



**Guidance Sheet for Models of Co-Teaching**  
 (Presented by Christina Nowak, UW Haring Center; 11/30/2023)

CoTeach Model	Advantages	Disadvantages	When to Use
<b>One Teach, One Observe</b>	<ul style="list-style-type: none"> <li>Teacher in “observer” role can capture environmental data that might go otherwise unnoticed</li> <li>Requires little joint planning</li> <li>Allows for academic data collection</li> <li>Allows for professional support academic data collection</li> </ul>	<ul style="list-style-type: none"> <li>Teacher in “observer” role can be viewed as an assistant to instruction</li> <li>The resources are not being maximized</li> <li>One teacher is often utilized as the behavior enforcer</li> </ul>	<ul style="list-style-type: none"> <li>In new co-teaching situations.</li> <li>When questions arise about specific students</li> <li>To check student progress</li> <li>Engagement inventories</li> <li>Student talk checklists</li> </ul>
<b>Station Teaching</b>	<ul style="list-style-type: none"> <li>Each teacher has a clear teaching responsibility.</li> <li>Students have the benefit of working in small groups.</li> <li>Teachers can cover more material in a shorter period of time.</li> <li>Fewer discipline problems occur because students are engaged in active, hands-on learning.</li> <li>It is possible to separate students who need to work away from each other.</li> <li>This approach maximizes the use of volunteers or extra adults in the room</li> </ul>	<ul style="list-style-type: none"> <li>To work effectively, this approach requires a lot of preplanning.</li> <li>All materials must be prepared and organized in advance.</li> <li>All stations must be paced so teaching ends at the same time.</li> <li>One or more groups must work independently of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>When content is complex.</li> <li>In lessons in which part of the planned instruction is review.</li> <li>When several topics comprise instruction.</li> <li>When an intervention strategy is necessary for students to access a particular grade level standard.</li> </ul>
<b>Parallel Teaching</b>	<ul style="list-style-type: none"> <li>Preplanning provides better teaching.</li> <li>It allows teachers to work with smaller groups.</li> <li>Each teacher has the comfort level of working separately to teach the same lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Both teachers need to be competent in the content so the students will learn equally.</li> <li>The pace of the lesson must be the same so they finish at the same time.</li> <li>There must be enough flexible space</li> </ul>	<ul style="list-style-type: none"> <li>When a lower adult-student ratio is needed to support students.</li> <li>To foster student participation in discussions.</li> <li>For activities such as re-teaching and test review.</li> <li>When students can access the</li> </ul>

	<ul style="list-style-type: none"> <li>Splitting the class allows students to be separated who need to be.</li> </ul>	<p>in the classroom to accommodate two groups.</p>	<p>same standard but need a specific type of differentiation to be successful.</p>
<b>Alternate Teaching</b>	<ul style="list-style-type: none"> <li>Working with small groups or with individuals helps meet the personal needs of students.</li> <li>Both teachers can remain in the classroom so teachers can informally observe the other modeling good teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Groups must vary with purpose and composition or the students in the group will quickly become labeled (e.g., the “low” group).</li> <li>The students might view the teacher working with the larger group as the teacher in control.</li> <li>There must be adequate space.</li> </ul>	<ul style="list-style-type: none"> <li>When extremely high levels of mastery are expected for all students.</li> <li>When enrichment is desired.</li> <li>When some students are working in a parallel curriculum.</li> </ul>
<b>Team Teaching</b>	<ul style="list-style-type: none"> <li>Each teacher has an active role.</li> <li>Students view both teachers as equals.</li> <li>Both teachers are actively involved in classroom organization and management.</li> <li>This approach encourages risk taking. Teachers may try things in pairs that they might not try alone.</li> <li>“Two heads are better than one.”</li> </ul>	<ul style="list-style-type: none"> <li>Preplanning takes a considerable amount of time.</li> <li>Teachers’ roles need to be clearly defined for shared responsibility</li> </ul>	<ul style="list-style-type: none"> <li>When two heads are better than one or the teachers’ experience is comparable.</li> <li>In co-teaching situations in which the teachers have considerable experience and a high sense of comfort/confidence.</li> <li>When the goal of instruction is to demonstrate some type of interaction to students.</li> </ul>
<b>One Teach, One Assist</b>	<ul style="list-style-type: none"> <li>Students receive individual help in a timely manner</li> <li>It’s easier to keep students on task because of the proximity of the teacher.</li> <li>As a process observer, the supporting teacher can observe behavior not seen by the teacher directing the lesson.</li> <li>The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>Through the eyes of the students, one teacher has more control than the other.</li> <li>Students often relate to one person as the teacher and the other as a teacher’s aide.</li> <li>Having a teacher walk around during the lesson may be distracting to some students.</li> <li>Students begin to expect immediate one-on-one assistance.</li> </ul>	<ul style="list-style-type: none"> <li>When the lesson lends itself to delivery by one teacher.</li> <li>When one teacher has a particular expertise for the lesson.</li> <li>In new co-teaching situations--to get to know each other.</li> <li>In lessons stressing a process in which student work needs close monitoring.</li> </ul>