook .