

CO-TEACHING CHECKLIST: ASK FORS

General Educator: _____

Special Service Provider: _____

Observer: _____

Date/Time: _____

To demonstrate the following aspects of Co-Teaching:	ASK FOR ITEMS	0 – Didn't See It 1 – Saw an Attempt 2 – Saw It Done Well		
<i>CO-PLANNING</i>	WHAT ITEMS SHOULD INCLUDE	0	1	2
Lesson Plans	Lesson plans should demonstrate that both teachers have thought about the instruction and will actively engage all students at the appropriate levels. The CTSS [®] Teachers' Toolbox (www.coteachsolutions.com) and the Co-Teaching Lesson Plan book (www.nprinc.com) are excellent resources for co-planning.			
Modified Materials/Videos	Co-Teachers who have planned together proactively will have materials ready prior to the lesson. These may include books on tape, modified assignments, close-captioned video, manipulatives, etc.			
Letters Home/Syllabi	All materials that are sent home to parents/guardians can help demonstrate that co-teachers are engaged in co-planning. They should be co-signed and indicate parity between teachers.			
SHARE Worksheets	Co-teachers should have completed the SHARE worksheets recommended by Murawski and Dieker (2004).			
Problem Solving Worksheet	Co-Teachers should be able to provide evidence of problem-solving. They can use a variety of formats (notes from planning) to work through major problems together.			
<i>CO-INSTRUCTING</i>	WHAT ITEMS SHOULD INCLUDE	0	1	2
Behavior Documentation	Co-teachers should be able to produce documentation of data they collect while co-teaching. This documentation could include behaviors, homework, tardiness, social skills, classwork and/or participation in data collection.			
Tiered Lessons	Co-teachers should be able to demonstrate how lessons are tiered to provide differentiated instruction to a variety of individual learners. Lessons should address the high, average, and low achievers.			
Class Notes	Class notes (indicate what was taught during the class & specifically what was emphasized). They also include mnemonics taught, and in some cases, modifications made.			
<i>CO-ASSESSING</i>	WHAT ITEMS SHOULD INCLUDE	0	1	2
Grade Book	Administrators can ask co-teachers to provide a copy of their grade books. Even if one teacher does the actual recording of the grades, it should be evident that both teachers had a hand in grading and communicating about assessments.			
Modified Assignments	Assignments and assessments need to be tailored to individual needs. Co-teachers should be able to provide copies of modified tests, examples of accommodations given to student with special needs, and lists of IEP requirements.			
Description of how students are individually graded	Co-teachers should have proactively discussed grading and how they will accommodate different learners. They may even have documentation of when they called or wrote parents to inform them of how the student with special needs would be graded in the class.			

CO-TEACHING CHECKLIST: LOOK FORS

General Educator: _____

Special Service Provider: _____

Observer: _____

Date/Time: _____

	LOOK FOR ITEMS	0 – Didn't See It 1 – Saw an Attempt 2 – Saw It Done Well		
		0	1	2
Two or more professionals working together in the same physical space.	<p>0= only one adult; two adults not communicating at all; class always divided into two rooms</p> <p>1= two adults in same room but very little communication or collaborative work</p> <p>2 = two adults in same room; both engaged in class & each other (even if not perfectly)</p>			
Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	<p>0=no demonstration of parity/collaboration; room appears to belong to one teacher only</p> <p>1=some attempt at parity; both adults share materials and space</p> <p>2=clear parity; both names on board/report card; two desks or shared space; obvious feeling from teachers that it is "our room"</p>			
Both teachers begin and end class together and remain in the room the entire time.	<p>0=one adult is absent or late; adults may leave room for time w/o reason related to this class</p> <p>1=one adult may be late but for remaining time, they work together</p> <p>2=both adults begin and end together, and are with students the entire time</p> <p>*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</p>			
During instruction, both teachers assist students with and without disabilities.	<p>0=adults are not helping students or are only helping "their own" students</p> <p>1= there is some helping of various students but adults primarily stay with a few of "their own"</p> <p>2= it is clear that both adults are willing to help all students & that students are used to this</p>			
The class moves smoothly with evidence of co-planning and communication between co-teachers.	<p>0=all planning appears to have been done by one adult and/or no planning is evident</p> <p>1=minimal planning and communication is evident; most appears to be done by one adult</p> <p>2=it is clear that both adults had input in lesson and communicate regularly as class progresses</p>			
Differentiated strategies, to include technology, are used to meet the range of learning needs.	<p>0=there is no evidence of differentiation of instruction or use of technology in the classroom</p> <p>1 = there is minimal differentiation and use of technology; most differentiation appears to be focused on groups rather than individuals</p> <p>2= it is clear that adults considered individual student needs and differentiation and use of technology is evident where needed to</p>			

<p>A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.</p>	<p>0=Students remain in large class setting; Adults rely solely on One Teach/One Support or Team 1= Adults regroup students (using Alternative, Parallel, or Station) at least once 2 = 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 * 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>			
<p>Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.</p>	<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 1=behavior management strategies are utilized but there is very little clear evidence of how adults have communicated about their use 2=it is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach; clear communication between adults</p>			
<p>It is difficult to tell the special educator from the general educator.</p>	<p>0=Observer could easily determine who was the general/special educator by their language/roles/ lack of parity. 1=Observer could tell who was the general/special educator but there was a clear attempt at parity between the teachers. 2=Observer would not be able to tell who was the general/special educator as parity was evident and adults shared the roles and responsibilities in the classroom.</p>			
<p>It is difficult to tell the special education students from the general education students.</p>	<p>0=Observer could easily determine who were the general/special education students by their lack of integration (e.g., students at back or separated from class). 1=Observer could tell who were the general/special education students but there was a clear attempt at inclusion of students for most activities. 2=Observer would not be able to tell who were the general/special education students as parity was evident and adults shared the responsibilities for working with all students.</p>			

NOTES:

CO-TEACHING CHECKLIST: LISTEN FORS

General Educator: _____

Special Educator: _____

Observer: _____

Date/Time: _____

	LISTEN FOR ITEMS	0 – Didn't See It 1 – Saw an Attempt 2 – Saw It Done Well		
		0	1	2
Co-Teachers use language (“we”; “our”) demonstrates true collaboration and shared responsibility.	<i>0=Adults use “I” language frequently (e.g., “I want you to...” Or “In my class...”), lacking parity. 1=Adults attempt to use “we” language and include each other, but it is clear that one adult is more used to “ruling” the class 2=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>			
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; questions/statements are general and not inclusive of all students 1=A few statements/questions are phrased to encourage participation from a variety of students. 2=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>			
Students’ conversations evidence a sense of community (including peers with and without disabilities).	<i>0=Students do not talk to one another ever during class or specific students are clearly excluded from the student interactions. 1=Most students appear to be included in the majority of student interactions. 2=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>			
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 or ask questions geared just to one level (to the middle or “watered down”) 1=Adults use closed and open questions at a variety of levels in a general manner. 2=Adults used closed and open questions 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: