Co-Teaching Training Series

Module 5

Participant Handouts

GENERAL SUPERVISION:

THE ROLE OF THE ADMINISTRATOR

glrs

Georgia Learning Resources System

GaDOE

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Credits

The Co-Teaching Series was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Historical elements are included from the original modules created in collaboration with Georgia State University and their partners.
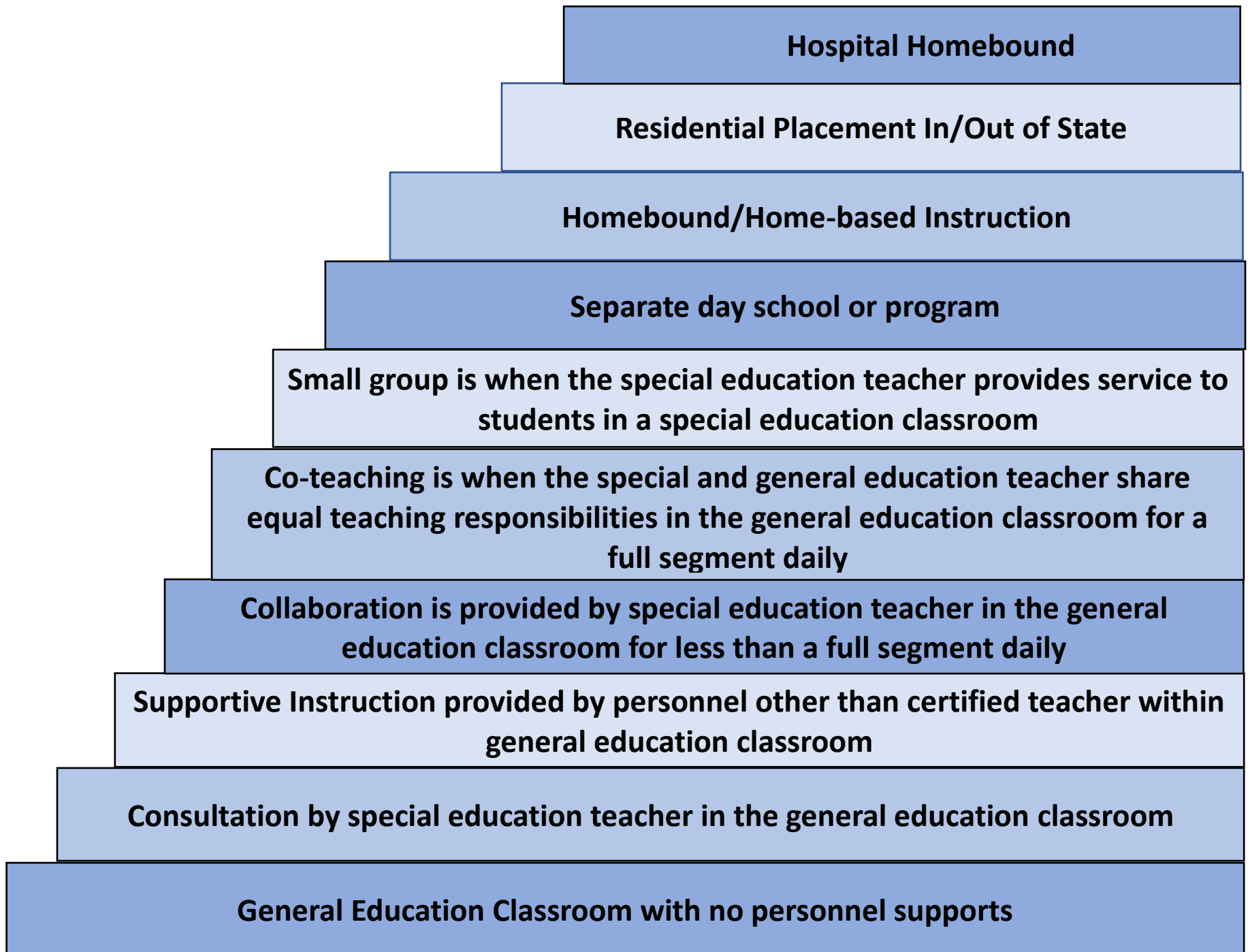
The Georgia Department of Education would also like to thank the other state agencies that provided open access to their resources. These states include but are not limited to Maryland, Texas, and Virginia.

Co-teaching is more than a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities.

