

## CO-TEACHING CORE COMPETENCIES OBSERVATION CHECKLIST

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

	<b>LOOK FOR ITEMS</b>	✓ <b>0 – Didn't See It</b> ✓ <b>1 – Saw an Attempt</b> ✓ <b>2- Saw It</b> ✓ <b>3 – Saw It Done Well</b>				
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>DNOT</b>
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 &amp; 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 &amp; show what they've learned</i> <i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage &amp; show what they've learned</i> <i>3 = The class was universally designed; opportunities for choice in how students learn, engage &amp; 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 &amp; Cook's One Teach/One Support, Team, Parallel, Station &amp; 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

<b>LISTEN FOR ITEMS</b>		✓ <b>0 - Didn't Hear It</b> ✓ <b>1 - Heard it somewhat</b> ✓ <b>2 - Heard it</b> ✓ <b>3 - Heard it often</b>				
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>DNOT</b>
<b>9.10</b> 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>					
<b>5.9</b> 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 &amp; are respectful and positive</i>					
<b>1.8</b> 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>					
<b>1.9</b> 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>					
<b>8.16</b> 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:		<b>Listen Fors Total:</b>				

## CO-TEACHING CHECKLIST: ASK FORS

	<b>ASK FOR ITEMS</b>		✓ 0 – No Evidence ✓ 1 – Little Evidence ✓ 2 – Some Evidence ✓ 3 – Substantial Evidence
		<b>Rating</b>	<b>Circle Evidence</b>
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.		<b>Lesson Plans</b> <b>Modified Materials</b> <b>Letters Home/Syllabi</b> <b>SHARE Worksheets</b> <b>Problem Solving Worksheets</b> <b>Other:</b>
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.		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
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.		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
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.		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
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.		<b>Grade Book</b> <b>Modified Assignments</b> <b>Individual Grading Reports</b> <b>Other:</b>

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