

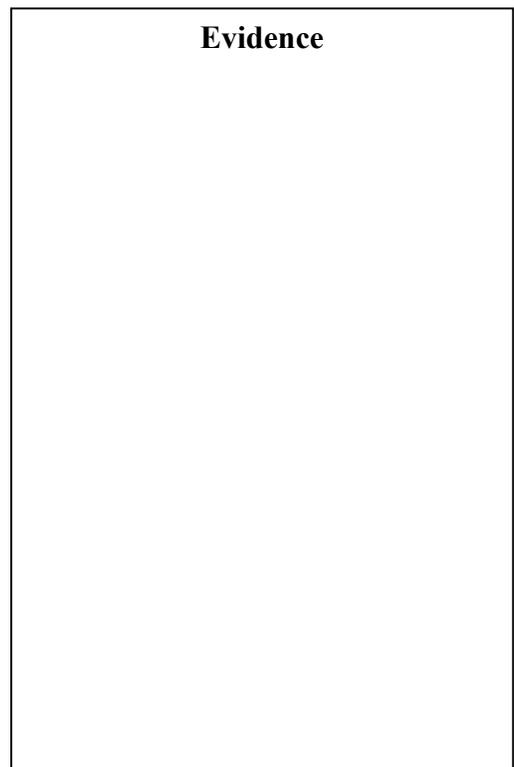
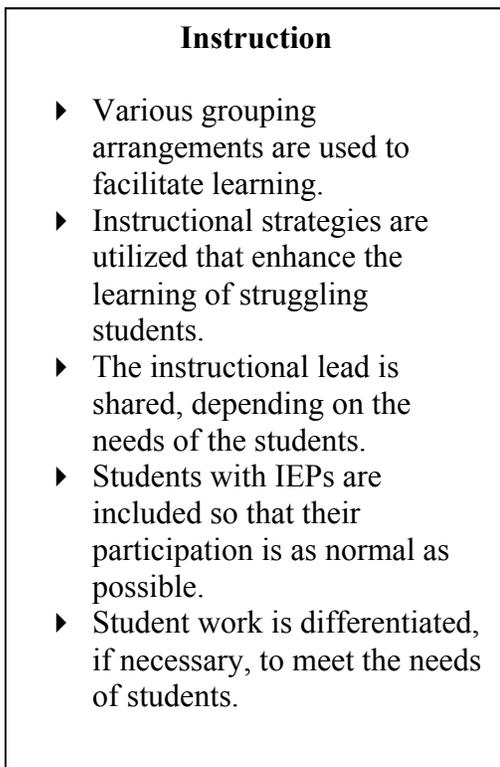
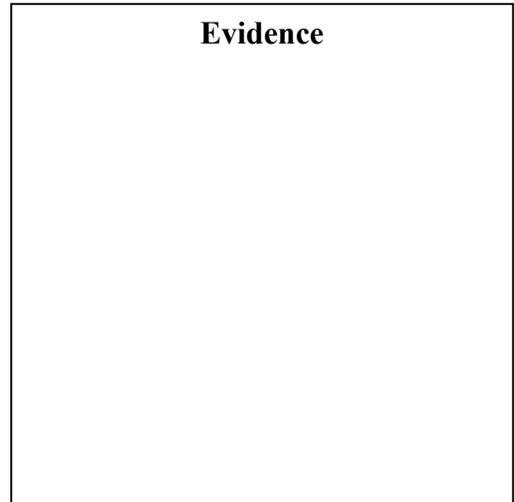
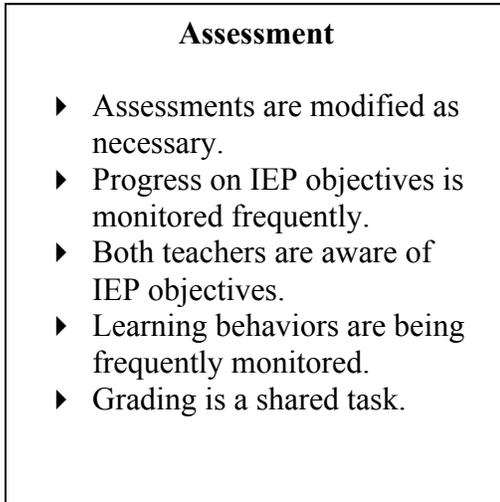
# Co-Teaching Observation & Reflection

Teachers: \_\_\_\_\_ Date: \_\_\_\_\_

Roles	Evidence
<ul style="list-style-type: none"><li>▶ Both teachers are actively engaged in the teaching/learning process for 95% of the lesson.</li><li>▶ The specialist integrates their unique teaching expertise into the lesson.</li></ul>	

Professionalism	Evidence
<ul style="list-style-type: none"><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>	

Communication	Evidence
<ul style="list-style-type: none"><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>	



Additional Comments:

### Co-Teaching Quantifiable Measures

<p># of times students are directed to talk with peers for a purpose</p>	<p># of times specialist speaks to whole class</p>
<p># of teacher to teacher interactions</p>	<p># of tactile/kinesthetic activities for students</p>
<p># of differentiated or specially designed instruction strategies, i.e.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> visual supports</li> <li><input type="checkbox"/> modeling</li> <li><input type="checkbox"/> memory/review strategy</li> <li><input type="checkbox"/> building background knowledge</li> <li><input type="checkbox"/> peer to peer talk</li> <li><input type="checkbox"/> making thinking visible</li> <li><input type="checkbox"/> word parts</li> <li><input type="checkbox"/> vocabulary strategy</li> <li><input type="checkbox"/> Tier 2 vocabulary focus</li> <li><input type="checkbox"/> scaffolding</li> <li><input type="checkbox"/> TPR</li> <li><input type="checkbox"/> manipulatives</li> <li><input type="checkbox"/> task analysis</li> <li><input type="checkbox"/> individual behavior plans</li> <li><input type="checkbox"/> executive function skills</li> <li><input type="checkbox"/> other:</li> </ul>	<p># of minutes students spend in other than whole group</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> partners</li> <li><input type="checkbox"/> trios</li> <li><input type="checkbox"/> multiple small groups</li> <li><input type="checkbox"/> 2 parallel groups</li> <li><input type="checkbox"/> 1 small group, 1 large group</li> </ul> <p>Other descriptors:</p>