These modules can be utilized as independent learning units or as Professional Learning modules. Best practice is that they be completed in a facilitated session with co-teaching teams working and learning together.
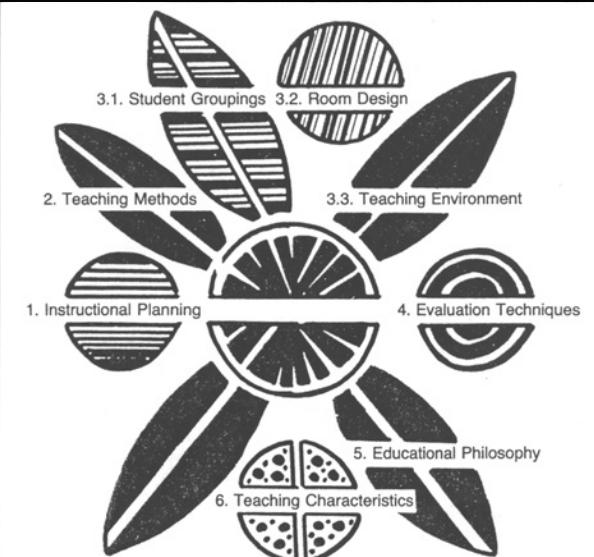
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Hospital Homebound

Residential Placement In/Out of State

Homebound/Home-based Instruction

Separate day school or program

Small group is when the special education teacher provides service to students in a special education classroom

Co-teaching is when the special and general education teacher share equal teaching responsibilities in the general education classroom for a full segment daily

Collaboration is provided by special education teacher in the general education classroom for less than a full segment daily

Supportive Instruction provided by personnel other than certified teacher within general education classroom

Consultation by special education teacher in the general education classroom

General Education Classroom with no personnel supports

The Teaching Style Inventory

Rita Dunn and Kenneth Dunn

The following instrument may be used to reveal each faculty member's actual teaching style at the time it is administered, and should serve as the first step toward the eventual matching of teachers and students.

3.1. Student Groupings 3.2. Room Design

2. Teaching Methods

3.3. Teaching Environment

1. Instructional Planning

4. Evaluation Techniques

5. Educational Philosophy

6. Teaching Characteristics

CODE:

Never:	0 times per year
Rarely:	up to 6 times per year
Occasionally:	2 to 4 times per month
Frequently:	2 to 3 times per week
Always:	4 or 5 times per week or more

TEACHING STYLE INVENTORY:
An Instrument To Identify the Way in Which
a Teacher Actually Functions so as to
Form Groupings on the Basis of
Complementary Student and Teacher Styles

Question 1: *Instructional Planning*

Directions:

Circle the number that best describes how often you use each of the following planning techniques.

	Never	Rarely	Occasionally	Frequently	Always
a) Diagnosis and prescription for each student	1	2	3	4	5
b) Whole class lessons	5	4	3	2	1
c) Contracts, learning activity packages, or instructional packages	1	2	3	4	5
d) Creative activities with student options	1	2	3	4	5
e) Programmed materials or drill assignments	1	2	3	4	5
f) Small-group assignments	1	2	3	4	5
g) Task cards or games	1	2	3	4	5
h) Objectives	1	2	3	4	5
i) Peer tutoring or team learning	1	2	3	4	5
j) Role playing or simulations	1	2	3	4	5
k) Brainstorming or circles of knowledge	1	2	3	4	5

Question 2: *Teaching Methods*

Directions:

Circle the number that best describes how often you use each of the following teaching methods.

	Never	Rarely	Occasionally	Frequently	Always
a) Lecture (whole class)	5	4	3	2	1
b) Teacher demonstration	5	4	3	2	1
c) Small groups (3-8)	1	2	3	4	5
d) Media (films, tapes, etc.)	1	2	3	4	5
e) Class discussion (question-answer)	5	4	3	2	1
f) Individualized (diagnosis and prescription for each student)	1	2	3	4	5

Question 3: *Teaching Environment*
3.1: *Student Groupings*

Directions:

Circle the number that best describes how often you use each of the following types of groupings.

	Never	Rarely	Occasionally	Frequently	Always
a) Several small groups (3-8 students)	1	2	3	4	5
b) Pairs (2 students)	1	2	3	4	5
c) Independent study assignments (student works alone)	1	2	3	4	5
d) One-to-one interactions with teacher	1	2	3	4	5
e) Two or more of the above groupings at one time	1	2	3	4	5
f) One large group (entire class)	5	4	3	2	1

Question 3.2: *Room Design*

Directions:

Circle the number that best describes how often you use each of the following classroom designs.

	Never	Rarely	Occasionally	Frequently	Always
a) Rows of desks	5	4	3	2	1
b) Small groups of 3-8 students	1	2	3	4	5
c) Learning stations or interest centers	1	2	3	4	5
d) A variety of areas	1	2	3	4	5
e) Individual and small-group (2-4) alcoves, dens, "offices"	1	2	3	4	5
f) Three or more of the above arrangements at the same time	1	2	3	4	5

Question 3.3: *Teaching Environment*

Directions:

Circle the number that best describes your present instructional environment.

