

CO-TEACHING CORE COMPETENCIES OBSERVATION CHECKLIST

General Educator: _____	Special Service Provider: _____	Grade: _____
Observer: _____	Date/Time: _____	

	LOOK FOR ITEMS	✓ 0 – Didn't See It ✓ 1 – Saw an Attempt ✓ 2 – Saw It ✓ 3 – Saw It Done Well				
		0	1	2	3	DNOT
4.5 Two or more professionals working together in the same physical space.	<i>0 = Only one adult; two adults not communicating at all; class always divided into two rooms</i> <i>1 = Two adults in same room but very little communication or collaborative work</i> <i>2 = Two adults in same room; both engaged in class and each other (even if not perfectly)</i> <i>3 = Two adults collaborating together well in the same room</i>					
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	<i>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only</i> <i>1 = Some attempt at parity; both adults share a few materials and general space</i> <i>2 = Parity exists; adults share classroom materials</i> <i>3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teachers that it is "our room"</i>					
11.6 Both teachers begin and end class together and remain in the room the entire time.	<i>0 = One adult is absent or late; adults may leave room for times not related to this class</i> <i>1 = One adult may be late or leave early or may leave for brief time</i> <i>2 = One adult may be late or leave early but for remaining time, they work together</i> <i>3 = Both adults begin and end together, and are with students the entire time</i> <i>Note: if adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable</i>					
8.6 During instruction, both teachers assist students with and without disabilities.	<i>0 = Adults are not helping students or are only helping "their own" students</i> <i>1 = There is some helping of various students but at least one adult primarily stays with a few of "their own"</i> <i>2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with</i> <i>3 = It is clear that both adults are willing to help all students & that students are used to this</i>					
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	<i>0 = Little to no prior planning is evident</i> <i>1 = All planning appears to have been done by one adult</i> <i>2 = Minimal planning is evident; most appears to be done by one adult</i> <i>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen</i>					
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)	<i>0 = There is no evidence of universal design; all students are expected to do the same thing</i> <i>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage & show what they've learned</i> <i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage & show what they've learned</i> <i>3 = The class was universally designed; opportunities for choice in how students learn, engage & show what they've learned were well selected</i>					

		0	1	2	3	DNOT
3.7 Differentiated content and strategies, based on formative assessment are used to meet the range of learning needs.	<p>0 = There is no evidence of differentiation of instruction in the classroom</p> <p>1 = There is minimal differentiation; most differentiation appears to be focused on groups rather than individuals</p> <p>2 = Some differentiation is evident for individuals and/or groups</p> <p>3 = It is clear that adults consider individual student needs and regular use of differentiation is evident</p>					
8.13 Technology (to include Assistive Technology) is used to enhance accessibility and learning	<p>0 = There is no evidence of technology use</p> <p>1 = Limited use of technology</p> <p>2 = Technology provides students with access and is used intermittently or sporadically</p> <p>3 = Multiple technologies are utilized to make materials and content accessible and are used regularly</p>					
5.7 A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.	<p>0 = Students remain in large class setting and adults use One Teach-One Support with one adult primarily in lead</p> <p>1 = Adults rely solely on One Teach/One Support or Team</p> <p>2 = Adults regroup students (using Alternative, Parallel, or Station) at least once</p> <p>3 = Adults use more than one of the 5 approaches (Friend & Cook's One Teach/One Support, Team, Parallel, Station & Alternative); at least one of the approaches involves regrouping students</p> <p>* note – if teachers have been observed using other approaches in the past and only one approach is observed today (e.g., Stations), it is acceptable to recall previous observations and give a 2 for using a variety of approaches as adults have demonstrated competency</p>					
2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.	<p>0 = There is no obvious plan for behavior management, nor do adults appear to communicate about how they are approaching class management; possibly inappropriate class management</p> <p>1 = Very little classroom management; mainly conducted by one teacher</p> <p>2 = Behavior management strategies are utilized but there is very little clear evidence of how adults have communicated about their use</p> <p>3 = It is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach</p>					
11.3 It is difficult to tell the specialist from the general educator.	<p>0 = Observer could easily determine who was the general/specialist by their language/roles/ lack of parity</p> <p>1 = Teachers kept traditional roles in the classroom but shared or switched roles once or twice</p> <p>2 = Teachers worked at having parity in the class and shared most roles and responsibilities</p> <p>3 = Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who was the general/specialist was</p>					
1.6 It is difficult to tell students with special needs from the general education students.	<p>0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class)</p> <p>1 = There was some inclusion of most students in most activities</p> <p>2 = There was a clear attempt at inclusion of all students for most activities</p> <p>3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed</p>					

Notes:

Look Fors Total:

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CO-TEACHING CHECKLIST: LISTEN FORS

