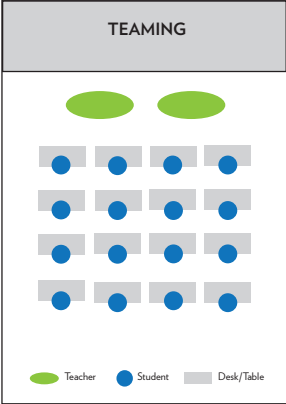


TOOLKIT

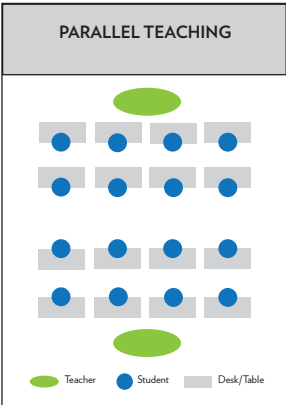
Seamless Teaching

6 Co-teaching Models for the Inclusion Classroom

Team Teaching

 <p>TEAMING</p> <p>Legend: ● Teacher (green oval), ● Student (blue dot), □ Desk/Table (grey rectangle)</p>	<ul style="list-style-type: none"> • Co-teachers deliver the same instruction simultaneously, playing off each other as they teach the lesson to the whole class. • Co-teachers are engaged in a conversation, not just taking turns teaching. • Team teaching requires a high level of planning and collaboration and works best when there is a higher level of trust and interpersonal compatibility between co-teachers. • Team teaching is most appropriate when all students are working at the same level of rigor and toward mastering the same objectives. • Team teaching provides less opportunity for co-teachers to stop and assist an individual or group of struggling students.
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Parallel Teaching

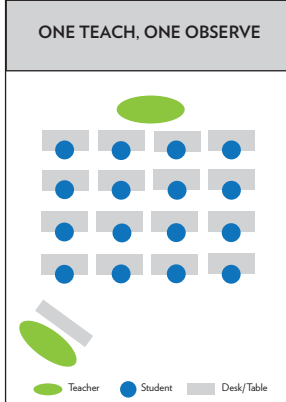
 <p>PARALLEL TEACHING</p> <p>Legend: ● Teacher (green oval), ● Student (blue dot), □ Desk/Table (grey rectangle)</p>	<ul style="list-style-type: none"> • Co-teachers deliver the same instruction at the same time, but divide the class into groups and teach the lesson separately. • Parallel teaching is good option when a lower teacher-to-student ratio is needed. • Parallel teaching allows for students to receive the same content but in ways that accommodate different learners. • It's important to be thoughtful of how and when students are placed into groups. • Parallel teaching is most appropriate when all students are working toward mastery of the same objectives but not necessarily at the same level of rigor.
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TEACHING TOLERANCE

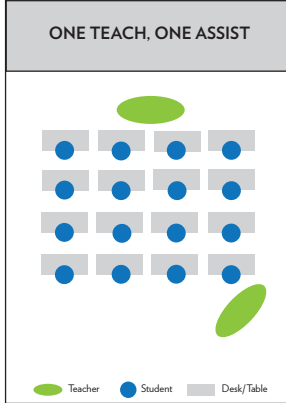
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

MULTI-GRADES ACTIVITY

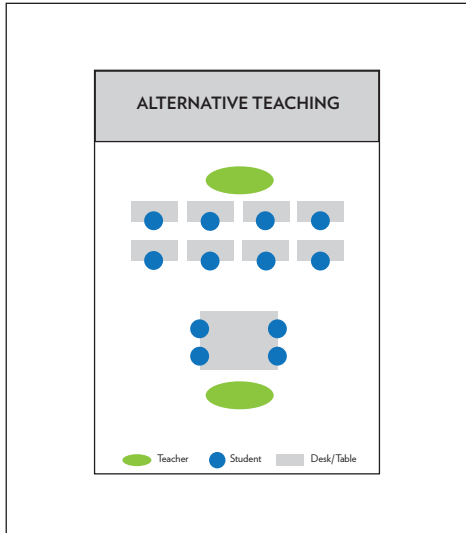
One Teach, One Observe (Support Teaching)

 <p>The diagram is titled "ONE TEACH, ONE OBSERVE". It shows a classroom layout with a teacher (green oval) at the top center, a 4x4 grid of students (blue circles) at desks (gray rectangles), and an observer (green oval) at the bottom left. A legend at the bottom identifies the symbols: green oval for Teacher, blue circle for Student, and gray rectangle for Desk/Table.</p>	<ul style="list-style-type: none">• One co-teacher is responsible for leading the lesson while the other takes the role of observer, noting students' engagement and progress.• Co-teachers discuss the focus for observation in advance of the lesson and analyze the data together afterward.• This form of support teaching allows co-teachers to receive “safe” and nonevaluative feedback.• Information can be gathered about the learning process of specific students in order to inform future planning and instruction.• The observing co-teacher does not have the opportunity to assist struggling students.
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One Teach, One Circulate (Support Teaching)

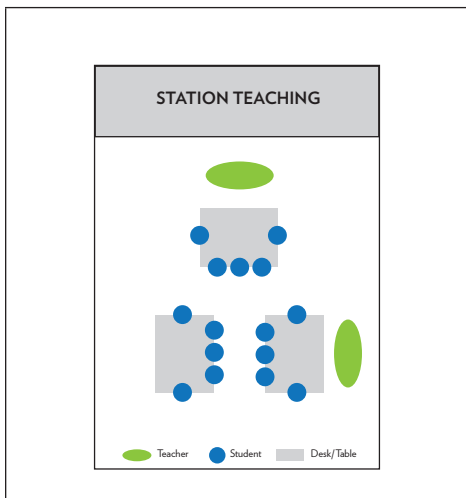
 <p>The diagram is titled "ONE TEACH, ONE ASSIST". It shows a classroom layout with a teacher (green oval) at the top center, a 4x4 grid of students (blue circles) at desks (gray rectangles), and an assistant (green oval) at the bottom right. A legend at the bottom identifies the symbols: green oval for Teacher, blue circle for Student, and gray rectangle for Desk/Table.</p>	<ul style="list-style-type: none">• One co-teacher is responsible for leading the lesson while the other circulates the classroom and works with individual students who may need assistance.• This form of support teaching allows for students to receive targeted one-on-one support without interrupting the lead teacher's instruction.• This form of support teaching works well when students are working on mastery of the same objective but learning gaps have been identified in specific students.• This form of support teaching has the risk of distracting some students and/or marginalizing others.• Because this method demands the least amount of change from co-teachers, it can be overused. It's important that co-teachers switch the roles of teacher and assistant.
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Alternative Teaching



- One co-teacher delivers a lesson to the large group while the other teaches a smaller group the same lesson on a different level or an alternative lesson.
- Alternative teaching is appropriate when you know mastery of objectives will look different for different students and/or when there is a great degree of difference in learner readiness.
- Alternative teaching requires use and planning of materials of different levels.
- It's important to use this method not only for remediation purposes but also for enrichment.
- Alternative teaching varies the purpose and composition of small groups.

Station Teaching



- Co-teachers divide the content and students into stations. Each co-teacher instructs at a station and students move from station to station.
- A third station can be used to give students independent practice.
- Station teaching is appropriate when the lesson involves multiple topics or sub-skills.
- Students can be grouped according to their learning strengths and/or gap, allowing station instruction to be tailored to meet their needs.
- Station teaching allows for less collaboration between co-teachers during instruction..