	Never	Rarely	Occasionally	Frequently	Always
a) Varied instructional areas are provided in the classroom for different, simultaneous activities	1	2	3	4	5
b) Nutritional intake is available for all students as needed	1	2	3	4	5
c) Instructional areas are designed for different groups that need to talk and interact	1	2	3	4	5
d) Varied time schedules are in use for individuals	1	2	3	4	5
e) Students are permitted to choose where they will sit and/or work	1	2	3	4	5
f) Many multisensory resources are available in the classroom for use by individuals and groups	1	2	3	4	5
g) Alternative arrangements are made for mobile, active, or overly talkative students	1	2	3	4	5

Question 4: *Evaluation Techniques*
  Directions:
  Circle the number that best describes how often you use each of the following evaluation techniques. I use:

	Never	Rarely	Occasionally	Frequently	Always
a) Observation by moving from group to group and among individuals	1	2	3	4	5
b) Teacher-made tests	1	2	3	4	5
c) Student self-assessment tests	1	2	3	4	5
d) Performance tests (demonstrations rather than written responses)	1	2	3	4	5
e) Criterion-referenced achievement tests* based on student self-selected, individual objectives	1	2	3	4	5
f) Criterion-referenced achievement tests* based on small-group objectives	1	2	3	4	5
g) Standardized achievement tests based on grade-level objectives	1	2	3	4	5
h) Criterion-referenced achievement tests* based on the individual student's potential	1	2	3	4	5

Question 5: *Teaching Characteristics and Classroom Management***
  Directions:
  Circle the number that best describes you as a teacher. I tend to be:

	Not At All	Not Very	Somewhat	Very	Extremely
a) Concerned with how students learn (learning style)	1	2	3	4	5
b) Prescriptive (with student options)	1	2	3	4	5
c) Demanding—with high expectations based on individual ability	1	2	3	4	5
d) Evaluative of students as they work	1	2	3	4	5
e) Concerned with how much students learn (grade level standards)	5	4	3	2	1
f) Concerned with what students learn (grade level curriculum)	5	4	3	2	1
g) Lesson plan oriented	5	4	3	2	1
h) Authoritative to reach group objectives	5	4	3	2	1

Question 6: *Educational Philosophy*
  Directions:
  Circle the number that best describes your attitude toward each of the following approaches and concepts.

	Strongly Disagree	Disagree	Undecided	Support	Strongly Support
a) Open education	1	2	3	4	5
b) Diagnostic-prescriptive teaching	1	2	3	4	5
c) Multiage groupings	1	2	3	4	5
d) Matched teaching and learning styles	1	2	3	4	5
e) Alternative education	1	2	3	4	5
f) Student-centered curriculum	1	2	3	4	5
g) Behavioral or performance objectives	1	2	3	4	5
h) Humanistic education	1	2	3	4	5
i) Independent study	1	2	3	4	5
j) Individualized instruction	1	2	3	4	5
k) Traditional education	5	4	3	2	1
l) Whole-group achievement	5	4	3	2	1
m) Grade-level standards	5	4	3	2	1
n) Teacher-dominated instruction	5	4	3	2	1

*Criterion-Referenced Achievement Tests: The questions on these tests are based directly on the objectives assigned to or selected by the students.

**When teachers respond that they are "concerned with how students learn," the inference is that they permit options in the learning environment because of their awareness of individual differences. An observer should be able to see students working alone, with a peer or two, or with the teacher; sitting on chairs or on carpeting; using self-selected resources of a multisensory nature (if available); mobile (if necessary and without disturbing others), etc.

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When a teacher indicates that he or she tends to be "prescriptive" but permits some student options, observers should be able to locate written objectives that include selected choices.

"Evaluative" suggests that observers will be able to see the teacher moving among the students while checking their progress and questioning them.

"Concerned with . . . grade level curriculum" suggests that observers will see objectives, lessons, and/or assignments that tend to respond to a suggested or required grade level curriculum.

"Authoritative to reach group objectives" suggests that observers will see the identical objectives, lessons, and/or assignments for every student in the same class.

SCORING KEY

Questions 1 through 6 are weighted according to the relative importance of each item. Simply multiply the weight assigned to the technique by the number selected for the frequency.

Example:

1 a) Diagnosis and prescription for each student—3—Occasionally

Item	Weight		Frequency	Score
a	5	×	3	15

Complete each item and the total for each question. Then chart the totals on the Teaching Style Profile.

WEIGHT KEY

5. Highly Individualized
4. Somewhat Individualized
3. Transitional
2. Somewhat Traditional
1. Traditional

1. Instructional Planning

Item	Weight × Frequency = Score
a	5
b	1
c	5
d	3
e	4
f	3
g	3
h	4
i	3
j	3
k	3
l	5

1: Total Score: ___

2. Teaching Methods

Item	Weight × Frequency = Score
a	1
b	2
c	3
d	3
e	2
f	5

2: Total Score ___

3.1 Student Groupings

Item	Weight × Frequency = Score
a	3
b	3
c	5
d	2
e	4
f	1

3.1: Total Score: ___

3.2 Room Design

Item	Weight × Frequency = Score
a	1
b	3
c	4
d	5
e	4
f	5

3.2: Total Score ___

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	3.3 Learning Environment				4. Evaluation Techniques		
Item	Weight	× Frequency	= Score	Item	Weight	× Frequency	= Score
a	5			a	4		
b	4			b	2		
c	4			c	4		
d	5			d	4		
e	4			e	5		
f	4			f	4		
g	4			g	1		
			3.3: Total Score: ___	h	4		4: Total Score: ___

