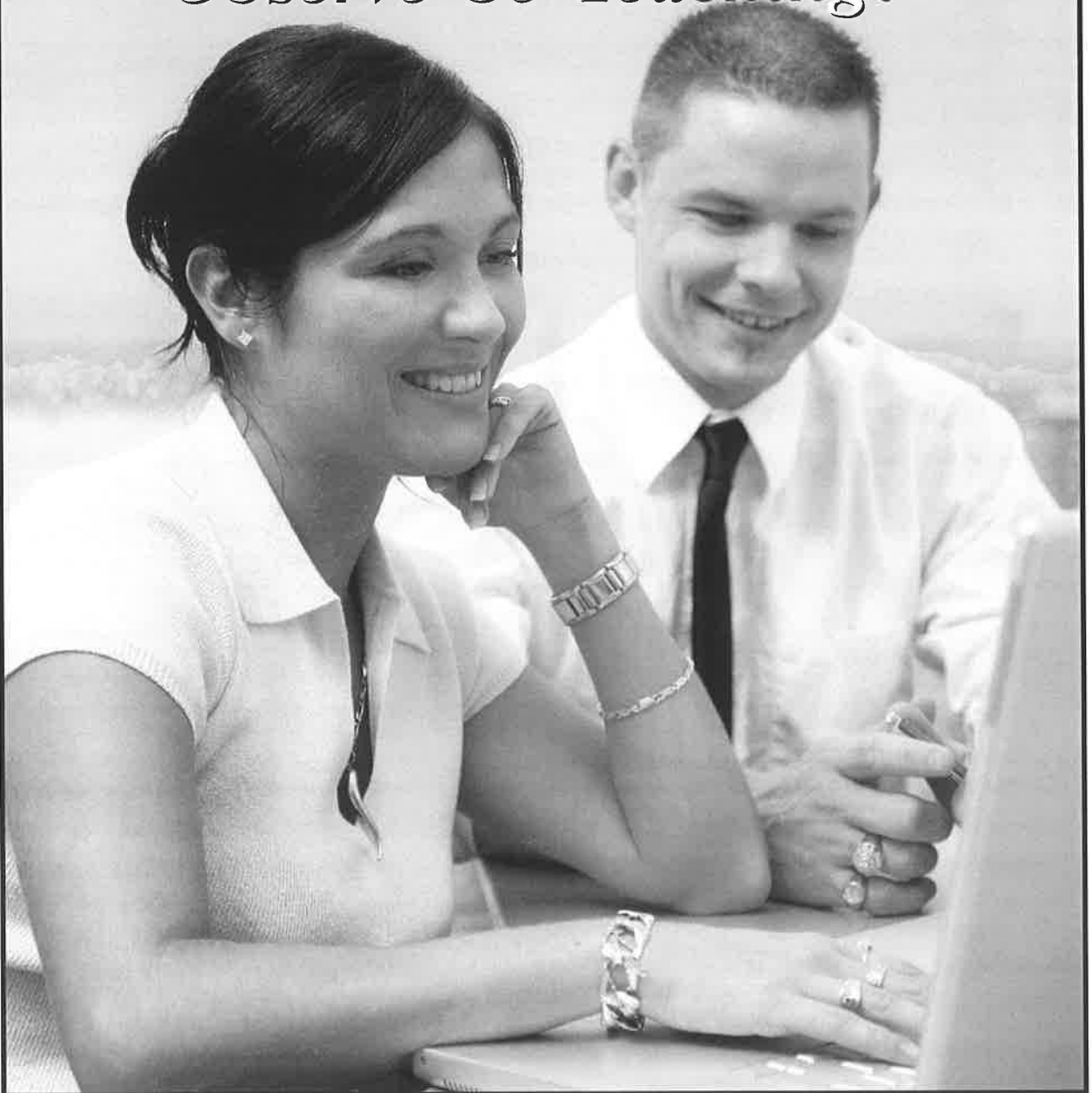


Section VI

How Do You Evaluate and Observe Co-Teaching?



EVALUATION AND OBSERVATION

In order to improve your co-teaching and co-teaching relationships, it is important to evaluate them regularly. Co-teachers should complete the **Co-Teaching Evaluation Form**, (pages 72-73) each grade period. These forms are filled out **independently**. Upon completion the co-teachers meet and discuss the results and make adjustments accordingly.

When administrators observe a co-taught class, they should use a tool that reflects good co-teaching practices. Formal and informal **Co-Teaching Observation Forms** can be found on pages 77-81.

CO-TEACHING EVALUATION FORM

Teacher completing form _____ Date _____

Co-teacher's name _____ Grading period _____

This form should be completed, **independently**, by both co-teachers each grading period. The co-teachers should meet, discuss the results and make adjustments accordingly. (clean copy on pages 72-73)

Respond to each statement by rating on a scale of 1-5: 1 representing NEVER and 5 representing ALWAYS.

