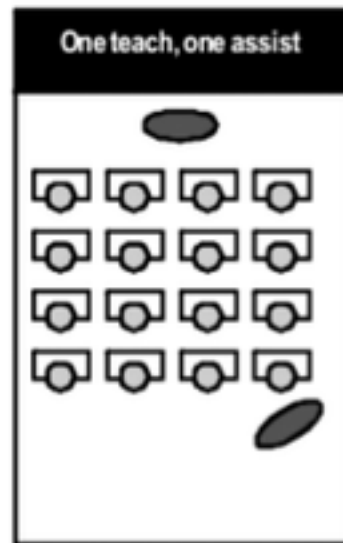
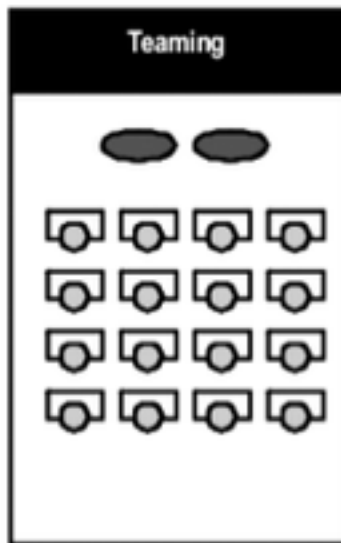
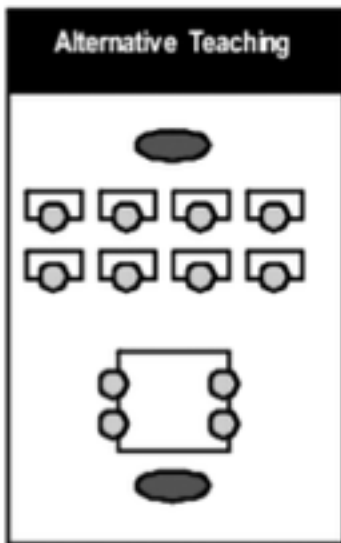
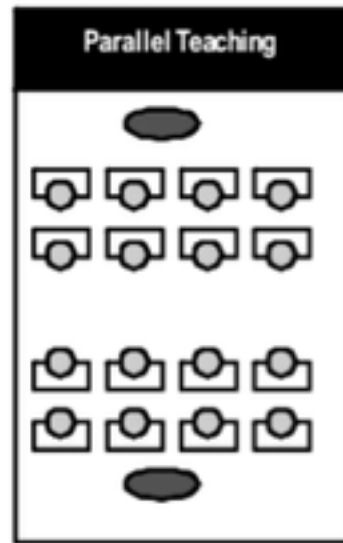
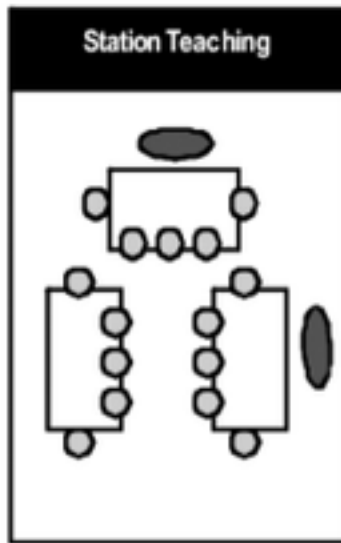
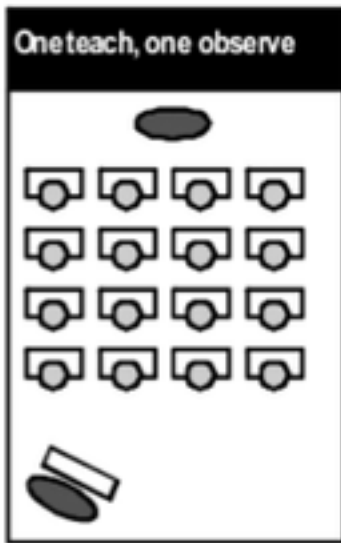