	5 Teaching Characteristics				6. Educational Philosophy		
Item	Weight	× Frequency	= Score	Item	Weight	× Frequency	= Score
a	4			a	4		
b	5			b	5		
c	4			c	3		
d	3			d	5		
e	1			e	4		
f	1			f	3		
g	1			g	4		
h	1			h	3		
				i	4		
				j	5		
				k	1		
				l	1		
				m	1		
			5: Total Score: ___	n	1		6: Total Score: ___

Profile 1

Note the "Total Score" that you obtained for each of the previous categories and make a dot on the corresponding line closest to the appropriate score.

Teaching Style Profile

	Individualized	Somewhat Individualized	Transitional	Somewhat Traditional	Traditional
1. Instructional Planning	210	168	126	84	42
2. Teaching Methods	80	64	48	32	16
3.1 Student Groupings	90	72	54	36	18
3.2 Room Design	110	88	66	44	22
3.3 Teaching Environment	150	120	90	60	30
4. Evaluation Techniques	140	112	84	56	28
5. Teaching Characteristics	100	80	60	40	20
6. Educational Philosophy	220	176	132	88	44

After you have placed a dot on each line indicating the total score you obtained for each category, link each dot in succession. This chart will provide you with a graphic representation, or profile, of your present teaching style.

After completing your Teaching Style Profile, draw a perpendicular line from top to bottom through your *Philosophy* score, as shown in Profile 1—a typical profile.

Name(s):_____

PARITY PLANNING TOOL
Co-PLANNING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
TIME AND PLACE	• When? (Day(s) of the week/time) • Where? • How will we use out time effectively and efficiently?	
DOCUMENTING	• How will we document our decisions and lessons for us all to see and use? • What lesson planning template or format will we use?	
PURPOSE	• How will we articulate the learning targets or focus for a lesson? • How will we relate the standards/ learning targets/focus to the real world so that students understand the purpose of the lesson? • How will we post the learning targets in our classroom so that both students and adults understand the purpose of lessons?	
LEARNING ACTIVITIES	• How will we decide on the learning activities and teaching strategies to use? • How will we plan for grouping and movement of students to meet all students' needs?	
INDIVIDUAL STUDENTS	• How will we plan to keep the individual learning styles and multiple intelligences of our student in mind? • How will we differentiate to meet individual needs?	
RESOURCES	• How will we share and use our resources during planning? (Materials, technology, supplies)	
LOGISTICS	• How will we set up our classroom so that we each have our own place for our belongings? • How will we plan on how to collaboratively set up for a lesson? (Equipment, materials, tables, etc.) • How will we plan on the cleanup of a lesson and transition?	

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Adapted from CESA 7 School Improvement Services Co-Teaching Action Plan

Name(s):_____

Co-TEACHING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
PARITY IN THE CLASSROOM	• How do you determine where each teacher will be and what he or she'll be doing during the instruction? • How will you show that you are all teaching all students in the classroom equally?	
HELP	• How will you determine how you will help students during the lesson?	
INSTRUCTIONAL ROUTINES	• Which teaching routines will you share as a team?	
CONTENT	• In what ways will we vary the presentation of the content to meet learner needs and still meet our grade level expectations and standards?	
PROCESS	• How will we vary the process (practice) of new learning given the unique learning styles/needs of our students and keep them engaged in the learning?	
PRODUCT	• How will we vary the way students show what they know, can do, and understand to meet their individual needs?	
TECHNOLOGY	• How will we share roles using instructional technology? • How will we include student use of technology so that students have access to assistive technology without stigmatizing them?	
TEACHING STYLES	• What strengths does each of us bring to the partnership? • How will we use our own teaching styles in ways to benefit all of our students?	

Georgia Learning Resources System

Adapted from CESA 7 School Improvement Services Co-Teaching Action Plan

Name(s):_____

Co-MANAGING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT WILL THIS LOOK LIKE?
CLASSROOM CLIMATE	• How will you establish and maintain a positive classroom climate? • How will you monitor the climate? How will you plan for climate adjustments?	
ROUTINES	• What classroom routines and procedures will you follow consistently? Roles? • How will you communicate these routines and procedures to all students? • How will you communicate behavior expectations to students and their parents? • How will you monitor behavior intervention plans? Data collection tools/procedures?	
CONSEQUENCES	• How will you manage student behavior while promoting a positive learning environment? • How will you collaboratively decide the various consequences for student behaviors and how you will follow through with students? • How will you communicate behavior consequences to parents?	
FEEDBACK	• How will you provide constructive feedback to students about their behavior? • How will you monitor and share students' progress in managing their behavior in the classroom?	

