**Table 11.1** Role Differentiation: If one is… then, the other is…

|  |  |  |
| --- | --- | --- |
| **Co-Teaching**  **Approach** | **If one of us is .…** | **The other could be ….** |
| **Supportive** | Providing direct instruction to whole class | Circulating, providing one-on-one support as needed |
| Supportive | Leading an activity | Circulating, checking for comprehension |
| Supportive | Providing large group instruction | Circulating, using proximity control for behavior management |
|  |  |  |
| **Parallel** | Prepping half of the class for one side of a debate | Prepping the other half for the opposing side of the debate |
| Parallel | Re-teaching or pre-teaching with a small group | Monitoring large group as they work on practice materials |
| Parallel | Facilitating stations or groups | Facilitating stations or groups |
|  |  |  |
| **Complementary** | Giving instructions orally | Writing down instructions on board |
| Complementary | Lecturing | Modeling note taking on the board/overhead |
| Complementary | Explaining new concept | Conducting role play or modeling concept |
|  |  |  |
| **Team** |  |  |
| Team | Considering differentiation, modification and enrichment needs | Considering differentiation, modification and enrichment needs |
| Team | Guiding students through odd steps of a procedure | Guiding students through even steps of a procedure |
|  |  |  |

Adapted from Murawski, W., & Dieker, L. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children, 36*(5), 53-58.