Co-Teaching Models

Co-teaching as well as independent teaching, should be a part of each student teaching placement. There are many models of co-teaching. There is no order in which these models should be implemented in the student teaching placement, nor will all necessarily be used. No matter which co-teaching model is utilized, the planning process needs to occur together with the cooperating teacher and the student teacher, allowing the student teacher to learn how lessons are developed. In a co-teaching relationship, not only does the master cooperating teacher explain and demonstrate his/her craft, s/he nurtures the novice student teacher in learning the craft of teaching. Initially the cooperating teacher will be in the lead role and the student teacher will be in the supporting role. The student teacher will gradually take on the lead role in a class and build up until s/he is independently teaching for a minimum of two weeks in an eight-week placement. During this time, the cooperating teacher plays a supportive role for the student teacher.

- **One Teach, One Observe** – One teacher has the primary instructional responsibility (lead teacher) while the other gathers specific information on students or the teacher (supporting teacher). The focus is on observation – where and how the teacher is implementing the instruction and observing specific behaviors. It is anticipated that the student teacher would start in the observation mode and finish his or her student teaching placement in the lead teacher role.

- **One Teach, One Assist** – This is much like the one teach, one observe model, but in this model the lead teacher instructs the class, while the supporting teacher assists students with their work, monitors behaviors, corrects assignments, assesses student understanding and may participate in classroom discussions.

- **Station Teaching** – In this model both the cooperating teaching and the student teacher split the lead teacher responsibilities and each one instructs a group of students who rotate through the instructional stations.

- **Parallel Teaching** – In this model both the student teacher and the cooperating teacher are a lead teacher to a subset of students. Both are presenting the same materials and using the same teaching strategies, but each as a smaller group of students.

- **Team Teaching** – In this model both the cooperating teacher and the student teacher take alternating lead roles. The instructional transitions are seamlessly planned and implemented with both teachers actively involved.

- **Supplemental Teaching** – In this model both the cooperating and student teacher are lead teachers, but one works with students at their grade level, while the other works with students who need extra help, re-teaching, or extensions.