- | | |
|---|-----------|
| 1. We plan on a regular basis. | 1 2 3 4 5 |
| 2. We both participate in the planning of the lessons. | 1 2 3 4 5 |
| 3. The specialist has a copy of the course curriculum standards and a teacher's manual. | 1 2 3 4 5 |
| 4. We follow classroom rules and routines. | 1 2 3 4 5 |
| 5. Both teachers share in the behavior management of the classroom. | 1 2 3 4 5 |
| 6. We use a variety of classroom management strategies. | 1 2 3 4 5 |
| 7. We share daily record keeping duties. | 1 2 3 4 5 |
| 8. We share in the grading of quizzes, tests, homework, etc. | 1 2 3 4 5 |
| 9. We assess students in a variety of ways. | 1 2 3 4 5 |
| 10. Both teachers demonstrate knowledge of individual student's accommodations/modifications. | 1 2 3 4 5 |
| 11. The accommodations/modifications have been followed and documented. | 1 2 3 4 5 |
| 12. We use a variety of instructional strategies to promote the success of all students. | 1 2 3 4 5 |
| 13. We use a variety of ways to co-teach. (i.e. rotation, parallel, grouping, team) | 1 2 3 4 5 |
| 14. Both teachers work with all students. | 1 2 3 4 5 |
| 15. We have successfully grouped disabled students with non-disabled peers. | 1 2 3 4 5 |
| 16. Both teachers participate in the instruction of the students on a daily basis | 1 2 3 4 5 |
| 17. We notify each other in advance in the event of an absence. | 1 2 3 4 5 |
| 18. Both teachers remain in the classroom the entire class period. | 1 2 3 4 5 |
| 19. We share parental contact responsibilities. | 1 2 3 4 5 |
| 20. We consistently address the class as "we" instead of "I". | 1 2 3 4 5 |

CO-TEACHING EVALUATION FORM con't.

- | | |
|--|-----------|
| 21. Both names are listed on written correspondence. (syllabi, notes to parents, schedules, newsletters, etc.) | 1 2 3 4 5 |
| 22. Each teacher has a designated place or area in the classroom in which to keep materials. | 1 2 3 4 5 |
| 23. Students see us as equal teaching partners. | 1 2 3 4 5 |
| 24. Administrators see us as equal teaching partners. | 1 2 3 4 5 |

List 3 strengths of your co-teaching partnership.

1. _____
2. _____
3. _____

List 2 ideas for improvement in your co-taught class during the next grading period.

1. _____
2. _____

OBSERVING A CO-TAUGHT CLASS

Observing a co-taught class is different than observing a class taught by one teacher; both teachers share in the delivery of instruction. The observer should use a form that shows evidence that both teachers have been involved in planning, instructing and assessing all students in the co-taught class. Below is a sample of a formal Co-Teaching Observation. For a clean copy of the **Co-Teaching Observation Form**, see pages 77-80.

CO-TEACHING OBSERVATION FORM/FORMAL

Co-Teacher _____ Co-Teacher _____

Subject _____ Grade _____

Observer _____

Date and Time of Observation _____ Date and Time of Follow-up Conference _____

It is recommended that both co-teachers receive a copy of this form in a pre-observation conference. At that time, the observer should inform the teachers on how this form will be used. Note: Every element listed may not be observed during one lesson. A co-teaching relationship develops gradually and is based on mutual trust and respect. Co-teachers continually develop their skills as they work with each other.

0 - not observed

1 - somewhat evident

2 - clearly evident

I. PLANNING/PREPARATION

A. Co-teachers show evidence of parity. (a desk or place for each teacher to keep materials, both names on materials sent home, on class rosters, syllabi, newsletters, on the door, etc.)	0 1 2
B. Co-teachers can provide a copy of IEP accommodations/modifications for students in their class.	0 1 2
C. A copy of the co-taught lesson plan is provided.	0 1 2

CO-TEACHING OBSERVATION FORM con't.

0 - not observed

1 - somewhat evident

2 - clearly evident

I. PLANNING/PREPARATION, con't

The lesson plan includes:

D. Appropriate academic standards and objectives for lessons consistent with the state's curriculum guidelines	0	1	2
E. Use of more than one way of co-teaching (refer to Ways to Co-Teach Quick Reference , page 47)	0	1	2
F. Planning for varied instructional strategies	0	1	2
G. Evidence that both teachers will be actively involved with instruction	0	1	2
H. Evidence of adaptations for individual student's needs (both enrichment and remediation)	0	1	2
I. Evidence of accommodations/modifications	0	1	2
J. Appropriate and clear assessments of student learning with adaptations, as needed	0	1	2

II. CLIMATE FOR LEARNING

Both teachers' performance demonstrates a shared responsibility for:

A. Classroom rules and procedures resulting in effective use of instructional time	0	1	2
B. Effective management of classroom behavior	0	1	2
C. Promoting and modeling respectful interaction among the students, between teachers and students and between the co-teachers	0	1	2
D. Communicating high expectations for all students through support and encouragement	0	1	2
E. Ensuring that all students are engaged in meaningful work throughout the class time	0	1	2
F. Working with all students; the classroom environment would make it difficult to identify students with disabilities from their non-disabled peers	0	1	2

CO-TEACHING OBSERVATION FORM con't.

