

The Coteaching Strategies Quick Guide

Cogenerative Dialogues (Communication – Collective Reflection on Practice): A natural process in our development as professionals is reflection upon instruction. The coteaching model provides opportunities for the cooperating coteacher and pre-service coteacher to reflect and discuss lesson strengths, weaknesses, and strategies for future improvement. Your coplanning sessions are a form of cogenerative dialogue! Throughout the day, discuss these issues ...thinking aloud improves the education for all learners!

Coplanning: Coplanning must occur weekly in order to support successful coteaching.

Unified Coteaching: Both coteachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned. A goal of coteaching is for both teachers to truly share classroom and instructional responsibilities. When coteaching is fully attained, teacher practice is mutual and coteachers are able to anticipate each other's moves.

Teach and Actively Observe Students^I: In this coteaching approach one coteacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The coteacher observing is engaged in the classroom activity and ready to support instruction as needed.

Teach and Assist: One coteacher takes a lead in providing instruction, while the other monitors the classroom for management, understanding, and assists individual pupils. As the pre-service coteacher begins to take on lead roles, the experienced teacher remains actively engaged in the lesson as the assist role. The assist role provides a great opportunity to coach the pre-service coteacher, model decision-making skills, or model instructional strategies. The assist role also provides coteachers with opportunities to work more closely with pupils, monitor progress, observe behaviors, and remain engaged in the class.

Center/Station Teaching^I: During small group instruction both coteachers may be working with different groups of students around different or similar goals. Coteachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Pupil groups transition from coteacher to coteacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the pre-service coteacher. This is an excellent strategy for differentiation of instruction!

Split-class instruction: (Parallel Teaching)^I: There are multiple reasons why coteachers might choose to split the class. During split-class instruction each coteacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease pupil to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals.

Differentiated Instruction^D: Similar to parallel/split class teaching, a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Supplemental Teaching^D: While one coteacher is leading classroom instruction, the other coteacher can work independently or in small group to help strengthen student learning. This may occur one-on-one or in small groups, and could take many forms including RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment.

Teach & Regroup^D: During instruction, one coteacher has the lead role and the other coteacher identifies pupils who may be struggling with the concept. The non-lead coteacher regroups a smaller group of pupils from the whole group to provide more individualized small group instruction.

D = A teaching approach that strongly supports differentiated instruction for student.

I = A coteaching approach that provides independent teaching opportunities for the pre-service coteacher.