Co Teaching & Differentiation of Instruction

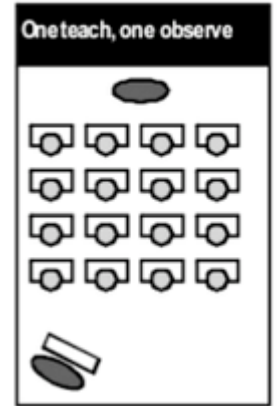




 Teacher
  Student
  Desk/Table



One Teach/One Observe

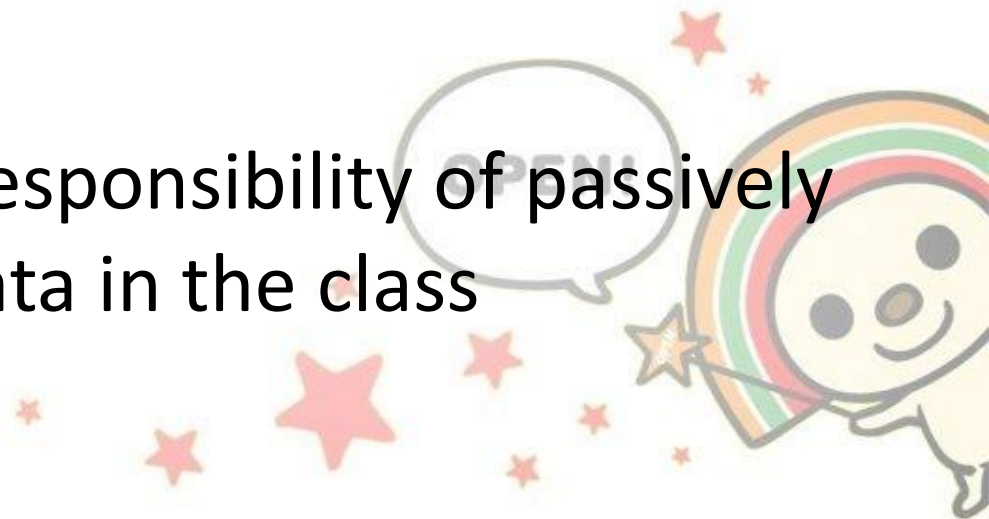


Role of Teacher 1:

This teacher will take the primary role in delivering instruction and implementing the lesson for the class.

Role of Teacher 2:

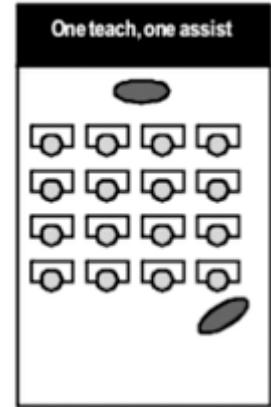
This teacher will take responsibility of passively observing and taking data in the class



One Teach/One Drift (Assist)

Role of Teacher 1:

This teacher will take the primary role of delivering instruction to the whole class.



Role of Teacher 2:

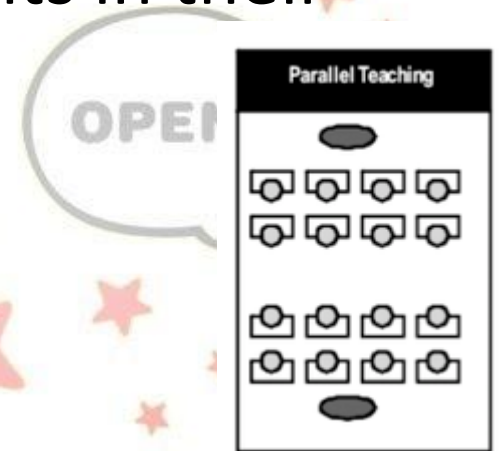
This teacher will take the responsibility to drift around the classroom and help students as needed.



Parallel Teaching

Roles of Both Teachers 1 & 2:

Teachers must plan the instruction together to ensure that both are presenting the same material in the same way. Although the teachers will address the same content, they are also able to address different learning goals and cater to the specific levels of understanding of the students in their groups.



Station Teaching

Roles of Both Teachers 1 & 2:

Each teacher presents a part of the content to one part of the group, and then repeats that lesson to the other group.



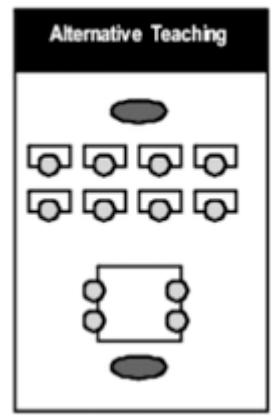
Alternate Teaching

Role of Teacher 1:

The special education teacher is required to take the group of students that require more explicit instruction. Therefore, modifying the general educator's lesson plan is required.

