

FOUR TYPES OF CO-TEACHING:

- ★ **SUPPORTIVE TEACHING:** when one teacher holds the main responsibility of delivering the lesson while the other member(s) of the co-teaching team perform a complementary or supplementary task.

Example: One teacher delivers the lesson while the second teacher takes observational notes about engagement, comprehension, etc.

Advantage: allows time for observational notes and formative data that will help with further planning of lessons

Challenge: unequal distribution of responsibility; one person carries the "weight" of the lesson

- ★ **PARALLEL TEACHING:** when co-teachers instruct different groups of students at the same time in the classroom

Example: When completing a lesson about using different tools to solve addition problems, the class is divided in half. One teacher models and practices with students using a number line, while the second teacher has the other half of the class practicing drawing out pictorial representations on white boards.

Advantage: decreases the student to teacher ratio which allows for increased ability to differentiate to meet students' needs, can diffuse behavior issues

Challenge: more individual versus collaborative teaching, need some safeguards in place to be able to monitor effectiveness, teachers working individually so unable to learn from or interact with each other

- ★ **COMPLEMENTARY TEACHING:** teachers work together or deliver the lesson, but one teacher does something to enhance the lesson while the other takes the primary role

Example: One teacher teaches the lesson while the other demonstrates how to take notes. During a lesson one teacher reads a story while the other fills in a graphic organizer about story elements.

Advantage: shared responsibilities, modeling, focused and relevant instruction, ability to role play what a student should be able to do, no "wait time" where the students have to wait and watch a teacher write on the whiteboard

Challenge: ensure the roles of each teacher are clearly defined before the lesson, classroom teacher needs to be able to release control of the lesson to the co-teacher, the co-teachers need to have good communication to ensure they follow similar expectations of the flow and outcome of the lesson

★ **TEAM TEACHING:** when two or more people do what the traditional teacher used to do - share complete responsibility for planning, teaching and assessing in the class(es) they teach together

Example: During planning teachers identify the language and content objectives. They decide who will deliver each part of the lesson and the general flow of the lesson. During the teaching of the lesson, each teacher is the "lead teacher" building on each other's instruction and watching for student understanding.

Advantage: equal involvement in all stages of the lesson, opportunity to learn from each other's expertise, "two-heads are better than one" mentality

Challenge: sharing expertise, creating a good chemistry with co-teaching partners to ensure there is a shared philosophy of education and classroom management, ample time to plan and assess together

Villa , Thousand, Nevin (2013)

Guiding questions to use when co-planning:

- What is it we want all students to learn?
- How will we know when each student has mastered the essential learning?
- How will we respond when a student experiences initial difficulty in learning?
- How will we deepen the learning for students who have already mastered the essential knowledge and skills?
- How will we collect evidence to see what they can do?
- What are our next steps based on the evidence we collected? (lesson reflection)
- What type of co-teaching strategy will be using in this lesson? What are the roles of each teacher? (i.e. parallel teaching, supportive teaching, etc.

Sweeney, D. (2011)