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Adapted from CESA 7 School Improvement Services Co-Teaching Action Plan

Name(s):_____

Co-ASSESSING Action Plan

PLANNING ELEMENTS	GUIDING QUESTIONS	WHAT MIGHT THIS LOOK LIKE?
SYSTEM ASSESSMENTS	• How will your team administrator district-required assessments? How often? • How will you know which accommodations and modifications can be made for certain students? • How will you prepare students for test-taking procedures before test day?	
DAILY ASSESSMENTS	• How will you share the roles and responsibilities of daily formative assessments and checking for understanding probes? • How will you collaboratively analyze daily formative assessments and adjust instruction as necessary? • What will your team do when students do not do well on daily assessments?	
FEEDBACK TO STUDENTS	• How will you divide the responsibility of giving feedback to students about their daily work?	
FEEDBACK TO PARENTS	• How will your team communicate to parents about their child's daily work and achievement?	
DOCUMENTING AND ANALYZING DATA	• How will your team keep track of student assessment data? • How will students keep track of their progress? • How will you collaboratively analyze daily and periodic assessment results? • How will you adjust instruction based on assessment results?	
GRADING	• How might your grading procedures encourage students to continually improve? • How will you determine the criteria for grading? • How will you divide the roles and responsibilities for grading the students?	

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Adapted from CESA 7 School Improvement Services Co-Teaching Action Plan

Co-Teaching Reflection Tool

PURPOSE: This tool is designed to assist co-teaching teams by facilitating reflection upon their co-teaching implementation in order to enhance or refine existing practices.

Directions-Part 1

In each of the category areas, each teacher should <u>individually</u> check the rating of **initiating**, **developing** or **sustaining** that best describes their **co-teaching team's** current status of collaborative implementation of co-teaching approaches. The categories included are planning, instructional environment, physical environment, discipline and school environment.

<u>**Initiating**</u>: Two teachers have been assigned to the same classroom and have begun to develop a co-teaching partnership and establish responsibilities to be shared.

<u>**Developing**</u>: Co-Teachers are sharing many responsibilities, modifying their thinking and implementing evidence-based co-teaching practices in an observable way.

<u>**Sustaining**</u>: Co-Teachers consistently share responsibilities and collaboratively implement evidence-based co-teaching practices through seamless planning, delivery and assessment of instruction.

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Planning for Instruction and Assessment	• One teacher addresses the planning and adaptations necessary for students' specific needs including Universal Design for Learning	• One teacher plans for instruction, assessment, behavior and integration of technology	• Both teachers equally share in the lesson development appropriate to the approach of co-teaching utilized
	• One teacher plans content delivery	• One teacher adapts plans for students with disabilities instruction, assessment and behavior using Universal Design for Learning	• Identification/alignment to and use of State Curriculum (SC) and/or Core Learning Goals (CLG)
	• Each teacher understands the outcome of the lesson and separately monitors student progress	• Teachers plan to jointly deliver the lesson	• Incorporation of modifications, accommodations, Universal Design for Learning and differentiation to address diverse learning needs
	• Special education teacher plans for IEP implementation	• One teacher monitors student progress and adjusts instruction accordingly	• Planning for implementation of instruction and assessment aligned to the SC and individualized goals to be addressed for all students
			• Selection of appropriate instructional and assessment delivery, based on students' needs and content, including the integration of technology
			• Incorporation of classroom management procedures
			• Both teachers monitor student progress and adjust instruction accordingly
	• Teachers maintain separate gradebooks	• Teachers begin to develop a consistent grading policy	• Both teachers agree upon a consistent policy for grading and homework

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Instructional Environment	• Students are learning and engaged by only one teacher • Special educator only provides assistance to the students identified with disabilities and collects and analyzes data in isolation • One teacher's name is included on all written materials • Special educator develops assessments for students identified with disabilities and provides grades to the general educator.	• Students learn and engage more with one teacher than another • One teacher leads instruction while the other teacher only interjects, circulates and provides student support as needed • One teacher primarily communicates with students, parents, other teachers and administrators, regarding instruction, assessment and classroom management • One teacher's name is noted on the majority of information with occasional inclusion of the other teacher's name when it relates to specific students • One teacher develops assessments and collects and analyzes data • One teacher implements agreed upon policy for grading and homework	• All students learn and engage with both teachers • Teachers share equal status in instruction, assessment and classroom management, including data collection and analysis • Teachers share responsibilities such as: communicating with students, parents, other teachers, and administrators, regarding instruction, assessment and classroom management • Both teachers' names are listed on items such as the door, rosters, report cards, and written communication to parents • Teachers share responsibility for integrating technology into instructional delivery and assessment • Both teachers utilize a consistent policy for grading and homework

3 This document was developed and produced by the Maryland State Department of Education, Division of Special Education/Early Intervention Services (June 2011) with funds from the [**U.S. Department of Education, Grant # H323A070000-09**].

