



Co-Teaching Models

Model	Description	Planning Time	Example
One Teaching, One Observing (Whole group)	One teacher teaches the lesson and the other observes students to gain an understanding of their academic and social functioning.	Low	A general educator teaches a whole-group lesson on writing complete sentences. The special ed teacher collects data related to a single student or small groups of students. The data are used to compare targeted student behavior to the behavior of others during the lesson being taught. In future lessons, the partners may reverse roles when specific behaviors need to be observed.
One Teaching, One Assisting (Whole group)	One teacher provides instruction and the other supports the instructional process.	Low	A general educator teaches a whole-group lesson on the causes of the Civil War. The special ed teacher walks around the classroom to assist students by answering individual questions or to redirect students who are not following the instruction. In future lessons, the partners may reverse roles.
Station Teaching (Small group)	Small groups of students rotate to various stations for instruction, review, and/or practice.	Medium	A teacher works with a small group of students on prewriting, while other students are working with the other teacher on research skills. Another group of students are using the classroom computer to research a topic. Over the course of the week, all students work at each task/station.
Parallel Teaching (Small group)	Students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.	Medium	The class is divided in half, and each teacher works with a group on creating a timeline of important events in history. At the end of the session, each group shares its timeline and reviews important concepts.
Teaming or Interactive Teaching (Whole group)	Teachers alternate roles of presenting, reviewing, and monitoring instruction.	High	Both teachers teach a whole-group lesson on fractions. The specialist introduces the concept and provides initial instruction. The general educator directs the guided practice and evaluation. In future lessons, the partners may reverse roles.
Alternative Teaching (Big group/small group)	One person teaches, re-teaches, or enriches a skill or concept for a small group, while the other monitors or teaches the remaining class members.	High	The special education teacher works with a small group of students on an enrichment project, while the general educator teaches the remainder of the students. In future lessons, the partners may reverse roles.

Adapted from *Interactions: Collaboration Skills for School Professionals, 7th ed.*, by M. Friend & L. Cook, 2014, Boston, MA: Pearson Education.



Co-Teaching Models

The following co-teaching series was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

Co-teaching is more than using a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in the professional learning together.

- **Introduction to Co-Teaching**
The Introduction to Co-Teaching Models module reviews the six common models of Co-teaching and offers pros and cons of each model. It also presents examples of when you might use the different models of Co-teaching. Video examples of each model are presented and activities if using this as a professional learning community.
- **Module 1- Co-Teaching for Student Success**
The first module, Co-Teaching for Student Success, can be used to train co-teaching teams on the fundamentals of co-teaching which will include a review of the six models of co-teaching and the 6-step process for establishing an effective co-teaching partnership.
- **Module 2- Co-Planning for Student Success**
The second module, Co-Planning for Student Success explores practical tips for co-planning such as the use of co-planning agendas, checklists and technology to help co-teachers plan effectively. A sample co-teaching lesson plan template is presented.
- **Module 3- Co-Instructing for Student Success**
The third module, Co-Instructing for Student Success explores instructional strategies to consider when co-planning to improve outcomes for students. The module covers instructional practices that should be utilized with all students as well as specially designed instruction for students with disabilities.
- **Module 4- Co-Assessing for Student Success**
The fourth module, Co-Assessing for Student Success explores ways to make co-teaching more effective by gathering information to guide instruction. This module reviews types of assessments to consider for the diverse needs of students in co-taught classes and how to use the data to improve instruction. This module also provides resources for co-teachers to reflect and self-assess on their co-teaching practices to enhance collaboration.
- **Module 5- Administrators Guide to Co-Teaching**
The fifth module, General Supervision: The Role of the Administrator, can be used to train and inform administrators on general supervision procedures for implementing evidence-based co-teaching practices in their district/school.