

**Appendix F**  
*Co-Teaching Strategy Definitions & Examples*

Strategy	Definition/Example
<b>One Teach, One Observe</b>	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.</p>
<b>One Teach, One Assist</b>	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors.</p> <p><b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
<b>Station Teaching</b>	<p>The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p><b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
<b>Parallel Teaching</b>	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.</p> <p><b>Example:</b> Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy.</p>
<b>Alternative Teaching</b>	<p>This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.</p> <p><b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
<b>Team Teaching</b>	<p>Well -planned, team- taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.</p> <p><b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

*The strategies are not hierarchical – they can be used in any order and/or in any combination to best meet the needs of the P-12 students in the classroom. (with adaptations from) Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center Research Funded by a US Department of Education Teacher Quality Enhancement Grant*