	LISTEN FOR ITEMS	✓ 0 - Didn't Hear It ✓ 1 - Heard it somewhat ✓ 2 - Heard it ✓ 3 - Heard it often				
		0	1	2	3	DNOT
9.10 Co-Teachers use language ("we"; "our") that demonstrates true collaboration and shared responsibility	<i>0 = Adults do not communicate with one another. 1 = Adults use "I" language frequently (e.g., "I want you to..." Or "In my class..."), lacking parity. 2 = Adults attempt to use "we" language and include each other, but it is clear that one adult is more used to "ruling" the class 3 = Adults clearly use "we" language (e.g., "We would like you to..."), showing that they both share the responsibility and students know they are equally in charge.</i>					
5.9 Communication (both verbal and non-verbal) between co-teachers is clear and positive	<i>0 = Little to no communication is evident 1 = Communication is minimal, directive, or negative 2 = Limited communication but it is positive in nature 3 = Both adults communicate regularly as class progresses & are respectful and positive</i>					
1.8 Co-Teachers phrase questions and statements so that it is obvious that all students in the class are included	<i>0 = Class is very teacher-directed and little involvement by students 1 = Questions/statements are general and not inclusive of all students 2 = Most statements/questions are phrased to encourage participation from a variety of students. 3 = A clear attempt is made by both adults to engage all students through the use of a variety of types of questions and statements.</i>					
1.9 Students' conversations evidence a sense of community including peers with disabilities and from diverse backgrounds	<i>0 = Students do not talk to one another ever during class 1 = Specific students appear to be excluded from the majority of student interactions. 2 = Most students appear to be included in the majority of student interactions. 3 = It is evident from the students' actions and words that all students are considered an equal part of the class and are included in all student interactions.</i>					
8.16 Co-Teachers ask questions at a variety of levels to meet All students' needs(basic recall to higher order thinking)	<i>0 = Adults do not use questions and most instruction is directive. 1 = Questions are almost all geared just to one level (to the middle or "watered down") 2 = Teachers use closed and open questions at a variety of levels in a general manner. 3 = Closed and open questions are asked at a variety of levels in a way that demonstrates they are able to differentiate for specific students in order to ensure maximum (appropriate) levels of challenge.</i>					

Notes:

Listen Fors Total:

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CO-TEACHING CHECKLIST: ASK FORS

ASK FOR ITEMS		✓ 0 – No Evidence ✓ 1 – Little Evidence ✓ 2 – Some Evidence ✓ 3 – Substantial Evidence
		Rating Circle Evidence
7.2 Co-Planning	0 = There is no evidence that this team co-plans. Most planning, if done at all, is done by one teacher. 1 = This team rarely co-plans and communicates primarily on the fly. 2 = This team co-plans at irregular times but does try to integrate both teachers' perspectives when possible. 3 = This team co-plans its lessons and integrates both teachers' areas of expertise to the maximum extent possible.	Lesson Plans Modified Materials Letters Home/Syllabi SHARE Worksheets Problem Solving Worksheets Other:
8.5 Co-Instruction: Parity	0 = There is no evidence that this team co-instructs. One teacher is clearly responsible as evidenced in documentation/plans etc.. 1 = One teacher is clearly "lead" however the other does have intermittent areas of responsibility. 2 = Both teachers are provided turns in co-instruction. 3 = Teachers are comfortable in any role and roles are interchanging and fluid throughout the lesson plan.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
8.1 Co-Instruction: Grouping	0 = There is no evidence that this team regroups during instruction. Whole group instruction is the norm. 1 = At irregular times and for very specific activities, this class is regrouped into smaller groups. 2 = Cooperative learning is used in class regularly and small groups are used at least once a week. 3 = Whole group and regrouping approaches are used to match learning needs. Teachers clearly use regrouping regularly and are comfortable with a variety of the co-instructional approaches.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
1.2 Co-Instruction: Differentiation	0 = There is no evidence that this team differentiates for the class. All lessons appear created so that students are expected to do the same things. 1 = Minimal evidence demonstrates differentiation. What is available appears to focus on one or two specific students for limited activities or events (e.g., read test to Johnny). 2 = Teachers appear to integrate differentiated instruction, content and assessments into some lessons. 3 = Teachers regularly include differentiated instruction, content, and assessments into their lessons. They clearly consider the needs of all students.	Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
6.1 Co-Assess	0 = There is no evidence that this team co-assesses. One teacher is in charge of the grades and gradebook. 1 = Teachers talk about assessments at times but each teacher is primarily in charge of his/her "own" students. 2 = Teachers use differentiated assessments occasionally and are willing to share responsibility for grading. 3 = Teachers share responsibility for creating assessments, grading, and for students' overall success. Differentiated assessments are created when needed and both teachers are comfortable with adaptations.	Grade Book Modified Assignments Individual Grading Reports Other:

Notes:

Ask Fors Total:

Overall Total:

0-29 Not Yet Co-Teaching
 30-45 Emerging Co-Teaching
 46-52 Developing Co-Teaching
53- 59 Proficient Co-Teaching
 60-66 Master Co-Teaching