

## Co-teaching models between General and Special Education Teachers

	<b>One Teaching, One Drifting</b>	<b>Station Teaching</b>	<b>Parallel Teaching</b>	<b>Alternative Teaching</b>	<b>Team teaching</b>
<b>MONITORING</b>	<ul style="list-style-type: none"> <li>• Lead teacher uses pre-assessment to determine students' need for support</li> <li>• Support teacher assesses students' skills and facilitates self-regulation during the lesson</li> <li>• Students use self-assessment as they request assistance during or after a formal lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random)</li> <li>• Given the organizational structure and tasks of each station, assessment done by students can also be used during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher monitor their own groups of students</li> <li>• Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher pre-assess the students to plan for alternative lessons</li> <li>• Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons</li> <li>• Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher pre-assess the students</li> <li>• Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons</li> </ul>
<b>BENEFITS</b>	Having two teachers to help individual students after the lesson is presented (individual guided practice)	Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson," 'accelerated learning,' 'mastery learning,' and other ideas that teach to many levels can be readily addressed	Parallel teaching is very helpful whenever we want to increase the likelihood of participation. It also allows for intensive work with a small group of students	Allows for the use of alternative methods to re-teach or extend the lesson vertically or horizontally. This model allows for multiple means of delivery	Team teaching is very powerful when the entire class is participating in a particular inquiry project