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Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Physical Environment	• Resources and materials are viewed as property of one teacher or the other • One teacher has no assigned area in the learning environment • No flexibility in use of space for co-teaching approaches and the encouragement of student movement for interactions	• Access to all materials in the work environment may be limited • Work space is shared but is somewhat limited • Space restricts selection of co-teaching approaches and appropriate student movement for interactions	• Both teachers have shared access to all resources and materials • Both teachers have appropriate and reasonable work space in the learning environment • Space allows for grouping and student movement for interactions in the implementation of the various co-teaching approaches

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Discipline	• One teacher is responsible for establishing and communicating expectations • Each teacher disciplines a specified group of students • One teacher is solely responsible for implementing Behavior Intervention Plans • Students respond to one teacher only in regard to instruction and discipline • Teachers independently decide upon behavior practices to use within the classroom	• Some shared responsibility for establishing and communicating expectations • The majority of discipline is handled by one teacher • One teacher has primary responsibility to implement Behavior Intervention Plans • Students respond primarily to one teacher in regard to instruction and discipline • Teachers use some of the behavior practices within an existing school-wide approach	• Both teachers share responsibility for establishing and communicating expectations for all students • Both teachers ensure all students adhere to classroom expectations • Both teachers share responsibility to implement Behavior Intervention Plans • Students respond to both teachers equally in regard to instruction and discipline • Teachers use behavior practices consistent with any existing school-wide approach(es)

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Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
School Environment	• Minimal or no time for job embedded co-planning and co-teaching • Few resources are provided including: scheduling, space, appropriate student grouping, instructional materials, and technology • Teachers work in isolation to address barriers or problems • The school community does not embrace collaboration and co-teaching as an integral part of instruction and assessment • Minimal or no professional development, including job-embedded professional development specific to co-teaching is provided • Feedback provided to co-teachers reflects limited or no understanding of the co-teaching framework and focuses more on one teacher than another	• The schedule provides limited time for job embedded co-planning and co-teaching • Limited resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment provides some support for collaboration and problem-solving by staff • Some members of the school community embrace collaboration and co-teaching as an integral part of instruction and assessment • Limited professional development specific to co-teaching including job-embedded professional development is provided • Some feedback is provided to support enhancement of co-teaching and collaborative practices which reflects partial understanding of the co-teaching framework, but may focus more on one teacher than another	• The schedule provides time for job-embedded co-planning and co-teaching • Needed resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment supports collaboration and problem-solving by staff • The school culture embraces collaboration and co-teaching as an integral part of instruction and assessment • High quality professional development specific to co-teaching is provided based upon teacher and student needs including job-embedded professional development • Feedback and coaching is provided to support enhancement of co-teaching and collaborative practices as reflected in the co-teaching framework

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Parity, Parity, Parity

How do you and your co-teaching partner convey to students that your teaching relationship is truly collaborative, that it is a partnership based on parity? The following checklist might help you to think through ideas about how you, your teaching partner, and students can observe parity (or its absence). NOTE: Do keep in mind that which of the following parity signals pertain to your situation depends on many factors.

Already do	Should do	Not applicable	
_____	_____	_____	1. Both teachers' names are on the board or posted in the classroom.
_____	_____	_____	2. Both teachers' names are on schedules and report cards.
_____	_____	_____	3. Both teachers' handwriting is on student assignments (that is, the specialist at least occasionally grades a set of papers).
_____	_____	_____	4. Both teachers have space for personal belongings.
_____	_____	_____	5. Both teachers have similar furniture (i.e. desks, chairs).
_____	_____	_____	6. Both teachers sometimes take a lead role in the classroom.
_____	_____	_____	7. Teacher talk during instruction is approximately equal.
_____	_____	_____	8. Both teachers give directions or permission with<;>ut checking with the other teacher.
_____	_____	_____	9. Both teachers work with all students
_____	_____	_____	10. Both teachers are considered teachers by students.

Co-Teaching Models

| T (Term)	I (Information)	P (Picture)
One Teach, One Observe	Allows one teacher to provide instruction while the other collects data on the students' academic, behavioral, or social skills. This observational data can be used to inform instruction and document student progress. This model allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies.	
Station Teaching	Allows teachers to work with small groups. Teachers begin by dividing the content into three or more segments. Two groups are teacher-led and the third/fourth groups works independently. During the lesson, the students rotate through the "stations" until they complete all three sections of the content. This approach is beneficial because it allows teachers to create small group activities that are responsive to individual needs.	
Parallel Teaching	Provides opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead instruction with both groups. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students' needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers.	
Alternative Teaching	Allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. Typically for remediation or acceleration. At a non-critical time of instruction, one teacher manages the large group while the other teacher delivers an alternate lesson. This can be used for pre-viewing or re-viewing materials. The same students don't need to be pulled every time. Use data to determine the alternative group	

Co-Teaching Models

Team Teaching	Both teachers share the responsibility of leading instruction. While their roles may shift throughout the lesson, the key characteristic is that "both teachers are fully engaged in the delivery of the core instruction" (Friend, 2008).	
One Teach One Assist	One teacher is in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions. Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant. According to Friend (2008, p. 17), "professionals should be actively involved in all aspects of the instructional process... they should not be functioning like paraprofessionals."	

