

Exploring Co-Teaching at SCC
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Co-teaching involves two or more certified teachers who share responsibility for instruction in a classroom. The teachers may both be general education certified but more often one is a general education teacher and one is a special education teacher. Co-teaching can meet the needs of students who have different learning styles. This method of providing instruction allows for multiple delivery formats of content and skills, and facilitates support for students who may demonstrate their learning through alternative assignments. One of the benefits for students who struggle with learning is that co-teaching allows for more intense and individualized instruction using general education curriculum. Struggling students receive the increased support that they need while in a general education setting while typical students gain better understanding and respect for students with diverse needs.

There are a variety of co-teaching models. All models involve collaboration between the co-teachers but can serve different purposes. Six co-teaching models are described below.

1. One Teach, One Observe. In this model the co-teachers decide what information to gather about student learning and the method to document the information before the lesson. For example, the teachers may want to know how often students refer to a resource during a lesson. During the lesson one teacher tallies which students and how often they refer to the resource. After the lesson the teachers analyze the data to determine if further instruction on use of the resource is required.
2. One Teach, One Assist. In this model, one teacher provides instruction while the other teacher circulates in the classroom and provides assistance to any student who needs help.
3. Parallel Teaching. The students are divided into two groups. Each teacher takes a group and provides instruction on the same content or skill. The students may be divided up randomly into same size groups or the groups may be divided up with a specific purpose. For example, the groups may be divided by learning style (auditory learners and visual learners). The teachers can then customize their instructional delivery to match each group's learning style.
4. Station Teaching. In this model, teachers divide the lesson content and the students. While one teacher provides instruction on specific content with one group of students, the other teacher provides instruction on different content with the other group of students. Then the groups switch and receive instruction on the other content. This method works well when small group instruction is needed.
5. Alternative teaching. In this model students are divided into two groups and each teacher provides instruction specifically needed by each group. This format is appropriate when one group of students has mastered a topic but the other group needs continued instruction on the topic.
6. Team teaching. The co-teachers deliver the lesson together.

St. Croix Central School District is exploring co-teaching as a method to enhance learning for all students but especially for students who struggle. It is our hope that co-teaching will combine and expand upon the expertise of both teachers to benefit all students.

