1. **Lead and Support Model**

Teacher A: Primary Responsibility – planning and facilitating units of instruction

Teacher B: Supports – in delivering instruction, monitoring and evaluating

**Purposes**

\* To check for understanding

\* To provide short periods of instruction related to key ideas, concepts and vocabulary for the main lesson

\*To check student’s progress and/or offer guidance to child and/or co-teacher

**Advantages**

• Limited co-planning is required

• Basic to in-depth support for students is achievable

• Reinforces effective teaching practices

• Increases support for teachers and students

• Increases collegial exchange of strategies and ideas

• Teachers have a heightened awareness of students’ needs and levels of understanding

**Challenges**

• the mode of instruction used must allow processing time for students

• Support teacher may not have depth of knowledge in the given content

**Avoiding and/or Overcoming Potential Challenges**

• Teachers may alternate roles; works best if both teachers are knowledgeable about content area

• Teachers accept each others’ contributions as integral to the collaboration process

**2. Parallel Teaching**

Teacher A and B both:

• simultaneously teach the same content and skills

• may teach to two heterogeneous groups of students (E.L.L. integrated with mainstream students)

• The methods of instruction used by both teachers may be different and in different locations

**Purposes**

• Students respond aloud or express processing of the content

• Increase interactions between the students and the teacher

• Use for discussions of books or material that has already been taught

• Use for reinforcement, clarification, drill and practice activities

• Use when projects require close supervision

**Advantages**

• Lowers the student/teacher ratio

• Has potential for teachers to exchange effective teaching strategies

• Allows for student processing time

• Allows for flexible teaching that may be tailored to student’s needs

• Allows for deeper exploration of content knowledge

• Outcomes are shared between two teachers

• Both teachers combine their knowledge and resources

**Challenges**

• common planning time is needed

• noise and activity levels are heightened

• both teachers need to have in-depth knowledge in the content area

• possibility that more space is needed in order for students to focus and engage inactivity

• management and organization must be clear to avoid groups getting distracted by one another if they’re in the same location

• both teachers need to cover the same content at approximately the same time

**Avoiding and/or Overcoming these Potential Challenges**

• the use of co-planning time needs to be efficient and effective

• share responsibilities for planning and preparing

• design and implement a conflict resolution strategy

• both teachers need a shared vision (eg. To help students access curricula)

• both teachers share responsibility for student learning

3. **Alternative Teaching**

Teacher A and Teacher B both:

• work with different groups of students in order to teach different content and skills

• may use different methods

• students or teachers may switch groups

**Purposes**

• teachers divide instructional content into multiple segments and present them at separate locations

• Use for interdisciplinary tasks

(eg. Writing a laboratory report for science

Teacher A: teaches content that is expected in the report

Teacher B: teaches writing the different parts of a lab report, structure and written expectations)

• used for multiple tasks that are needed for given content areas

(eg. When preparing for an experiment)

• one group completes a practical activity such as a laboratory experiment

• second group completes a second practical activity such as researching

background information on the experiment.

**Advantages**

• less co-planning time is needed than other models. When lesson expectations are clear, the two teachers are able to prepare and plan on their own time

• lower student to teacher ratio

• all students are taught by both teachers

• students are exposed to and benefit from different methods of teaching

• fewer materials may be required due to fewer demands on the materials at the same time

• teachers develop expertise at a specialized task

**Challenges**

• when a support teacher is assigned to multiple subjects or grade levels, focusing onplanning for individual lessons may be difficult

• timing and coordination of instruction must be clear

**Avoiding and /or Overcoming these Potential Challenges**

• expectations need to be clearly communicated between each teacher

• both teachers need to share ownership of the classroom

1. **Duet Model**

Teacher A and Teacher B both:

• plan and design instruction

• take turns implementing different components of the lesson to the whole class

Teacher A (content area teacher):

• content teacher provides curriculum materials

Teacher B:

• support teacher provides strategies to help students with key ideas and organization

**Purposes**

• this model lends itself to role playing desired behaviors or study habits that are beneficial to educational goals (eg. Asking questions, probing for extra information, putting hands up, taking notes)

• when clarification is needed at any given time, another teacher may ask questions to clarify or to probe for more depth

**Advantages**

• teachers may gain renewed energy and be promoted to try new ideas to reach students

• teachers provide continuous modeling of what is expected

**Challenges**

• requires co-planning time

• roles must be clear so as to not cause misunderstanding of roles

**Avoiding and /or Overcoming these Potential Challenges**

• both teachers need to be open and respectful of each other’s opinions and ideas

• both teachers need to share and respect each other’s contributions

• develop a high level of trust and commitment to each other and the students

• both teachers need to be aware of curriculum priorities with each lesson

1. **Station Teaching Model**

Teacher A: Works with a large group of students

Teacher B: Works with small groups of 3-8 students

**Purposes**

• Used during cooperative learning activities, reading groups and learning centers

• Used when pre-teaching

(eg. Students may have weaker vocabulary in a certain area)

• Teacher A pre-teaches the vocabulary in preparation for the next lesson

• Used when re-teaching groups

(eg. The group being taught reinforces and reviews content or skills in a given area)

**Advantages**

• reduces student to teacher ratio

• students’ needs are being met (eg. Academic support, extension and reinforcement)

• information that a particular student has mastered is not repeated

**Challenges**

• noise and activity levels may be heightened

• students may miss important content information when in their smaller groups

• students who are getting support may feel stigmatized

**Avoiding and/or Overcoming these Potential Challenges**

• both teachers need to respect each other’s contributions

• both teachers need to communicate with each other effectively and honestly

• both teachers need to be flexible and adaptable

• both teachers need to coordinate so neither group is missing out on appropriate content

1. **Speak and Chart Model**

Teacher A: Primary responsibility for designing and delivering instruction

Teacher B: Adds and expands with questions, re-phrasing, and anecdotes. Records key information on charts, transparencies or board

**Purposes**

• to model desired academic behaviors and skills

• to clarify content using visual cues and examples

**Advantages**

• requires minimal co-panning time

• reinforces effective teaching practices in the classroom

• increases support for teachers

• increases collegial exchange of strategies and ideas

• teachers have a heightened awareness of students’ needs and levels of understanding

**Challenges**

• mainstream students may question the role of the support teacher

• support teacher may not have in-depth knowledge in the given content area to provide adequate support

**Avoiding and/or Overcoming these Potential Challenges**

• both teachers need to respect each other’s contributions and how they

communicate them

• both teachers need to be flexible and adaptable

• both teachers need a high level of trust and commitment to each other and the students

• both teachers must understand and feel comfortable with each other’s roles in the classroom