**What is Co-Teaching?**

Co-teaching like student teaching is when two (or more) educators share instructional responsibility for a single group of students primarily in a single classroom or workspace to teach required curriculum with mutual ownership, pooled resources, and joint accountability although each individual's level of participation may vary.

·         **One Teach, One Observe:** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

·         **Station Teaching:**  In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently.

·         **Parallel Teaching:**  On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.

·         **Alternative Teaching:**  In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

·         **Teaming:**  In teaming, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers’ styles.

·         **One Teach, One Assist:** One person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

·         *Source: Co-teaching: Concepts, Practices, and Logistics – Dr. Marilyn Friend – August, 2006*

**Co-Teaching and Field Experiences:**

Co-Teaching approaches in student teaching are the lead-up to students taking over full responsibility for a classroom. When the student teacher takes over responsibility he/or she will be responsible for making sure that the cooperating teacher and aides are fully engaged utilizing alternative teaching , one teach and CT observe, etc.

With the rise in inclusion in all districts our students will often have other adults in their classroom and need to understand the variety of ways that they can be utilized to meet the needs of students and differentiate instruction (Note-our weakest area for years on the Twenty Competencies).

Co-teaching also emphasizes to cooperating teachers that they need to stay engaged in teaching. They can’t leave for 6-8 weeks or just sit at their desk disengaged. Schools expect their teachers to be involved in alternative teaching, etc. when our students take over the classroom.

For practicum students discussion of co-teaching provides them with professional vocabulary to describe the ways they are participating in the classroom when not fully responsible.