Role of Teacher 2:

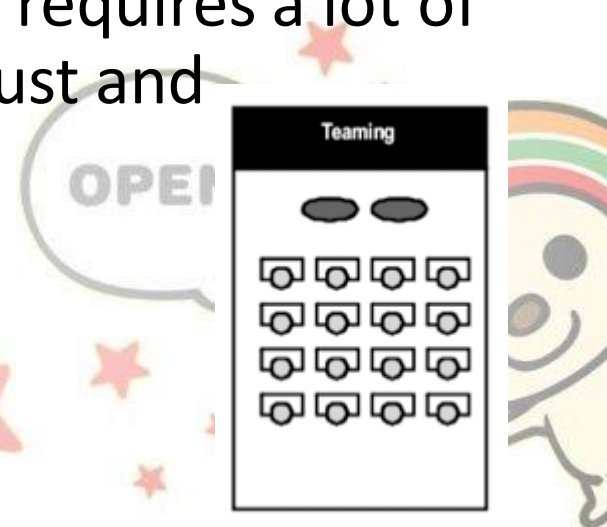
The general education teacher can deliver Tier 1 instruction to the rest of the class that is not in the special educator's group of students receiving Tier 2 instruction.



Team Teaching

Roles of Both Teachers 1 & 2:

Both teachers need: a thorough understanding of the content area knowledge, a common planning time, and a common teaching philosophy. This may look like one teacher instructing while the other teacher models or demonstrates. This model of co-teaching requires a lot of planning time, as well as high levels of trust and collaboration between the two teachers.



Differentiated Instruction



Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation,
such as

respectful
tasks

flexible grouping

ongoing assessment
and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

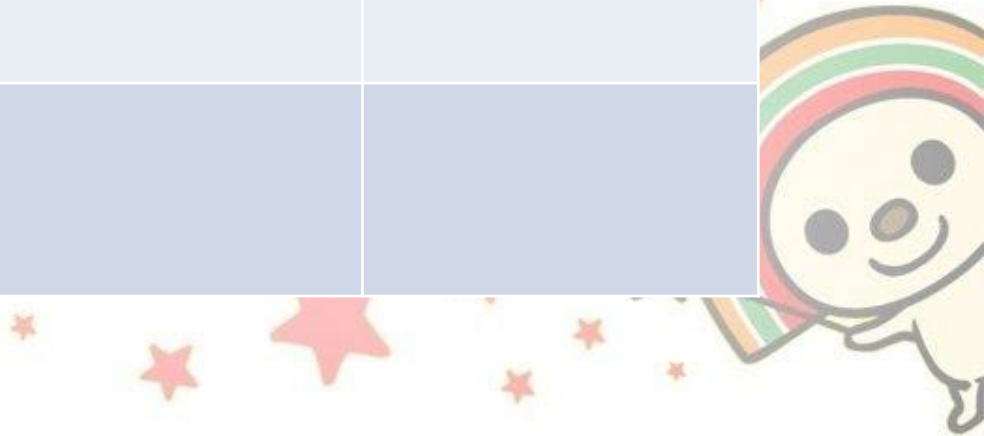
multiple intelligences
jigsaw
taped material
anchor activities
varying organizers
varied texts
varied supplementary
materials
literature circles

tiered lessons
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study

4MAT
varied questioning
strategies
interest centers
interest groups
varied homework
compacting
varied journal prompts
complex instruction



	breakfast	lunch	dinner



Lesson 2 What time did you have breakfast this morning? Class ____ Name _____



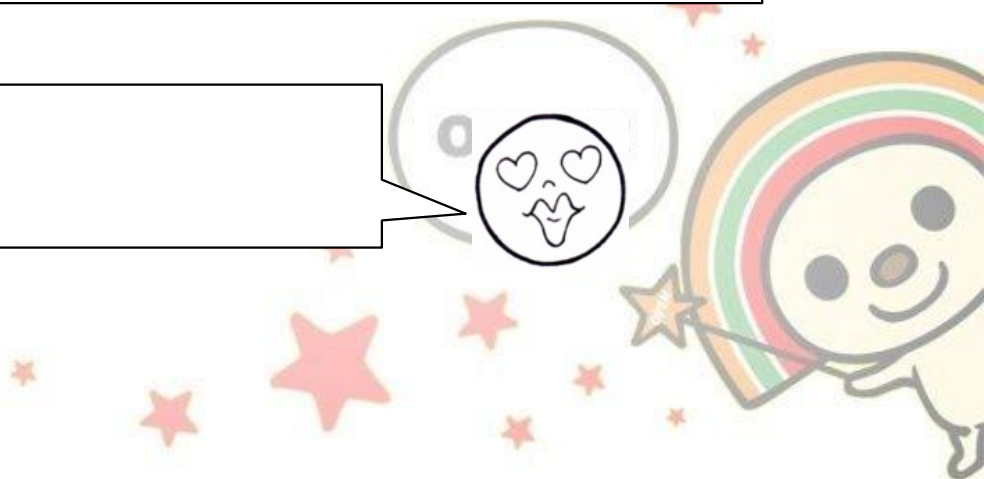
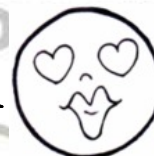
You look very hungry.
What time did you have breakfast this morning?