From Texas Co-Teaching Handbook, 2016

Classroom Observation Implementation Fidelity Checklist

Questions for Consideration	Observed/Not Observed	Evidence to Support
Is there evidence that teachers are engaged in co-planning the lesson?	☐ Yes ☐ No	
Are the teachers focusing on a process as well as content?	☐ Yes ☐ No	
Are they reinforcing important skills?	☐ Yes ☐ No	
Are directions clear?	☐ Yes ☐ No	
Were adaptations made to materials in order to help struggling students complete tasks?	☐ Yes ☐ No	
Are students being grouped?	☐ Yes ☐ No	
Does student grouping fit the task?	☐ Yes ☐ No	
Is student grouping purposeful?	☐ Yes ☐ No	
Are a variety of grouping practices used effectively and fluidly throughout the lesson?	☐ Yes ☐ No	
Is it clear both teachers are knowledgeable of content and standards?	☐ Yes ☐ No	
Are various modes of co-teaching used effectively and fluidly?	☐ Yes ☐ No	
Is differentiation and the use of high leverage practices observed by both teachers?	☐ Yes ☐ No	
Are students provided frequent feedback and multiple means of practice?	☐ Yes ☐ No	
Does instruction in the co-taught classroom look significantly different because two teachers are present?	☐ Yes ☐ No	
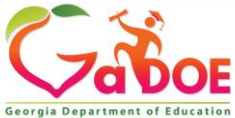
Stages of Co-Teaching

TEAM:_____ SCHOOL:_____ DATE:_____

   Co-Teaching as defined by Murawaski, 2003, is when two or more educators co-plan, co-instruct, and co-assess a group of students with diverse needs in the same general education classroom. Notice the emphasis on co-plan, co-instruct and co-assess. Quality teaching can only occur if teachers are constantly planning, instructing and assessing students. Friend and Cook, 2007 also discussed effective co-teaching components in *Interactions*. Below is a self-assessment and observation document to use as a guide to decide where you are as a co-teaching team and what indicators you need to focus on for improved outcomes to be effective co-teachers. Your goal is to move to Stage 3 for all indicators.
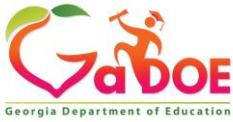
For each Indicator, circle where you see the co-teaching team. Then discuss with your co-teaching partner. Decide one area as a team you will focus on for improvement and set a goal.

Write the goal: _____

If using this form as a Co-Teaching walkthrough, circle what you observe.

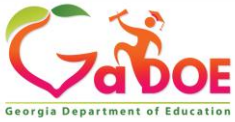| Indicator	Stage 1	Stage 2	Stage 3
Co-Planning	There is little or no evidence of co-planning. It is observed that the special education teacher just walks in the room and assists on most days.	There is evidence of some co-planning, but not clearly defined roles and clear understanding of outcomes. It is observed the general education teacher is leading the lesson and classroom.	There is clear evidence that the team consistently co-plans together. It is hard to tell who the general education teacher is and who is the special education teacher. The classroom runs smoothly and is it very different because two teachers are in the room There are clear outcomes. Multiple groupings and co-teaching approaches observed
Instructional Roles	Both teachers share instructional roles and responsibilities	Both teachers share equally in instructional roles and responsibilities	Both teachers consistently share all instructional roles and responsibilities. It is difficult to tell which teacher general education and which teacher is special education.

Stages of Co-Teaching

Instructional Knowledge and Content	Both teachers are aware of classroom procedures, routines, schedules and some content knowledge	Both teachers demonstrate a fluid knowledge of classroom procedures, routines and schedules. They work together to plan most concepts and lessons and demonstrate knowledge of the standards as well as IEP goals.	Both teachers consistently demonstrate a fluid knowledge of classroom procedures, routines and schedules. Both consistently demonstrate a high level of content knowledge of the standards and IEP goals. HLPs and EPBs are demonstrated by both teachers.
Flexible Grouping	Whole group is the predominate grouping structure. All are teacher led groups.	Whole group with some independent work groups is the predominate grouping structure. Some small groups are utilized. Most are teacher led.	It is evident that co-planning has occurred, and flexible grouping is varied. A variety of grouping is used effectively and fluidly throughout a lesson to include whole group, small group, independent groups and both teacher and student led groups.
Co-Teaching Models	Predominate Co-Teaching models are one teach/one observe or one teach/one assist with the special education teacher observing or assisting.	Predominate Co-Teaching models are limited with some station teaching and parallel teaching used along with one teach and one assist.	All six co-teaching models are effectively used based upon co-planning for the lesson. There is rarely one teach/one assist or one teach/one observe. If that model is used, it is clearly for a specific purpose to collect data.
Engagement	Little or no differentiation. Students are all doing the same activities with few or no accommodations. Little of no feedback is given to students.	Most students are accessing the general curriculum. There are appropriate accommodations with varied choice activities and differentiation. Students are engaged	All students are accessing the general curriculum through multiple means. There are appropriate accommodations with varied choice activities to meet all needs of

