

Co-Teaching Reflection Tool

School

Co-Teacher(s)

Date [Click here to enter a date.](#)

PURPOSE: This tool is designed to assist co-teaching teams by facilitating reflection upon their co-teaching implementation in order to enhance or refine existing practices.

Directions-Part 1

In each of the category areas, each teacher should individually check the rating of **initiating**, **developing** or **sustaining** that best describes their **co-teaching team's** current status of collaborative implementation of co-teaching approaches. The categories included are planning, instructional environment, physical environment, discipline and school environment.

Initiating: Two teachers have been assigned to the same classroom and have begun to develop a co-teaching partnership and establish responsibilities to be shared.

Developing: Co-Teachers are sharing many responsibilities, modifying their thinking and implementing evidence-based co-teaching practices in an observable way.

Sustaining: Co-Teachers consistently share responsibilities and collaboratively implement evidence-based co-teaching practices through seamless planning, delivery and assessment of instruction.

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	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
Planning for Instruction and Assessment	<ul style="list-style-type: none"> • One teacher addresses the planning and adaptations necessary for students' specific needs including Universal Design for Learning • One teacher plans content delivery • Each teacher understands the outcome of the lesson and separately monitors student progress • Special education teacher plans for IEP implementation <p>• Teachers maintain separate gradebooks</p>	<ul style="list-style-type: none"> • One teacher plans for instruction, assessment, behavior and integration of technology • One teacher adapts plans for students with disabilities instruction, assessment and behavior using Universal Design for Learning • Teachers plan to jointly deliver the lesson • One teacher monitors student progress and adjusts instruction accordingly <p>• Teachers begin to develop a consistent grading policy</p>	<ul style="list-style-type: none"> • Both teachers equally share in the lesson development appropriate to the approach of co-teaching utilized • Identification/alignment to and use of State Curriculum (SC) and/or Core Learning Goals (CLG) • Incorporation of modifications, accommodations, Universal Design for Learning and differentiation to address diverse learning needs • Planning for implementation of instruction and assessment aligned to the SC and individualized goals to be addressed for all students • Selection of appropriate instructional and assessment delivery, based on students' needs and content, including the integration of technology • Incorporation of classroom management procedures • Both teachers monitor student progress and adjust instruction accordingly • Both teachers agree upon a consistent policy for grading and homework

² This document was developed and produced by the Maryland State Department of Education, Division of Special Education/Early Intervention Services (June 2011) with funds from the [U.S. Department of Education, Grant # H323A07000-09].

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Instructional Environment	<ul style="list-style-type: none"> • Students are learning and engaged by only one teacher • Special educator only provides assistance to the students identified with disabilities and collects and analyzes data in isolation • One teacher's name is included on all written materials • Special educator develops assessments for students identified with disabilities and provides grades to the general educator. 	<ul style="list-style-type: none"> • Students learn and engage more with one teacher than another • One teacher leads instruction while the other teacher only interjects, circulates and provides student support as needed • One teacher primarily communicates with students, parents, other teachers and administrators, regarding instruction, assessment and classroom management • One teacher's name is noted on the majority of information with occasional inclusion of the other teacher's name when it relates to specific students • One teacher develops assessments and collects and analyzes data • One teacher implements agreed upon policy for grading and homework 	<ul style="list-style-type: none"> • All students learn and engage with both teachers • Teachers share equal status in instruction, assessment and classroom management, including data collection and analysis • Teachers share responsibilities such as: communicating with students, parents, other teachers, and administrators, regarding instruction, assessment and classroom management • Both teachers' names are listed on items such as the door, rosters, report cards, and written communication to parents • Teachers share responsibility for integrating technology into instructional delivery and assessment • Both teachers utilize a consistent policy for grading and homework

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Physical Environment	<ul style="list-style-type: none"> • Resources and materials are viewed as property of one teacher or the other • One teacher has no assigned area in the learning environment • No flexibility in use of space for co-teaching approaches and the encouragement of student movement for interactions 	<ul style="list-style-type: none"> • Access to all materials in the work environment may be limited • Work space is shared but is somewhat limited • Space restricts selection of co-teaching approaches and appropriate student movement for interactions 	<ul style="list-style-type: none"> • Both teachers have shared access to all resources and materials • Both teachers have appropriate and reasonable work space in the learning environment • Space allows for grouping and student movement for interactions in the implementation of the various co-teaching approaches

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Discipline	<ul style="list-style-type: none"> • One teacher is responsible for establishing and communicating expectations • Each teacher disciplines a specified group of students • One teacher is solely responsible for implementing Behavior Intervention Plans • Students respond to one teacher only in regard to instruction and discipline • Teachers independently decide upon behavior practices to use within the classroom 	<ul style="list-style-type: none"> • Some shared responsibility for establishing and communicating expectations • The majority of discipline is handled by one teacher • One teacher has primary responsibility to implement Behavior Intervention Plans • Students respond primarily to one teacher in regard to instruction and discipline • Teachers use some of the behavior practices within an existing school-wide approach 	<ul style="list-style-type: none"> • Both teachers share responsibility for establishing and communicating expectations for all students • Both teachers ensure all students adhere to classroom expectations • Both teachers share responsibility to implement Behavior Intervention Plans • Students respond to both teachers equally in regard to instruction and discipline • Teachers use behavior practices consistent with any existing school-wide approach(es)

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	<u>Initiating</u> <input type="checkbox"/>	<u>Developing</u> <input type="checkbox"/>	<u>Sustaining</u> <input type="checkbox"/>
School Environment	<ul style="list-style-type: none"> • Minimal or no time for job embedded co-planning and co-teaching • Few resources are provided including: scheduling, space, appropriate student grouping, instructional materials, and technology • Teachers work in isolation to address barriers or problems • The school community does not embrace collaboration and co-teaching as an integral part of instruction and assessment • Minimal or no professional development, including job-embedded professional development specific to co-teaching is provided • Feedback provided to co-teachers reflects limited or no understanding of the co-teaching framework and focuses more on one teacher than another 	<ul style="list-style-type: none"> • The schedule provides limited time for job embedded co-planning and co-teaching • Limited resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment provides some support for collaboration and problem-solving by staff • Some members of the school community embrace collaboration and co-teaching as an integral part of instruction and assessment • Limited professional development specific to co-teaching including job-embedded professional development is provided • Some feedback is provided to support enhancement of co-teaching and collaborative practices which reflects partial understanding of the co-teaching framework, but may focus more on one teacher than another 	<ul style="list-style-type: none"> • The schedule provides time for job-embedded co-planning and co-teaching • Needed resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology • The environment supports collaboration and problem-solving by staff • The school culture embraces collaboration and co-teaching as an integral part of instruction and assessment • High quality professional development specific to co-teaching is provided based upon teacher and student needs including job-embedded professional development • Feedback and coaching is provided to support enhancement of co-teaching and collaborative practices as reflected in the co-teaching framework

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Directions -Collaborative Reflection

Complete the following section *collaboratively* with your co-teaching partner. Begin by sharing your responses to Part I of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. **Reflection Tool Part 3** may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

<u>Co-Teaching Categories</u>	Strengths	Areas for Improvement
Planning for Instruction and Assessment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Instructional Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Physical Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Discipline Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
School Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		