

<b>The Six Co-Teaching Models</b>				
<i>Model</i>	<i>Description</i>	<i>When to Use it</i>	<i>Benefits</i>	<i>Watch-Outs / Pitfalls</i>
1. One Teach, One Support	One teacher leads whole-group instruction while the other circulates to provide support, observe behavior, or collect data.	When introducing new content, giving direct instruction, or when one teacher has deeper content expertise.	Students receive immediate feedback and support; teachers can monitor engagement and behavior.	Avoid making one teacher the “assistant.” Rotate roles frequently to maintain equality.
2. Station Teaching	Class is divided into small groups that rotate between stations—each teacher leads one station while others are independent or tech-based.	When students benefit from small-group learning or hands-on exploration.	Allows for differentiation and active engagement; increases teacher-student interaction.	Requires strong classroom management and time coordination; noise level can rise.
3. Parallel Teaching	The class is split in half; both teachers simultaneously teach the same lesson using different styles or pacing.	When reducing student-to-teacher ratio will increase participation or mastery.	Boosts engagement and allows for varied delivery methods.	Teachers must plan together to ensure content consistency.
4. Alternate Teaching	One teacher works with a small group for remediation, pre-teaching, or enrichment, while the other instructs the large group.	When some students need targeted support or enrichment.	Enables personalized instruction without stigma; flexible grouping.	Avoid repeatedly pulling the same students; balance inclusion.
5. Team Teaching	Both teachers share leadership, instruction, and management equally—interacting fluidly and sometimes playfully.	When both teachers are confident and trust each other’s expertise.	Models collaboration; keeps students engaged with two voices and styles.	Requires strong relationship and co-planning; can feel chaotic if roles are unclear.
6. One Teach, One Observe	One teacher delivers instruction while the other collects data on student performance, engagement, or behavior patterns.	During formative assessment, behavioral analysis, or instructional reflection.	Provides valuable data to guide instruction and interventions.	Must be intentional—rotate roles and use the data for reflection, not evaluation.