

Co-Teaching Models Between General and Special Education Teachers

DUES-G-NZ

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	Complementary Teaching	Station Teaching	Parallel Teaching	Alternative Teaching	Shared Teaching
	<ul style="list-style-type: none"> • Lead teacher models organization of the content. • Lead teacher identifies skills and strategies needed for groups and individual students to complete the task of the lesson. • Support teacher assists. 	<ul style="list-style-type: none"> • Lead teacher and support teacher segment the lesson content. • Lead teacher and support teacher divide the number of stations they are responsible for. • Both teachers plan and organize their station activities with attention to possible group differences. 	<ul style="list-style-type: none"> • Lead teacher and support teacher collaboratively organize the lesson content. • Lead teacher and support teacher identify strategies needed for groups and individual students • Lead teacher and support teacher divide the students into two groups. 	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson. • Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote student learning. 	<ul style="list-style-type: none"> • Lead teacher and support teacher make decisions about the content and organization of the lesson. • Lead teacher and support teacher teach simultaneously to whole class.
	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching. • Support teacher teaches components of lessons with small groups of individuals. • Support teacher provides content support to lead teacher's lesson. 	<ul style="list-style-type: none"> • Lead teacher and support teacher segment learning to small groups or individual at the stations they design. 	<ul style="list-style-type: none"> • Lead teacher and support teacher independently deliver the lesson plan to each of the groups. • Lead teacher and support teacher facilitate learning in their group. 	<ul style="list-style-type: none"> • Lead teacher conducts formal teaching. • Support teacher implements supplemental activities for the whole group, small groups or individuals before or after the formal lesson. 	<ul style="list-style-type: none"> • Both lead and support teacher conducts formal teaching.

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GZ--RO--ZOM

S--H--IMZML

	Complementary Teaching	Station Teaching	Parallel Teaching	Alternative Teaching	Shared Teaching
	<ul style="list-style-type: none"> Lead teacher uses pre-assessment to determine students' need for support. Support teacher assesses students' skills and facilitates self-regulation during the lesson. Students use self-assessment as they request assistance during or after a formal lesson. 	<ul style="list-style-type: none"> Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random, etc.) Given the organizational structure and tasks of each station, assessment done by students can be used during the lesson. 	<ul style="list-style-type: none"> Lead teacher and support teacher monitor their own groups of students. Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students. 	<ul style="list-style-type: none"> Lead teacher and support teacher pre-assess the students to plan for alternative lessons. Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons. Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction. 	<ul style="list-style-type: none"> Lead teacher and support teacher pre-assess the students. Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons.
	Having two teachers to help individual students after the lesson is presented (individual guided practice).	Facilitates small group learning and is responsive to individual needs. The notions of "miniOlesson", "mastery learning", "accelerated learning", and other ideas that teach to many achievement levels can be readily addressed in this mode.	Parallel teaching is very helpful whenever we want to increase the likelihood of participation, publication, and sharing. Also, it allows us to work intensively with a small group of students.	Allows us to use alternative methods to re-teach or extend the lesson up or down. This model reminds us that we may need more visual, auditory, tactile, kinesthetic support to successfully communicate certain skills, concepts and ideas.	Team teaching is very powerful when the entire class is participating in a particular inquiry project like a thematic unit.