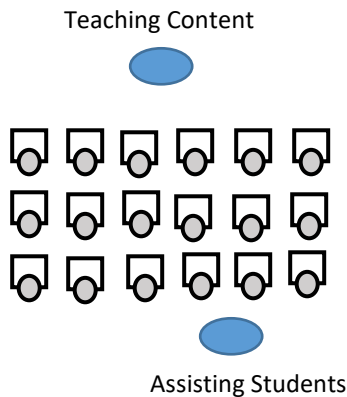


Instructional Formats

One Teach, One Assist



One teacher has the primary responsibility for teaching the content while the other teacher circulates throughout the room providing additional student support as needed.

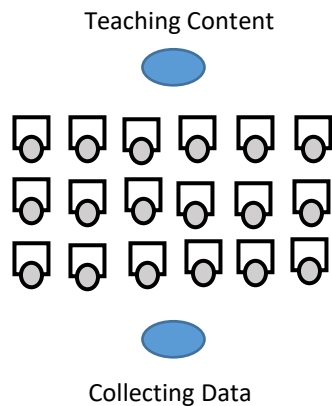
Benefits:

Allows content to be presented without stopping to assist students
Allows students to get help when needed
Increased classroom management, using proximity to keep students on task

Challenges:

Students may see one as the real teacher and the other as the helper.
Change roles often so students see both teachers leading the instruction.

One Teach, One Observe



One teacher has the primary responsibility for teaching the content while the other teacher observes student learning and collects data for a very specific purpose.

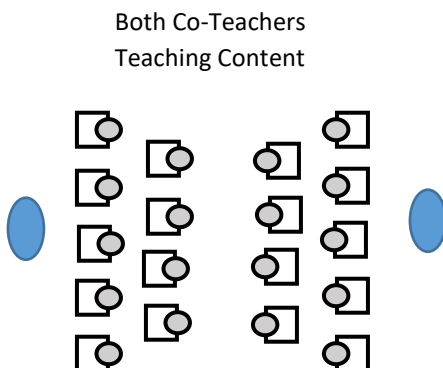
Benefits:

Allows for uninterrupted observation and data collection
Provides data to be used to plan future instruction, interventions, and student groups and to see who needs additional support
Provides data for IEP goals and to ensure accommodations and modifications are appropriate

Challenges:

Students may see one as the real teacher and the other as the helper.
Change roles often so students see both teachers leading the instruction.

Parallel Teaching



The class is divided into two groups and each teacher is responsible for providing content to one of the groups. The content may be presented in different ways for differentiation but all students leave the group with the same learning. Teachers must be able to see each other but students should be faced away from the other group.

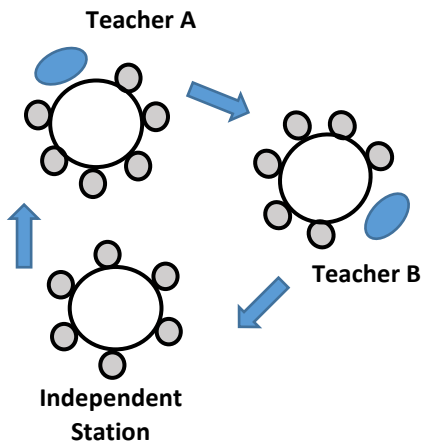
Benefits:

Both teachers have an active role
Lowers the student-teacher ratio
Groups can be differentiated to allow for instruction in the way the student learns best

Challenges:

Both teachers must have content knowledge on the subject
Noise level and timing can be challenges

Station Teaching



The teachers divide the content and the students into two or more groups. Each presents content to one group and repeats the content for the other groups as they rotate through each station. If appropriate, an independent station may be added.

Benefits:

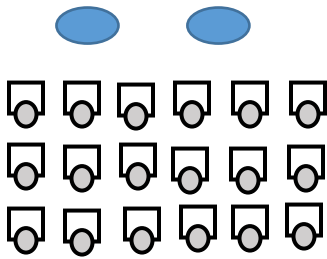
- Both teachers have an active instructional role
- Allows for flexible grouping
- Lowers the student-teacher ratio
- Allows for differentiated instruction in each group
- Allows for more instruction in a shorter period of time

Challenges:

- Requires significant planning time
- Noise level and timing can be challenges

Team Teaching

Co-Teachers Sharing the Content



Both teachers are delivering the content at the same time, often using two different styles of instruction. One teacher might be explaining the content while the other is modeling what is being said.

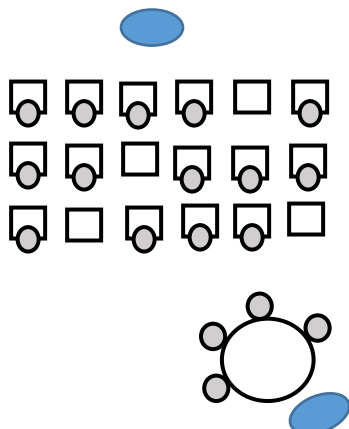
Benefits:

- Both teachers have an active instructional role
- Allows for multiple ways of presenting the content
- Allows students to see successful collaboration

Challenges:

- Requires the most planning
- Teachers tend to do all the talking while students are passive
- Takes a trusting relationship and knowing each other's strengths

Alternative Teaching



One teacher instructs the whole group while the other teacher instructs a small group using specialized instruction for review, remediation, extension, pre-teaching, or to help students catch up on missing work. Small group work should be for a very short period of time.

Benefits:

- Very low student-teacher ratio
- Provides specially designed instruction based on data

Challenges:

- Students should not miss new content in the large group
- Noise level and distractions are challenging
- Requires data to support student groups
- Should never be the same students repeatedly
- Teachers should regularly switch roles