

## Some Suggestions for Teacher Actions during Co-Teaching\*

If co-teacher is doing this...	The other co-teacher can be doing this...
Lecturing	Modeling notetaking on the board/overhead; Ensuring “Brain breaks” are given to help students process the information from the lecture.
Taking roll	Collecting and reviewing the previous night’s homework; introducing a social or student skill
Passing out papers	Reviewing directions; modeling first problem in the assignment
Giving instructions orally	Writing down instructions on board; Repeating or clarifying any difficult concept
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework; Providing a student or test-taking strategy
Re-teaching or pre-teaching with a small group	Monitoring large groups as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications accommodations, and activities for diverse learners
Facilitating stations or groups	Facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept; Asking clarifying questions
Considering modification needs	Considering enrichment opportunities

\*adapted from **Murawski, W. & Dieker, D. (2004)**. Tips and strategies for **co-teaching** at the: secondary level. *Teaching Exceptional Children*, 36(5), 52-58, by Karen Culmo-Fontana Ed.D., Special Education Teacher, Rome City School District.