...Instead of having two teachers create a lesson, two or more students are asked to not only teach the class but take on all the responsibilities the teacher has for delivering the content effectively. This includes writing a lesson plan, aligning it to standards, identifying examples to be used during the lesson, finding teaching resources, arranging the seats in the class and finding a method for the assessment of the teaching.

The teacher has to provide previous lesson plans, teacher manuals and websites the teacher uses and other materials used to supplement instruction. Once these materials are shared with students, they are given the full responsibility of teaching and are then graded by the teacher on the quality of their lesson plans. Rather than grading students for tasks like homework assignments and tests, this model assesses their content knowledge on how they design and teach their lessons.

The student is positioned as the expert (in delivering information to their peers). As the student takes the helm in the classroom and uncovers new approaches to teaching, there is a positioning of both the traditional teacher and student as co-learners...

The student learns responsibility, puts in the effort it takes to prepare a lesson and develops empathy for the struggles of the teacher. The teacher observes lessons, takes notes on the ways the student enacts pedagogy, documents specific examples the student uses, notes the way the student/co-teacher interacts with peers and learns how to teach in ways that reflect the realities of students’ experiences...