**Teacher Activities During the ESL Co-Teaching Process**

|  |  |  |
| --- | --- | --- |
| **When the Classroom Teacher Is Doing This …** | **The ESL Teacher Is Doing**  **This …** | **Benefits of Collaboration** |
| Taking attendance | Collecting or reviewing homework or introducing or reviewing a social or study skill | Instructional 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 (power point, video, or audio clip) | Modeling note taking on the board or overhead or filling in the 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 of students. | Reteaching can occur without delay. |
| Circulating; providing one-on-one support at needed | Providing direct instruction to ELLs one to one or in small groups | Learning is not merely incidental. |
| Prepping half the class for one side of a debate | Prepping ELLs for the opposing side of the debate | Instruction time and student engagement are increased. |
| Facilitating independent, silent work | 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 ELLs | 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 ELLs. |
| Explaining a new concept | Conducting a role play, modeling a concept, or asking clarifying questions | Students’ interest and motivation are increased. ELLs 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. |