[Empty rectangular box for writing an answer]



[Empty rectangular box for writing an answer]

[Empty rectangular box for writing an answer]



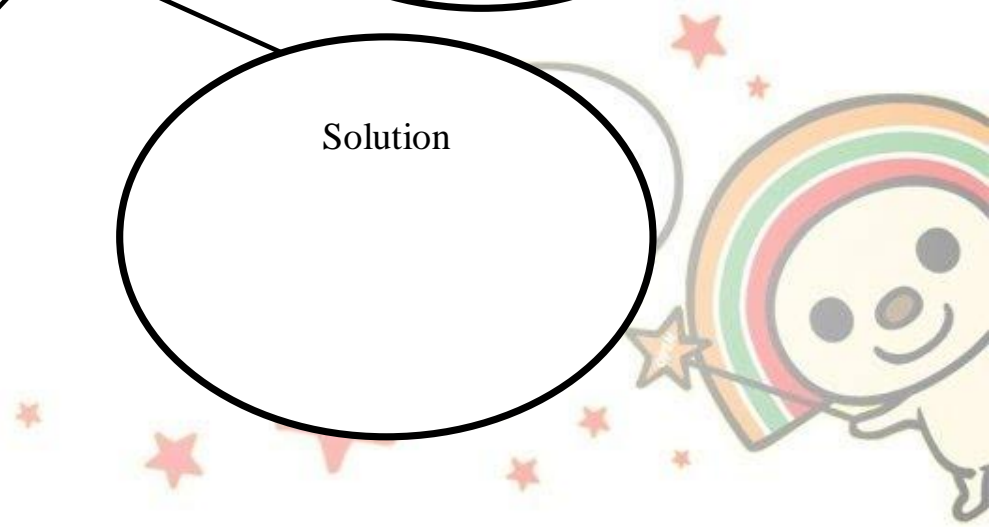
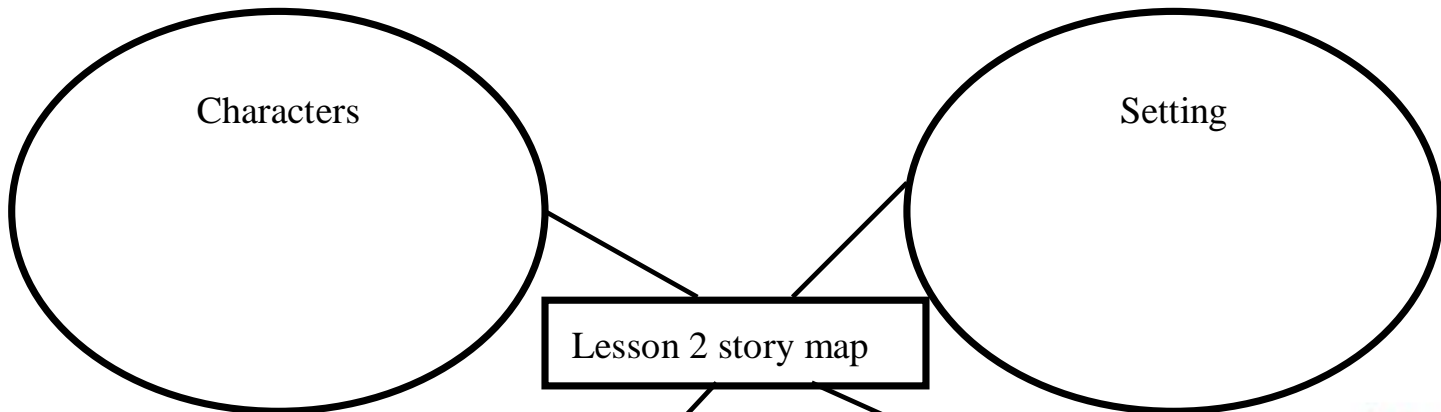
Lesson 2 What time did you have breakfast this morning? Class _____ Name _____

1. Who is in this story?

2. Where are Prince Edward ,Joe and Tom Cant?

3. Does Prince Edward want to eat all the time?

4. How does Prince Edward solve (解決) this problem?



1. Listen and Point
2. Reader's Theater
3. Story Map

