

The Six Co-Teaching Models Reference Guide

Model	Overview	Classroom Setup	Advantages	Disadvantages	Best For...
One Teach, One Observe	The first teacher teaches the lesson, while the second teacher is making specific and detailed observations. These preplanned and purposeful observations may include academic, behaviors, or social skills.	The first teacher is at the front of the room, where all students have visibility. The second teacher may be stationed somewhere unobtrusive, or may be roaming to make observations.	Teachers gain valuable data from the observations to guide future instruction.	May cause students to view the second teacher as just an aide. If used too often, may lead to resentment by the first teacher for always leading the instruction.	Limited periods of time when something specific needs to be observed, and when one teacher has a stronger content knowledge of the particular skill being taught.
One Teach, One Assist	One teacher teaches the lesson, while the second teacher is roaming, helping students as needed or managing behaviors.	The first teacher is at the front of the room, where all students have visibility. The second teacher is roaming to assist individual students.	Allows the first teacher to teach uninterrupted.	May place the role of the second teacher as a “bad cop” and cause resentment among students, if they spend the majority of their time managing behavior.	Short periods of time when one teacher has stronger expertise in the subject matter, and some students will need lots of individual guidance.
Parallel Teaching	The class is divided into two groups, and each teacher delivers the same instruction to half of the class.	The room is divided into two distinct sections, with one teacher in each section with half the class.	Students benefit from smaller groups, and groups can be strategically planned (and changed frequently) based on readiness levels.	Two simultaneous groups could be distracting if there is not enough separation. Timing will need to be carefully monitored.	Frequent use when students will benefit from a smaller group and more individualized attention, and when teachers have equally strong content knowledge.

Station Teaching	Students and content are divided into three groups. Each teacher teaches one section of content, and the third section is based on independent practice activities. Students rotate between all 3 groups.	Three distinct stations are set up, one for each teacher (might be a carpet space, small group table, or just desks arranged in front of the board) and one for independent student work.	Smaller groups means more individual student attention. Teachers can plan their lesson based on their strengths.	Timing is critical and may be hard to coordinate perfectly. Some students may not be able to manage themselves appropriately in the independent station. Requires a great amount of planning.	Frequent use when planned well, teachers have varying strengths, and activities can be differentiated.
Alternative Teaching	One teacher teaches a lesson to the majority of the class, while a second teacher pulls a small group for an alternate or modified lesson.	The first teacher is at the front of the room leading the instruction, while the second teacher meets with a small group in a separate area.	Provides an opportunity for enrichment or intervention as needed.	Students may feel singled out.	Times when your data indicates that a small group of students needs extra assistance before moving on, or needs deeper enrichment while the majority of the class needs reteaching.
Team Teaching	Both teachers are fully involved in delivering the instruction at the same time.	Both teachers are at the front of the room or roaming as needed as they deliver instruction.	Allows students to see two perspectives of a lesson / topic. Models a strong professional relationship between two adults.	Requires a great amount of planning and coordination.	As often as feasible based on the amount of planning required, and when students will benefit from two viewpoints, or two strategies, to learn the content.