

## **Washington State's I-BEST Team Teaching Defined**

**A group of two or more teachers working together to plan, conduct, and evaluate the learning activities for the same group of learners.**

- ❖ Category A: Two or more instructors are teaching the same students at the same time within the same classroom.

### **Six Models of Team Teaching**

#### **Traditional Team Teaching**

- ❖ Teachers actively share the instruction of the content and skills to all students
  - Example: one teacher may present the new material to the students while the other teacher constructs a concept map on the overhead projector as the students listen to the presenting teacher.

#### **Collaborative Teaching**

- ❖ In this academic experience, team teachers work together in designing the course and teach the material not by the usual monologue, but rather by exchanging and discussing ideas and theories in front of the learners.
- ❖ Not only do the team teachers work together, but the course itself uses group learning techniques for the learners, such as small-group work, Student –led discussion and joint test taking

#### **Complementary/Supportive Team Teaching**

- ❖ One teacher is responsible for teaching the content to the students
- ❖ The other teacher takes charge of providing follow-up activities on related topics or on study skills.

#### **Parallel Instruction**

- ❖ In this setting, the class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group.
- ❖ This model is usually used in conjunction with other forms of team teaching.
  - Parallel instruction is ideally suited for situations when students are involved in projects or problem-solving activities, as the teachers can roam and give students individualized support.

#### **Differentiated Split Class**

- ❖ The class is divided into smaller groups according to learning needs
  - Each instructor provides the respective group with the instruction required to meet their learning needs.
    - Example: a class may be divided into those learners who grasp adding fractions and those who need more practice. One teacher would challenge the learners who grasped the concept more quickly, while the second teacher would likely review or re-teach those students who require further instruction.

## **Monitoring Teacher**

- ❖ One teacher assumes the responsibility for instructing the entire class
- ❖ The other teacher circulates the room and monitors student understanding and behavior.\*

\* Goetz, Karin. "Perspectives on Team Teaching: A Semester I Independent Inquiry for Dr. Michele Jacobsen." 1 Aug. 2000. University of Calgary. 11 Nov. <http://www.uclagary.ca/~egallery/goetz.html>