## THE SIX APPROACHES TO CO-TEACHING

<table>
<thead>
<tr>
<th>Type of Co-teaching</th>
<th>Characteristics</th>
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| One Teach/One Observe      | ▪ Co-teachers decide in advance what kinds of information to gather during instruction  
                             ▪ One teacher presents the instruction while the other teacher gathers information through observation  
                             ▪ After instruction, teachers analyze the information together |
| One Teach/One Assist        | ▪ One teacher has the responsibility for the majority of instruction  
                             ▪ The other teacher circulates through the room providing assistance to students as needed |
| Parallel Teaching           | ▪ Class is divided into two smaller groups of students  
                             ▪ Co-teachers each teach the same information to their smaller group at the same time  
                             ▪ Students have more opportunity for participation with a lower student-teacher ratio |
| Team Teaching               | ▪ Instruction is delivered by both teachers presenting a single lesson together  
                             ▪ Each teacher presents parts of the lesson, building on each other  
                             ▪ Co-teachers share responsibility for planning, teaching, and assessing the progress of all students |
| Alternative Teaching        | ▪ One teacher provides instruction to the majority of the class  
                             ▪ One teacher takes a smaller group to provide alternative instruction  
                             ▪ Use to differentiate instruction for remediation or enrichment |
| Station Teaching            | ▪ Co-teachers divide the content and present it at two different stations simultaneously  
                             ▪ Third station can be set up where students work independently on related content  
                             ▪ Smaller groups of students rotate through the different stations |

- In the first week of student teaching, the One Teach/One Observe and the One Teach/One Assist approaches will probably be used, with the Cooperating Teacher doing the majority of the teaching while the Student Teacher gets acclimated to the classroom.

- The Student Teacher and Cooperating Teacher need to communicate well with one another so that there is no confusion as to which approaches are going to be utilized throughout the student teaching experience. Indiana Wesleyan University is not dictating what approach of Co-teaching a P-12 teacher must participate in during their time assisting our Student Teachers. The following chart is merely a suggested timeline of what we would like to see used in student teaching, but this is flexible to accommodate the individual comfort level of the Cooperating Teachers.

- We do request that at least one week of the experience be spent with the Student Teacher doing the majority of the teaching and the Cooperating Teacher only observing and assisting.