

| Model Type  | Description  | Examples  |
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| One student group: One lead teacher and another teacher teaching on purpose | The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to pre-teach or clarify a concept or skill.                   | While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.   |
| One student group: Two teachers teach the same content                      | Both teachers direct a whole class lesson and work cooperatively to teach the same lesson at the same time.  | The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice. |
| One student group: One teacher teaches, one assesses                        | Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records. | While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELLs and possibly other at-risk students are mastering the new content.   |

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| <p>Two student groups: Two teachers teach the same content</p>                          | <p>Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.</p>  | <p>In a middle school technology class, the topic of bridges and their associated forces is explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.</p> |
| <p>Two student groups: One teacher pre-teaches, one teaches alternative information</p> | <p>Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.</p> | <p>One teacher pre-teaches the format and sequence of a lab report while reviewing the components of the scientific method. The other group compares inductive and deductive reasoning as related to the logical reasoning behind the scientific method.</p>                                   |
| <p>Two student groups: One teacher pre-teaches, one teaches alternative information</p> | <p>Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.</p>   | <p>In an upper elementary co-taught English language arts class, one teacher revisits the effective use of transitions in expository writing with one group of students. The other teacher examines nonfiction mentor texts that include obvious as well as subtle transition words.</p>       |
| <p>Multiple student groups: Two teachers monitor and teach</p>                          | <p>Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.</p>  | <p>Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.</p>                                 |

*(Dove and Honigsfeld, TESOL Journal, March, 2010)*