

Table 5.2 Teacher Activities During the Co-Teaching Process

When One Teacher Is Doing This . . .	The Other Teacher Is Doing This . . .	Benefits of Collaboration
Taking attendance	Collecting or reviewing homework or introducing or reviewing a social or study skill	Instruction time is increased. Skills-based instruction is integrated into lessons.
Distributing papers or other resources	Reviewing directions or rules or modeling the first problem in the assignment	Instruction time is increased. Examples promote student understanding.
Presenting information through lecture or media (PowerPoint, video, or audio clip)	Modeling note taking on the board or overhead or filling in a graphic organizer	Content is accessible for all students. Strong connections are made between new and previously learned content. Student understanding is facilitated.
Giving instructions orally	Writing down instructions on the board or overhead or repeating or clarifying any difficult concept	Content is accessible for all students.
Checking for understanding with large, heterogeneous groups of students	Checking for understanding with small, homogeneous groups	Reteaching can occur without delay.
Circulating; providing one-on-one support as needed	Providing direct instruction to ELs one to one or in small groups	Learning is not merely incidental.
Prepping half the class for one side of a debate	Prepping ELs for the opposing side of the debate	Instruction time and student engagement are increased.

When One Teacher Is Doing This . . .	The Other Teacher Is Doing This . . .	Benefits of Collaboration
Facilitating independent, silent work	Circulating and checking for comprehension	Reteaching can occur without delay.
Providing large-group instruction	Circulating, clarifying key concepts or cultural information	Culturally challenging information is made understandable.
Monitoring the large group as students work on practice material	Preteaching or reteaching challenging concepts to a small group of ELs	Student language learning is enhanced.
Facilitating sustained silent reading	Reading aloud quietly with a small group or previewing upcoming information	Students are exposed to or internalize language structures they will need to apply to independent reading.
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for language objectives, scaffolding activities, adapting instructional materials	Student needs are met through differentiated instruction. Lessons are created to meet the needs of student subgroups.
Facilitating stations or groups	Facilitating other stations or groups	Instructional materials can be tailored to the needs of ELs.
Explaining a new concept	Conducting a role play, modeling a concept, or asking clarifying questions	Students' interest and motivation are increased. ELs are engaged in varied activities.
Considering enrichment opportunities	Considering reinforcement opportunities	Everyone works toward essential understanding and skills. More options are available to meet student needs.

Adapted from Conderman, G., Bresnahan, V., & Pedersen, T. (2009). *Purposeful co-teaching: Real cases and effective strategies* (p. 31). Thousand Oaks, CA: Corwin.