

## Virtual Co-Teaching Models

Co-Teaching Model	Synchronous Strategies	Asynchronous Strategies
<p><b>Team Teaching</b> Both teachers teach by alternating roles of presenting, reviewing, and monitoring instruction. Both teachers are available to students during a team taught portion of the lesson.</p>	<p>Teachers can pin videos to the screen so that students are able to see both instructors. One teacher may introduce a new concept and model the process, while the other teacher leads guided practice using that process. Teachers may interject clarifying questions, provide additional examples, role model a concept, or “correct” each other's mistakes to help students see common misunderstandings.</p> <p>Plan teacher moves intentionally so as not to overwhelm students with two speakers, but leverage the moment to amplify key concepts and ideas.</p>	<p>Co-teachers can record a lesson using similar strategies of team taught live sessions. Teachers can share the lesson with the students who can view, interact with, and rewatch or reference the video as needed for understanding.</p>
<p><b>Parallel Teaching</b> The class is divided into two groups, and both teachers teach the same information simultaneously in different virtual spaces. <i>Prioritize heterogeneous groups in this model.</i></p>	<p>The class is divided in half (via breakout rooms in the same video conference link or via different virtual spaces). If in different spaces, send different invites for students according to group assignment.</p> <p>Each teacher works with the smaller group of students covering the same material. Consider coming back to the full group space following the small group lessons to debrief and review learnings.</p> <p>While teachers are teaching the same content, teachers may need to provide varying modes of support depending on the needs of individual students in their group. Make sure to make two copies of all materials being shared so that each teacher has access to their set.</p>	<p>Co-teachers collaboratively plan lessons that all students will access. Each teacher is assigned a specific group of students for whom they will share lessons and/or videos and assess student work.</p> <p>Co-teachers should collaborate to both plan and review student data. A lot can be learned from analyzing engagement and work submissions across both groups. Make a plan to address unfinished learning together.</p>

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<p><b>Station Teaching</b> Different learning stations are prepared and shared with students. Small groups of students rotate through various stations. Stations may include time for instruction, review, practice, and/or assessment depending on learning objectives.</p>	<p>Students work with one teacher in the main virtual room on a specific learning objective. A second group of students works with the co-teacher in a breakout room on a related objective. Teacher-led stations may be targeted instruction, a model of a process, reteaching, question &amp; answers, real time feedback, or a formative assessment.</p> <p>The third group of students may be in another breakout room, completing independent work. This work could be online (personalized practice, collaborative work, or research) or could be offline (writing, design, creation). Ensure that this group has clear directions, access to an appropriate method to ask questions, and a way to submit/log their work when it is complete/time to rotate.</p> <p>Another option is to have two independent stations and one teacher-led station. The co-teacher could drift between the two independent stations to provide support, answer questions, and monitor progress.</p> <p>Stations may rotate during the daily learning block (15 minutes in each station) OR may rotate across the span of several days or a week. Bring students back together following stations to review and reflect on the learnings.</p>	<p>Co-teachers work together to design station options. Each teacher will prepare lesson (video, lesson materials, etc) aligned with the station objective. Teachers may share station opportunities in the form of a playlist or choice board. Each teacher should provide feedback on student work within their station.</p> <p>Consider ways that students can work together asynchronously (a shared Google document or slides).</p>
<p><b>Alternative Teaching</b> One teacher is leading instruction for the large group, while the other teacher works with a small group of students in a different space. <i>Alternate teacher roles within or across lessons depending on learning objectives.</i></p>	<p>One teacher is leading instruction for the large group in the virtual space. The other teacher may be teaching alternate content (skill building, IEP goals, etc), pre teaching or reteaching primary content, or providing enrichment or acceleration opportunities for a small group of students in a breakout room.</p> <p>Small group sessions may be for all of the synchronous time or for a portion of it. Consider ways that all students have opportunities to learn in both the large group and small group settings across lessons/days.</p>	<p>One teacher prepares and shares a lesson for the larger group in the virtual classroom.</p> <p>The other teacher prepares and shares a separate lesson for a smaller group that may pre-teach, reteach, or accelerate learning. The alternative assignment may be a customized or accommodated version of the primary lesson - not necessarily an alternative lesson altogether (though may be depending on student needs). In an asynchronous setting, there is opportunity to create multiple alternatives to the main lesson.</p> <p>Teachers should provide feedback on student work across lesson forms.</p>

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<p><b>One Teach, One Assist</b> The lead teacher provides live instruction for all students, while the other teacher supports students in accessing the instruction. <i>Change who leads and who assists within and across lessons.</i></p>	<p>Assisting teacher can:</p> <ul style="list-style-type: none"> <li>- retype questions in the chat</li> <li>- answering individual questions</li> <li>- provide sentence frames for response</li> <li>- provide or model simultaneous use of a graphic organizer or thinking map for organizing ideas or notes</li> <li>- prompting for behavior or participation via chat, nonverbals, or cue cards</li> </ul> <p>These supports can be provided to individual students or small groups.</p>	<p>One teacher may prepare and lead recorded video instruction or provide the instructional materials. The other teacher may add additional supports to lesson materials, like:</p> <ul style="list-style-type: none"> <li>- student-friendly definitions</li> <li>- visuals</li> <li>- highlighted topic sentences</li> <li>- sentence starters for response</li> <li>- chunked lesson videos into smaller segments</li> <li>- guiding questions or notes</li> <li>- additional examples, video models, or exemplar assignment</li> <li>- integrated timers or prompts</li> <li>- assignment checklist or more explicit directions</li> </ul> <p>The teacher may also provide additional or more frequent feedback.</p>
<p><b>One Teach, One Observe</b> The instructing teacher is leading the lesson for all students, while the other teacher observes students to gain understanding of academic, behavioral, or social functioning. <i>Alternate roles and leverage strengths across co-teaching pairs.</i></p>	<p>Observing teacher collects data for an individual or group of students via observation of live behavior, chat, or live work submissions.</p>	<p>One teacher may provide lessons (recorded videos, assignments in digital learning platform). The other teacher may observe online activity and work submissions.</p>

Plan to implement co-teaching models fluidly (within and across lessons). Look to lesson objectives to guide your [co-planning](#) and execution in order to optimize student learning. For more ideas on planning for remote instruction, visit the [DLC's Reentry Roadmap](#).