
BGSU Co-Teaching Model

Definition of Co-Teaching

The student teaching/internship model offered in this handbook derives from a current model of professional interaction, commonly referred to as *co-teaching*. For purposes of this handbook, co-teaching is defined as follows:

“Co-teaching is a service delivery system in which two (or more) educators or other professionally certified staff share instructional responsibility for a single group of students primarily in a single classroom or workspace to teach required curriculum with mutual ownership, pooled resources, and joint accountability” (Friend & Cook, 2007).

The Ohio Department of Education, in Spring 2007, provided guidance for the professional development of teachers, citing a recommendation of the Ohio National Board Certified Teachers that required new teachers to “co-teach” with accomplished teachers in their selected fields (ODE/Ohio National Board Certified Teachers, Spring 2007).

Co-Teaching in Student Teaching/Internship Practice

All future educational professionals need to be able and prepared to function in various capacities and settings for varied purposes. To the greatest extent possible, *the guidelines in this handbook are meant to be a general reference for working with BGSU student teachers/interns across licensure areas.*

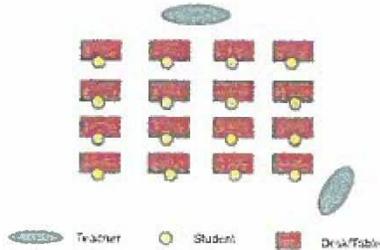
The BGSU co-teaching model that follows contains a sample of an integrated timetable for sequencing common components of a student teaching/internship practicum experience: instructional management, planning, grouping, assessment, instructional support roles and collaboration. Given the idiosyncrasies of different program standards and practices, as well as the specific demands of individual educational sites or facilities, a single template for how practical learning should be acquired and demonstrated will not suit all candidates/programs uniformly.

Understandably, requirements described in this model and elsewhere in the handbook (e.g. when and how candidates fulfill expectations for conducting individual/small group/large group instruction) may apply differently in Music Education than Early Childhood or AYA Social Studies, or in an inclusive setting. Adaptations may be expected, but should still remain within the general framework of collaboration between university and school/agency partners in the development, conduct and evaluation of appropriate assignments and procedures.

Co-teaching is a planned option; 6 approaches, each designed for a specific purpose

Co-Teaching Approaches

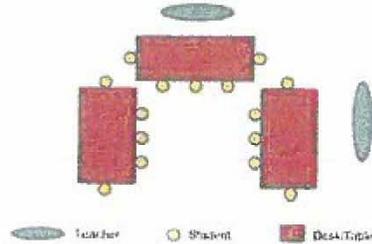
One Teach, One assist



One teach, One assist – This approach is what is generally thought of as co-teaching. One person has primary responsibility for teaching and the other circulates and provides unobtrusive assistance to students as needed. Roles are shifted over time so that no one teacher is seen as the permanent “primary teacher”.

Co-Teaching Approaches

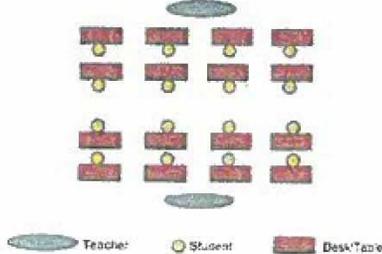
Station Teaching



Station Teaching – The teachers divide students and content; each teacher teaches the same content to each group as they rotate. An independent group may also be formed and rotated to reduce the number of students at each station. A computer activity could become the additional station. Provides more one-on-one attention and encourages student interaction.

Co-Teaching Approaches

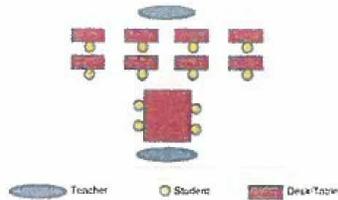
Parallel Teaching



Parallel Teaching – This is done to reduce the student-teacher ratio; sometimes students’ learning is facilitated with greater supervision; both teachers simultaneously teach the same information; good for drill and review.

Co-Teaching Approaches

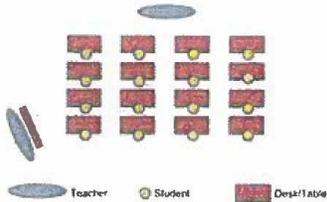
Alternative Teaching



Alternative Teaching – Used when some students need specialized attention: one teacher takes the larger group and the other works with a smaller group for pre-teaching, re-teaching, enrichment, or breaking down instructions for better understanding.

Co-Teaching Approaches

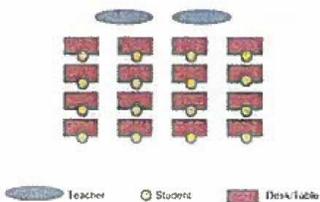
One teach, one observe



One teach, One observe –Used to gather specific data on an individual student or a small group of students to later analyze for improving instructional delivery.

Co-Teaching Approaches

Teaming



Team Teaching – Both or all teachers plan and deliver instruction together to the large group of students. This provides a variety of teaching styles and allows the teachers to “play off of one another” to make explanations of to give examples in a variety of ways.