0 - not observed

1 - somewhat evident

2 - clearly evident

III. INSTRUCTIONAL PRACTICES

During instruction, both teachers:

A. Use "we" and "us" instead of "I" and "my"	0	1	2
B. Are actively involved in the instruction of all students with communication and instruction flowing freely between the co-teachers	0	1	2
C. Use a variety of instructional strategies to promote the success of all students <input type="checkbox"/> individualized instruction <input type="checkbox"/> grouping strategies (refer to Ways to Co-Teach Quick Reference listed below) <input type="checkbox"/> manipulatives/technology <input type="checkbox"/> projects <input type="checkbox"/> peer teaching <input type="checkbox"/> direct instruction <input type="checkbox"/> other _____	0	1	2

WAYS TO CO-TEACH QUICK REFERENCE

One Instructs, One Circulates (I,C)

Teacher A manages the overall classroom and oversees instruction. Teacher B circulates answering questions, getting the attention of students back on lesson, helping an individual, etc.

One Instructs, One Observes (I,O)

One teacher manages the overall classroom and oversees instruction. The other teacher plays a passive role, but is observing one student, a group of students or even the whole class for a specific purpose of gaining information and for a specific amount of time. This information will be analyzed together.

Rotation (R)

Students rotate through stations. Teacher A works at one station presenting information or an activity. Teacher B works at another station presenting different information or activity. One station is for independent work.

Parallel (P)

Co-teachers are both teaching the same information, but they divide the class.

Large Group, Small Group (L,S)

The class is divided. Teacher A instructs a large group in a planned lesson and Teacher B leads a small group in another lesson or the same lesson taught at a different level or for a different purpose.

Team (T)

Both teachers are active instructors. They work together to instruct the entire class. Conversation and presentation of the lesson flow seamlessly between the teachers.

CO-TEACHING OBSERVATION FORM con't.

0 - not observed

1 - somewhat evident

2 - clearly evident

III. INSTRUCTIONAL PRACTICES

During instruction, both teachers:

D. Provide guided practice (i.e. modeling note-taking during instruction)	0	1	2
E. Move about the classroom	0	1	2
F. Assist students with and without disabilities	0	1	2
G. Adapt the instruction to a variety of learning styles (visual, auditory, kinesthetic, tactile)	0	1	2
H. Know content of the lesson	0	1	2
I. Are comfortable with their presentation of the content	0	1	2
J. Group students with disabilities with their non-disabled peers	0	1	2
K. Re-teach students who need extra help	0	1	2
L. Provide materials that are adapted to meet individual student needs	0	1	2
M. Demonstrate appropriate pacing of instruction	0	1	2
N. Provide accommodations/modifications for students as needed	0	1	2
O. Ask a variety of questions using higher order thinking skills	0	1	2

IV. ONGOING ASSESSMENT STRATEGIES

<p>The co-teachers use a variety of ongoing assessment strategies to fairly and accurately evaluate the real learning of the students. These may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> intervention activities to re-teach objectives <input type="checkbox"/> group or individual questioning <input type="checkbox"/> teacher-made and standardized quizzes/tests with appropriate adaptations and accommodations <input type="checkbox"/> students working at the board <input type="checkbox"/> written or oral assignments <input type="checkbox"/> projects <input type="checkbox"/> labs <input type="checkbox"/> other _____ 	<p>0 1 2</p>
---	--------------------

Follow Up Conference and Signatures

Teacher's Signature and Date

Teacher's Signature and Date

Observer's Signature and Date

CO-TEACHING OBSERVATION FORM/INFORMAL (SIX IN SIX MINUTES)

Observer _____ Date _____

Co-Teachers _____ Subject/Period _____

Time of Observation:

Beginning of class period Middle of class period Ending of class period

NOTES FROM OBSERVATION

0 - not observed 1 - somewhat evident 2 - clearly evident

- | | | | |
|--|---|---|---|
| 1. Co-teachers have planned together. | 0 | 1 | 2 |
| 2. Teachers use "we" and/or "us." | 0 | 1 | 2 |
| 3. Both teachers are involved in instruction. | 0 | 1 | 2 |
| 4. Students are engaged in learning. | 0 | 1 | 2 |
| 5. Both teachers work with all students. | 0 | 1 | 2 |
| 6. Ways to co-teach observed: | | | |
| <input type="checkbox"/> One Instructs, One Circulates | | | |
| <input type="checkbox"/> One Instructs, One Observes | | | |
| <input type="checkbox"/> Rotation | | | |
| <input type="checkbox"/> Parallel | | | |
| <input type="checkbox"/> Small Group, Large Group | | | |
| <input type="checkbox"/> Teaming | | | |

Additional Notes: