

Why the switch to co-teaching?

- Based on best practice in special education
- 2 teachers ACTIVELY involved in PLANNING, ORGANIZING, DELIVERY, and ASSESSMENT of instruction.

What are the main co-teaching strategies?

- **One Teach, One Observe** – One teacher delivers instruction while one gathers specific observational information
- **One Teach, One Assist** – One teacher delivers instruction while one teacher assists students with work, monitors behavior, corrects assignments
- **Station Teaching** – Instruction is divided into parts, teachers instruct small groups and then groups rotate.
- **Parallel Teaching** – Class is divided in half and each teacher teaches the SAME content but with a better student/teacher ratio.
- **Supplemental Teaching** – One teacher works at grade level the other offers remediation and/or extension
- **Alternative Teaching** – Different approaches to the same information
- **Team Teaching** – No clearly defined leader

Strategies can be implemented in any order in any timeline.

How is co-teaching different than the regular student teaching experience?

- **Support and training** for cooperating teachers and teacher candidates
 - Co-Teaching **Pairs Workshops** for Cooperating Teachers and their student teachers
 - Opportunity to meet and discuss teaching philosophies, goals, and strategies for the upcoming semester
- Designated **co-planning time** and co-planning strategies
- Enhanced collaboration
- Development of common language
- Focus on **differentiation**
- Increased opportunities for teacher candidates to bring ideas
- Encouraged to engage in **professional development**
- From solo teaching to being the lead teacher