Co-Teaching Basics

- Two teachers have the same level of licensure and different expertise.
- Typically, there is a general education teacher and a special education or English as a Second Language (ESL) teacher.

- Teachers have equal ownership of all students’ work and classroom responsibilities (Friend, 2014).
- There are six co-teaching models.


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In this co-teaching model, one teacher observes the lesson while the other teacher instructs the whole group. The observer has a specific focus, such as “academic, behavioral or social data on specific students or the class group”. (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010). One teacher may observe one student, a group of students, or the entire class. Additionally, teachers may choose to use this model for feedback on their practice (Friend, 2014).
Station teaching

In this co-teaching model, students are divided into three groups. Teachers divide instruction into three non-sequential stations and students rotate from station to station. Two stations are teacher-led and the third is for independent work (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010). Eventually, each teacher works with each student. Student groups are often heterogeneous; however, occasionally it maybe be appropriate to group students by ability, or have certain students repeat a station (Friend, 2014).
Parallel teaching

This purpose of this co-teaching model is to “foster instructional differentiation and increase student participation”. Two teachers split the class in half and present the same material at the same time (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010, p. 10).
Alternative teaching

In the alternative teaching model, one teacher instructs the larger group of students while the other instructs a smaller group that has specific needs. This model may be used when a group of students needs remediation or additional scaffolding, additional practice, enrichment, or pre-teaching of concepts or vocabulary (Friend, 2014).
Teaming

In the teaming co-teaching model, two teachers both contribute to instruction, teaching the whole class group together. A strong relationship and fluid exchange between the teachers make this model more effective. It may be used for specific teaching points in which two teachers are required, for example acting out a scene with two characters, or a demonstration of skills related to opposing viewpoints or opinions (Friend, 2014).
As the name suggests, in this model one teacher teaches the whole group while the other assists. Marilyn Friend writes that this is the most commonly used and least effective of the co-teaching models because it fosters dependent behavior and may distract students from the lesson. She recommends that it only be used when co-teachers are getting to know each other and the students (Friend, 2014).
Let’s look at each model!

**Group 1:** Describe what co-teaching is, important considerations for the Integrated Co-Teaching classroom and what some of the benefits and drawbacks of being in a co-teaching environment may be.

**Groups 2-7:** For your co-teaching model, describe it, name potential benefits and drawbacks and think of when you might use this model.
Let’s look at each model again!

Each group will compare and contrast two co-teaching models. You may use a Venn diagram, or a double bubble map.
Compare and contrast:

Group 1: one teach, one observe and station teaching
Group 2: station teaching and parallel teaching
Group 3: parallel teaching and alternative teaching
Group 4: alternative teaching and teaming
Group 5: teaming and one teach, one assist
Group 6: one teach, one assist and one teach, one observe
Group 7: station teaching and parallel teaching
References