		and focused. Universal Design for learning is observed. Student feedback is provided.	students. Instruction looks significantly different because two teachers are in the room. Universal design for learning is observed. High levels of engagement are observed. Frequent feedback to students is heard and observed.

Co- Teaching Partner: _____ Co-Partner: _____

Observer: _____

Comments: _____

_____

_____

Teacher(s)_____ Time Span_____ Beg/Middle/End   Date_____

(Circle one)

Co-teaching Academy Walkthrough Form

Indicator	Look fors...	Observed	Not Observed	Evidence (What did it look like?)
Parity and Roles **(Positive Learning Environment, Assessment Uses, Professionalism, Communication)**	○ Clearly defined actively engaged INSTRUCTIONAL role for each teacher throughout lesson	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	
	○ Roles provide instruction that match the learning target or provide specially designed instruction to students			
	○ Teachers demonstrate Self-Efficacy and Proficiency in their role			
	○ Both teachers interact with all students.			
	○ Both teachers implement accommodations and supplemental instruction as needed.			
	○ Students seek feedback from both teachers equally			
Co-Planning **(Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies)**	○ Documented evidence of advance co-planning in Lesson Plans (Use of Individual Learning Plan or similar)			
	○ Evidence of co-Planning in lesson implementation with seamless delivery			
	○ Accommodations are planned/provided according to the IEP and are appropriate to the lesson activity/goal. (Specialized Instruction)			

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Teacher(s)_____ Time Span_____ Beg/Middle/End   Date_____
(Circle one)

Instruction **(Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies)**	o Instructional Directions are clear.			
	o The language of the Learning Targets (EQs)/Standards are clear	☐ Displayed ☐ Stated ☐ Lived ☐ Worthy	☐ Displayed ☐ Stated ☐ Lived ☐ Worthy	
	o <mark>Strategies/supports are used to assist struggling students.</mark> <mark>(Specially Designed Instruction (IEP), Accommodations/Modifications, Scaffolding)</mark>			☐ Data collection notebook available
	o <mark>Purposeful grouping for instruction</mark>			
	o Positive Learning Environment			
	o Behavior Supports provided			
	o EFFECTIVE use of Researched based instructional methods (Differentiation, Explicit Instruction, Cooperative Groups, Modeling,)			
	o Active engagement in learning evident			_____ On task students _____ Off task students
	o Students set and monitor their own progress towards the learning target/goal			
Assessing Progress **(Assessment strategies, Assessment Uses)**	o <mark>Daily formative assessments are used</mark>	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	
	o <mark>Teachers assess the learning of each student to drive instruction</mark>	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	☐ Opening ☐ Lesson ☐ SWP ☐ Closing	
	o Feedback is constructive and intended for improvement and is delivered in a timely manner			
	o All students are appropriately challenged in regard to the range of proximal development and the learning target (with appropriate amount of struggle)			

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Co-Teaching Parent Survey

1. I understand the purpose/goals of the co-teaching program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

2. My child learns better in the co-taught class than he/she does in other classes.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

3. My child's behavior is better in the co-taught class than in other classes.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

4. Co-teaching is benefitting my child.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

5. Co-teaching is benefitting other students in my child's class.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

6. Overall, I am satisfied with the current co-teaching program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree

Co-Teaching Student Survey

1. I like having two teachers in my classroom
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

2. The activities we do in this class are different than what we did in classrooms with only one teacher.
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

3. Both teachers are here to help ALL students all of the time.
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

4. I do better with my schoolwork in a classroom with two teachers.
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

5. I behave better in a classroom with two teachers.
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

6. I would like to be in a classroom with two teachers again.
   ☐ Strongly Agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly Disagree

Co-Teaching Teacher Survey

1. I understand the purpose/goals of our co-teaching program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
2. Students learn better in the co-taught classes than they did previously.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
3. Student behavior is better in the co-taught classes than other classes.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
4. Co-teaching benefits students with disabilities.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
5. Co-teaching benefits students at-risk for school failure.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
6. Co-teaching benefits average students.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
7. Co-teaching benefits gifted/talented students.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree
8. Overall, I am satisfied with the current co-teaching program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Disagree
   - ☐ Strongly Disagree