**Co-Teaching Glossary of Terms and Approaches**

1. **Co-Teaching**

This is a model of instruction for including diverse learners and for interdisciplinary teaching. It is two certified professionals delivering instruction in a single general education classroom. Both teachers work together to deliver instruction to all students in the class. Teachers plan together, teach content in a variety of ways and together assess learners.

**2. Differentiation**

Differentiated instruction means addressing ways in which students vary as learners. It is defined as keeping kids together in the context of high-quality curriculum but attending to their readiness needs, their interests, and their preferred ways of learning. In a differentiated classroom, the teacher proactively modifies content, process, product, and/or the environment to meet the varying student needs.

**3. Direct Instruction**

The explicit teaching (structured and sequenced) of a skill-set directed by the teacher in a small group or one on one with demonstrations of the material to student(s)

4.  **Diverse Learners**

Factors that contribute to how students learn differently are culture, linguistics, abilities,

interests, background knowledge, and the way students approach learning.

4. **Explicit Instruction**

Teacher provides instruction through a modeled lesson while thinking aloud, then moves through the same sequence of instruction with guided practice between the teacher and student, then moves into a more facilitated practice supported by the teacher with students practicing the skill or concept in pairs before the lesson is given as an independent task. This type of instruction is generally referred to as the **I Do, We Do, You Do** scaffold.

5. **Inclusion or Inclusive Education**

This is the philosophy/policy of integrating diverse learners (Gifted, Title I, Remedial Reading, Special Education) into the general education class/curriculum to the maximum extent appropriate.

6. **Flexible Grouping Practices**

Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, interests, learning styles, student choice and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. The teacher is continually auditioning kids in different settings—and the students get to see how they can contribute in a variety of contexts.

7**. Pull Out Support Class**

This is a class for students who leave the general education classroom and go to a separate location in the school for special education services, remedial instruction, or advanced enrichment.

8.  **Push In Support Class**

An inclusion model of education where the teacher (special education, Title I/Remedial Reading, Gifted) enters the general education classroom to provide instruction and support. The push in teacher may bring different materials to the classroom. This teacher works with a single child or a small group of students separate from the instruction given to the other students in the classroom.

9. **Self-Regulation**

The ability to monitor and control or adapt one’s own emotions, actions or thoughts as needed for each situation encountered.

10.  **Specially Designed Instruction**

Adapting to the needs of a child. Adaptations might be through instructional methods, materials, techniques, media, physical setting, or environment. These adaptations are not ordinarily used with most children in a specific grade level, but are needed in order for a child with a disability to accomplish their IEP goals and objectives. Specially Designed Instruction (SDI) addresses the unique educational needs of the child providing access to curriculum that might not otherwise be accessible for their learning.

11. **Task Analysis**

The break-down of a task into each little step that needs to be physically or cognitively completed. Those tasks are then put into a step by step sequence for instruction. This process is especially helpful in teaching students with disabilities how to access tasks, skills or strategies that appeared too complex for the student to grasp at one time.

**Co-Teaching Approaches**

**Whole Group**

**One Teach, One Observe**

One teacher teaches while the other teacher observes to gathers data. The teachers decide in advance what information needs to be gathered and the system for collecting the information. Both teachers analyze the information together and use the information to set groupings and/or determine instructional direction.

**One Teach, One Assist/ Speak and Add**

One teacher leads the instruction as the other teacher assists by charting, manipulating the computer or Smartboard, provides on the spot adaptations for students, OR adds visually or verbally during the lesson. Planning can be done by mostly one teacher and the other teacher only has access to the lesson prior to the implementation.

**Teaming / Duet**

Both co-teachers deliver the same instruction at the same time. This implies that each teacher speaks freely during large-group instruction moving freely throughout the class. Instruction becomes more of a conversation, not turn taking. Teachers share planning and instruction.

**Flexible Groupings**

**Station Teaching**

Teachers divide content and planning. Students rotate from one teacher to another to an independent station. Each teacher repeats or provides instruction to each group and students access both teachers plus the independent station. Delivery may vary. Pair or peer work could be done instead of independent work.

**Parallel Teaching**

Both co-teachers are teaching the same content information, but they divide the class and conduct the lesson simultaneously with different presentation methods. Both teachers share planning and instruction. Use this type of co-teaching when students’ learning would be greatly facilitated if there were more supervision or more opportunity to respond.

**Alternative Teaching**

Large group completes planned lesson with one co-teacher while smaller group completes an alternative lesson for a few minutes of the class time. The alternative lesson might be for pre-teaching, re-teaching, or enrichment. Alternative teaching can be at any time during the class period. Teachers divide the planning and instruction.

**Learning Style Stations**

Teachers plan lessons and divide responsibilities by learning styles of the students. Both teachers teach the same content but implementation is based on the unique needs of the learners.

**Skill Groupings**

Teachers divide students into more homogeneous subgroups and provide leveled instruction. Instruction is planned based on data towards student learning targets. Both teachers share initial planning goals but can plan their own group lessons towards the goals.