## Co-Teaching Observation & Reflection

Teachers:	Date:
Roles  Doth teachers are actively engaged in the teaching/learning process for 95% of the lesson.  The specialist integrates their unique teaching expertise into the lesson.	Evidence
<ul> <li>Professionalism</li> <li>Students view both adults as "teachers" with equal authority.</li> <li>Interactions between teachers show respect for each other.</li> <li>Teachers feel equally responsible for what happens in the classroom.</li> </ul>	Evidence
<ul> <li>Communication</li> <li>Teachers share responsibility for major decisions regarding the instructional cycle.</li> <li>Teachers have time to plan lessons together and discuss issues related to instruction.</li> </ul>	Evidence

## Assessments are modified as necessary. Progress on IEP objectives is monitored frequently. Both teachers are aware of IEP objectives. Learning behaviors are being frequently monitored. Grading is a shared task.

## Instruction **Evidence** Various grouping arrangements are used to facilitate learning. ▶ Instructional strategies are utilized that enhance the learning of struggling students. ▶ The instructional lead is shared, depending on the needs of the students. ▶ Students with IEPs are included so that their participation is as normal as possible. ▶ Student work is differentiated, if necessary, to meet the needs of students.

Additional Comments:

## **Co-Teaching Quantifiable Measures**

# of times students are directed to talk with peers for a purpose	# of times specialist speaks to whole class
# of teacher to teacher interactions	# of tactile/kinesthetic activities for
# Of teacher to teacher interactions	students
# of differentiated or specially designed instruction strategies, i.e.	# of minutes students spend in other than whole group
□ visual supports □ modeling	□ partners □ trios
☐ memory/review strategy	☐ multiple small groups
<ul><li>□ building background knowledge</li><li>□ peer to peer talk</li></ul>	<ul><li>□ 2 parallel groups</li><li>□ 1 small group, 1 large group</li></ul>
☐ making thinking visible	
<ul><li>□ word parts</li><li>□ vocabulary strategy</li></ul>	Other descriptors:
☐ Tier 2 vocabulary focus	
<ul><li>□ scaffolding</li><li>□ TPR</li></ul>	
<ul><li>☐ manipulatives</li><li>☐ task analysis</li></ul>	
☐ individual behavior plans	
□ executive function skills □ other:	
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